

Technical and Bibliographic Notes / Notes techniques et bibliographiques

Canadiana.org has attempted to obtain the best copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

- Coloured covers /
Couverture de couleur
- Covers damaged /
Couverture endommagée
- Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée
- Cover title missing /
Le titre de couverture manque
- Coloured maps /
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur
- Bound with other material /
Relié avec d'autres documents
- Only edition available /
Seule édition disponible
- Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure.

- Additional comments /
Commentaires supplémentaires:

Canadiana.org a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated /
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies /
Qualité inégale de l'impression

- Includes supplementary materials /
Comprend du matériel supplémentaire

- Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées.

Continuous pagination.

The Educational Journal.

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

Subscription, \$1.50 a year.
In advance.

TORONTO, DECEMBER 15, 1891.

Vol. V.
No. 15.

Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES—	581	BOOK NOTICES, ETC.—	587
SPECIAL PAPERS—		FOR FRIDAY AFTERNOON—	
The Necessity of Improvement	582	I Meant To	587
How to Deal With Habitually Bad Spellers	582	The Brook's Lesson	587
Canadian History	583	EDITORIALS—	
ENGLISH—		Merry Christmas	588
Some Recent Articles on		The Date of Christmas	588
Chaucer	584	The Gift-Giving Custom	588
Mercy	584	LITERARY NOTICES—	589
Problems in Grammar	584	QUESTION DRAWER—	589
EXAMINATION PAPERS—		HINTS AND HELPS—	
Education Department		A Manual of Punctuation	590
Ontario—Annual Examinations, 1890	586	Helping One Another	590
Uniform and Promotion Examinations	588	Unmannerly Children	590
SCHOOL ROOM METHODS—		PRIMARY DEPARTMENT—	
The Constitutional Act, 1891	586	How to Mount Exhibits of Work	591
		Gleanings from Abroad	591

* Editorial Notes. *

It was once said by a great and good man: "He that makes a little child happier for a single hour is a co-worker with God." What abundant opportunities are enjoyed by the public school teacher for earning this great distinction.

ONE "teacher looks at his pupils and sees nothing in their faces but an exhaustive demand on his strength and patience; another sees in each face a mute appeal to all the wisdom, sympathy and love that are in him." So says a thoughtful and earnest writer. The words are fitly spoken. Let each teacher ask himself or herself, "What do I see in the faces of my pupils? To which class of teachers do I belong?" The answer will go far to enable one to determine whether he is a true teacher or no.

A NATIONAL Conference on University Extension is to be held in Philadelphia on the 29th, 30th and 31st of the present month. Representatives are expected to attend this conference from all the leading colleges and universities of the United States and Canada, and delegates from abroad are also expected. An opportunity will be given for the fullest acquaintance with this system of teaching, and discussions will be had on interesting points in connection with its development in America. This meeting will no doubt be one of great interest. The outcome of the University Extension movement bids fair to be equivalent to a great but gradual educational revolution.

AN excellent rule for parents, teachers and all who are in positions of authority is, never to give a command without being sure of ability and determination to see it obeyed. An observance of this rule would often save the teacher much trouble and chagrin. These often arise out of hasty and ill-considered orders and regulations. The teacher soon sees his mistake, but feels that he cannot unsay the command or withdraw the rule without loss of prestige. He has thus imposed upon himself the alternative of a public admission that he was hasty or unwise, or a tyrannical enforcing of an unnecessary, perhaps unjust, mandate. A little more calmness and deliberation would have saved him from this dilemma.

THERE can be no greater mistake than to suppose it possible for the teacher to occupy neutral ground in the school-room in regard to the great questions of morality and religion. It is easy to say he need not, or shall not, give any formal instruction on these subjects. But he is daily, hourly, expressing his views and principles in a language more effective than any speech. If his heart is enlarged with Christian philanthropy, if his motives are pure, his aims lofty, his spirit patient and loving, he is constantly speaking to the hearts and consciences of his pupils in a language which they cannot fail to understand. If he is destitute of all these qualities of mind and heart, the best moral maxims and religious sentiments will fall powerless from his lips. The question of moral and religious instruction is not a question of the Bible or of religious exercises in schools, half so much as it is a question of the character and conduct of the living teacher.

ANOTHER law of great value, which every teacher should impose upon himself is this: Never give a pupil the tremendous advantage of feeling that he is in the right and you in the wrong. The best auxiliary you can possibly have in school government is the child's conscience on your side. Conscience makes a coward even of a little child when it condemns him. On the other hand it often makes him a determined rebel, if it but sides with him in the dissent. The teacher who can succeed in

making it manifest to every pupil that he is striving above everything to do right and to do good, will find himself reinforced at every turn not only by the best public opinion in the school—in itself a mighty influence—but by the monitor which dwells in the bosom of every child, and whose office it is to approve the right and to denounce the wrong. Great mistakes are made in consequence of underrating the power of a child's conscience.

THERE are few ways in which the teacher can render greater service, both to his pupils and to the country, than by encouraging and cultivating the habit of thrift in the pupils of both sexes. The love of money is sure to be strong enough in most, but the sense of responsibility in connection with its use will be found to be often sadly wanting. The impulse of most children, as soon as they come into possession of a few cents, is to spend it immediately, and too often in some form of self-indulgence. But when we reflect upon the vast amount of misery and suffering which are the outcome of the lack of economy and thrift in after life, we cannot resist the conclusion that one of the essentials in the formation of character in the school is a training in the preservation and right use of money. One of the most effective ways of doing this is the use of saving banks. This method is being employed with excellent results in Belgium, France and England. The city of Liverpool alone contains sixty-eight school banks, and last year the total accounts numbered 25,000, representing in deposits about \$50,000. In Belgium it is calculated that there are about 600,000 elementary scholars attending school. Of these more than 170,000 are savings bank depositors, and the sum now to their credit is about \$580,000. In France nearly half a million elementary scholars are depositors in the school savings banks, and the amount to their credit is two millions and a half of dollars in round numbers. We should like to see some system of the kind in Canada. No one wants to see a generation of hoarders, or misers, but a race of incompetents and spendthrifts is almost as bad. Moreover children may be taught to use conscientiously as well as to save.

* Special Papers. *

THE NECESSITY
OF IMPROVEMENT.

BY J. J. Y.

THE influence of the teacher is probably the strongest influence that impresses the child's mind, and the teacher who has not a full absorbing realization of the weighty responsibility of this fact should think and think again until he has. Modern educationists may theorize and dogmatize as they please, but the fact remains that the boys and girls learn mainly by imitation. Just as the young birds when first they quit the parent nest and try their unskilled flight in the track of their parents, guided by their example, so the youth who is learning to become a MAN—for that is the chief end of education—follows his teacher with confidence while imitating him, and while at first he clings timidly to his guide, daring to go only where he is led, yet every day ventures to proceed a little farther and eventually, as he acquires self-reliance, strikes out his own path. It is an inestimable blessing to have an able man for a teacher. More precious it is than all books, for it is a living book. It is one torch kindling another.

The rising generation in the North-West is apt to be too presumptuous and self-confident, a fact which makes it doubly important that the teacher should, by reading, thinking, and continually striving, improve himself or herself in intellect, speech, demeanor and all knowledge. The scholar gladly receives advice and instruction from the teacher whose superiority he recognizes. This superiority is needed to quell the pride of youth and keep within reasonable bounds its presumption and self-confidence. With pleasure the boy listens to the teacher he admires, but unwillingly and without good effect to the one he distrusts or holds in contempt.

I speak feelingly on this subject and in the light of my own experience. Mine was the happy privilege of being under the educational guidance of two men who were, each in his way, ideal school-masters. The first was the proprietor of a private school for boys, and he managed that school as a great captain would a man-of-war in action. In fact so scrupulously did he devote himself to his duties and so persistent was he in training the minds over which he had charge, that he died in harness at a comparatively early age; but it was a noble death and the martyr left to his pupils the invaluable example of a character that was true as steel, thorough in details, unselfish in all things, courageous, virtuous, self-controlled, tender and sensitive as a child, yet stern as the Iron Duke when occasion demanded, and withal cheerful. Unhappily the powers of his intellect were fettered by an enfeebled body which at last succumbed to the great strain which the training of thirty boys put upon it. The second teacher, who was at the head of a public school of 300 boys—the girls having a separate building, was the envied possessor of all the above-mentioned estimable qualities and had besides a healthy, vigorous body which was

aflame with energy; in fact, as near as may be in this degenerate world, he was a perfect man. If I know anything at all of the great branches of education and have any of the qualities of character that are to be valued, to these two men, after God, I owe it. But human nature is weak and I fear that like many another scholar I have not profited as I ought.

Milton in the early part of his life was employed in what Samuel Smiles is pleased to call the "humble vocation of a teacher." In his school, as in everything else he undertook, the great poet labored with great diligence, and he strove to improve not only his pupils but himself. It is surprising how much may be accomplished in the intervals between the necessary tasks of a teacher's life. A well-known work of literature was written while its author was waiting each day for his wife to finish dressing preparatory to the daily walk. The Duke of Wellington, whose boundless capacity for work every student knows, drew up the Dublin Police Bill when tossing off the mouth of the Mondego, with Junot and the French army waiting for him on the shore. Cæsar is said to have written an essay on Latin rhetoric while crossing the Alps with his army. Washington, even when a boy of thirteen, displayed this faculty by voluntarily copying out with great care, between his school exercises, such things as forms of receipts, promissory notes, bills of exchange, bonds, leases, indentures and other dry documents, but which proved of great value to him afterwards, when his admirable business qualities were brought to bear in the government of his country.

Industry is the chief requisite to the teacher in his continual pursuit of improvement. In all spheres, and conspicuously so in the school-room, power belongs only to the workers. I cannot recall a single great statesman who was not an industrious man. "It is by toil," said Louis XIV., "that kings govern." "My lyfe," wrote Hampden on one occasion to his mother, "my lyfe is nothing but toyle, and hath been for many yeares, nowe to the Commonwealth, nowe to the Kinge, not so much tyme left as to doe my dutye to my deare parents, nor to sende to them." Cobden described himself as "Working like a horse, with not a moment to spare." The same thing is true of literary men. Lillo, whose dramatic works were of acknowledged power and merit, spent most of his life as a working jeweler. Izaak Walton acquired the vast fund of information which fitted him for the office of biographer, while he was a linen-draper in Fleet Street. Benjamin Franklin, as all who have read his inspiring autobiography know, educated himself while fulfilling his labors as printer, editor and bookseller, and became, by dint of his persevering struggle after improvement, an author, a philosopher and a statesman. John Stuart Mill wrote most of his early works in the intervals of office duties, and Macaulay his Lays of Ancient Rome while performing the arduous labors of secretary of war.

The examples of these lights of the past should be an inspiration to the toiler in the school-room to unceasingly struggle for that improvement which alone can maintain by

reason of the superiority it gives, the admiration and confidence of the youthful tyrants at the desks.

REGINA, N.W.T.

HOW TO DEAL WITH HABITUALLY
BAD SPELLERS.*

MOST teachers find their patience tried by spellers who are generally defective in this most important branch of school work. To such I respectfully submit a few hints, which I have used with advantage.

(a). Try, if possible, to lead the bad speller to realize that he or she is a bad speller—not at times a very easy thing to do.

(b). Lead him to see the value of correct orthography by probable and actual errors in any business transaction, in short, to see its general and practical value.

(c). Test carefully, to see if the errors arise from carelessness, or a general weakness in the "spelling faculty."

(d). Having satisfied yourself that the *culprit* puts some value upon correct spelling, and is aware of his defect arising from his carelessness, or general weakness in that respect, then proceed to the cure.

(e). If the cause be want of care, then naturally, to urge upon him greater carefulness in his work is the teacher's duty.

(f). To carry this out, he must be led to observe each word as a whole, and as made up of elements, and to write the words repeatedly from copy and from memory, till he knows them. As an aid to such pupils I find ordinary spelling quite effective, in impressing correct pictures. It is often easier for them to say the letters of a word in their proper order than to write the picture, but by first saying the letters they can then produce the written form. Of course, when carelessness has become a habit, a bad speller is the result, and to the teacher it does not make much difference in such a case whether the defect has arisen from one cause or the other. In general class work, all such will receive about the same treatment. With particularly bad spellers, the following means might be employed:

(1). Have pupils keep a record of their own errors; have them write some of these correctly every day, once or oftener, as time permits; ask them to spell orally some of these words when they least expect to be called upon; correct if necessary, orally, then write the correct form in a sentence containing the word or words.

(2). Write, or rather, place for a time some of these words on the blackboard in front of such pupils; occasionally have them spell or write out the words, and submit the written exercise to a teacher or a monitor for the purpose; detect and correct, *i.e.*, the pupil corrects several times. Take reviews on these words and failures in dictation exercises.

(3). Append to every dictation exercise some of the words previously misspelled by pupils. Watch the *culprits* closely to see that they correct thoroughly. It may be necessary to keep words on every exercise say three times a week, for three months, before you can be satisfied that every pupil

*Read at West Victoria Teachers' Association, by Wm. A. Laughlin, Cannington.

is perfect. Drop such words for a short time, then take them up again.

(4). When it can be done, put the weak spellers in a class or sub-division of a class by themselves, so that they may receive special attention. Encourage every sign of improvement. Their improvement is generally slow, but exercise patience. Unless the pupils work as earnestly as the teacher, the results will be poor. It is almost wonderful what a change can be made upon bad spellers if they can only be led to work with the teacher.

Other similar experiments may be resorted to; variety even in this is better, provided the effort has a good basis. No matter how skilfully the work may be done, the progress will be comparatively slow, and the rate will be increased only by getting the pupil to increase his efforts and his desire to improve his own defect. I have also found that writing compositions on a familiar subject was a good means of getting pupils to write correctly their own vocabulary. In this way the errors likely to be made by them in actual correspondence would come out, and would be dealt with after the manner before mentioned.

Before I close these remarks, I might give a hint or two to advantage. When you have a timid speller, don't assume a facial expression on a par with the Emperor Nero's. Encourage him to take his time, and lead him to see that in spelling we first require a correct picture, and then the right order of saying the letters. Once more encourage your backward pupils, and remember "Rome was not built in a day." In a short time you will have your efforts rewarded by seeing the so-called laggards shoot ahead, and distance some of your more brilliant pupils.

CANADIAN HISTORY.

"BY JUNIUS."

My theme is History; my field of operations an ungraded school in the oil producing district. My material is not of the brightest, in fact I believe some degrees below the average in mental energy, vivacity, retentiveness, etc.—qualities in the pupil only too desirable for the successful teaching of this subject. In fact, where these qualities are wanting, the hurried teacher, over eager for results, and blind to true progress, is tempted to fall back upon old time methods, though, to the thoughtful, they only call for higher effort and more thoughtful work. I come at them somewhat after this fashion:

Before promotion from second to third form pupils are supposed to be familiar with the municipal system of their own municipality, and with its general geography. Up to this time nothing is known of History in distinction from Geography, and indeed I scarcely know at what period the one subject emerges from the other and appears on the time table as a distinct branch. It is certainly not until after the first six or eight months.

I find it desirable, in preparing the minds of the pupils for history in a broader sense, to begin with the municipality. I call attention to changes in the immediate

neighborhood, due to the disappearance of forests, the improvement of farms, the planting of shade trees and orchards, the improvement of roads, the condition of disused or newly opened roads, the growth of villages, towns, etc., connecting with each the opening up of some view, or the increase of some established industry. Somewhat in this way I endeavor to convey a true conception of the steady, onward march of civilization.

As an aid in gaining the general fund of information necessary to a proper comprehension of the world we live in, as it is to-day, information lessons should be given, in which means of transit, such as the railroad, steamboat, street car, also such modern conveniences as the electric light, gas light, telephone and telegraph occupy a prominent place. It is desirable always to point out how each is an improvement on some previous method, thus bringing into contrast present and past. These afford excellent topics for compositions, e.g., a sail on a steamboat, a ride on a horse, or better, on an electric car, a visit by rail, a last journey to market. And just here I may be excused for putting forward the claim that the country boy, although he may find more difficulty in comprehending modern city conveniences and institutions for public benefit, will, as a rule, take a truer and readier grasp of the past history of his country than will the city-bred pupil, inasmuch as he is more truly the child of nature in his everyday surroundings, and perhaps in actual experience, in cutting a home in the forest, than is the latter.

Of course in my present school I take my class very minutely into the prevailing industry of the neighborhood as carried on to-day, i.e., the production and refining of oil.

The class is now prepared to take a peep into the past, even farther back than their short glimpse of life will enable them. This is a delicate matter, this first peep at the past history of one's actual surroundings; this hitherto unasked stretch of the imagination, upon the reality and vividness of which depends so much their future progress. As stated before I give special attention to the history of the oil industry. We go back together to the time when the River Sydenham's sluggish waters were thickly covered with crude petroleum, and Petrolea and Oil Springs, the present centres of the industry, were one unbroken forest. We trace the discovery of the oil and the opening up of the industry in Oil Springs, and subsequently in Petrolea. The methods by which it was first pumped, stored and exported, serve a useful purpose in their comparison with modern familiar methods. Compare, for instance, the old system of excavating a hole by means of pick, spade and windlass, with the present method of boring and drilling; the old method of conveying a barrel of oil six miles on a *travoy* through the heaviest of clay roads to Wyoming, the nearest station, with the present elaborate system of pipe lines in use to convey the crude oil to the tanking companies' storage tanks. It lends an interesting touch of reality to the pupils to be told that their teacher's relatives were actively engaged in the growth of the industry from the beginning, having

opened up one of the first stores in Petrolea, transporting their first small stock from Strathroy, and not by rail either. Encourage pupils to get home knowledge and thus have your own version unconsciously verified by parents.

I would like to give a more extended account of these talks, but as they could be of value to comparatively few of the readers of THE JOURNAL, I refrain. The foregoing can be but suggestive of a plan which teachers must adapt to their surroundings.

Having become sufficiently familiar with the history of the municipality, which is clearly within the range of their comprehension, it is but a step to pass to the history of our own Province, and of our Dominion. Having placed my readers on the track let me be more general.

Call it Geography or History, which you will, the class must now have a knowledge of the Dominion, its political subdivisions, and the climates, people, industries, etc. of each respectively. This it is well to teach side by side with the foregoing. They should also have a general knowledge of the parliamentary system, which is a natural step from the municipal system.

At this stage I consider it very unwise to crowd the child-mind with an elaborate explanation of our parliamentary system in detail. He cannot see the fathers of our land sitting in state on Parliament Hill, shaping the destinies of a nation, and influenced in all their actions by a political design far beyond their depth of comprehension. They cannot see the Ministers in charge of their various departments, nor can they have more than a vague comprehension of the relations existing between Canada and the mother country, and of the nature of the bond which unites the two. But they *can* see the men at work upon the roads, the bridge in course of construction, the necessity for an assessor, a tax-collector, a constabulary, a township council, a poor house, a jail, a county road, and a county council; a school system, an Inspector of schools, a court house, a management of crown lands, a Provincial Parliament; a militia, a medium of exchange, a management of industries, and of revenues, a Dominion Parliament. In short, they see the necessity of law and order, and get an idea of the general management of a country's affairs by its chosen representatives.

What have we now? A fair conception of Canada as it is to-day. As before we must now draw more extensively on the imagination, but it is strong, too, and active, too much so, you, perhaps, will say. Well, better so than void, for on it we must rely. Only let it be properly directed, and although, through the child's creative faculties, he may acquire strange notions, yet the true pictures gained will amply repay the trouble, and careful reproduction will settle inaccuracies. Take the class back to the admission of the Provinces P.E.I., B.C., and Manitoba. These events leading to and embracing Riel's Rebellions in the Saskatchewan and Red River Districts, the building of the C. P. R., the Hudson's Bay Co. From this we go back to Confederation.

In the same manner we go back to the early French settlement, taking up the

Rebellion of 1837, the War of 1812, the Constitutional Act, American War, Conquest of Canada, etc., keeping constantly before the class a distinct outline, a skeleton clothed in living flesh, a vividly interesting conception of the growth of a great colony from early infancy. And what more interesting than the tales of early explorers, the troublous times of Frontenac, the travels of Champlain, of Marquette of Joliet, of La Salle, the vicissitudes of the Jesuit Fathers, and the tales of the triumphs, trials, and reverses of our own heroes of 1812-14.

In the teaching of this subject we have the means of inculcating and fostering the most whole-souled manliness, the noblest virtues, the loftiest heroism, and the truest patriotism, the young roots and branches of which, early springing to life, are easily crushed beyond all hope of revival, but as equally capable of the highest development.

* English *

Edited by F. H. Sykes, M.A., to whom communications respecting the English Department should be sent.

SOME RECENT ARTICLES ON CHAUCER.

STUDENTS of Chaucer have had in literary journals, during the present year, many interesting articles on Chaucer, some of them throwing fresh light upon passages of doubtful meaning, one having the unique interest of disclosing to the world a poem from the "Father of English Song," which for centuries has lain unknown.

Prof. Browne, of Johns Hopkins, contributes in the May, 1891, number of *Modern Language Notes*, some interesting suggestions and criticisms. He makes decided objection to Prof. Skeats' printing of ll. 12-14 of the Prologue:

"Than longen folk to goon on pilgrimages
(And palmers for to seken straunge strondes)
To ferne halmes."

This use of parentheses would force the construing of "to goon on pilgrimages to ferne halmes" split up by l. 13,—an awkward and un-Chaucerian structure. In the number for November, attention is called to the fact that Prof. Zupitza, of Berlin, long ago suggested Prof. Skeats' reading, because of the difficulty (to him) of construing "seken straunge strondes, to ferne halmes." Prof. Browne shows that in older English "seken" took either a direct or an indirect (with "to") object indifferently. He holds, therefore, that the palmers seek strange strands and distant shrines. With regard to line 320 of the Prologue:

"His purchasynge myghte nat been infect,"

he holds that "purchasing" does not mean "conveyancing," but "gain," "acquisition." The Sergeant amassed wealth rapidly, but cautiously and adroitly kept "o' the windy side of the law."

A "mormal" he holds in l. 386,

"That on his shyne a mormal hadde he,"

is not a "cancer" or "gangrene," but an aggravated type of eczema, *morte male* described by Vigonius.

He adds to Prof. Skeats' gloss. for l. 417,

"Well koude he fortunen the ascendent,"

the remark that the ascendent was fortunate when containing a fortunate sign—such as Aries or Leo—or a fortunate planet—such as Jupiter or Venus—fortunate in sense of favorable for the treatment of disease.

Prof. John W. Hales, in the *Athenæum* (Jan. 10, 1891), contributes a long discussion of l. 120 of the Prologue:

"Hir gretteste ooth was but by seynt Loy."

Prof. Skeat has made it certain that the reference in St. Loy is to St. Eloy (St. Eligius), patron saint

of goldsmiths, and hinted that the Prioress swore by St. Loy because ("she seems to have been a little given to a love of gold and corals.") Prof. Hales ventures an explanation quite different. King Dagobert, when appointing Eligius to a certain position, desired him to take an oath on the relics of the saints. Eligius refused, fearing the judgment of heaven. The king insisted; Eligius, hard-pressed, burst into tears. Whereupon the king gave way, assuring him that he should feel more confidence in him than if had sworn all sorts of oaths. St. Eloy seems, therefore, to have contented himself with a milder vocabulary than his contemporaries; he forswore swearing, so to speak. "An oath by St. Loy" would mean then "an oath in the name of St. Loy," such as he might have uttered or approved, *i.e.*, no oath at all.

In the *Athenæum* for Oct. 24, 1891, Prof. Skeat announced his discovery of true source of Chaucer's *Boethius*. Of course it comes originally from the treatise, "De Consolatione Philosophiæ," but Chaucer's version has incorporated in it so many explanations and glosses not in the original that years ago Prof. ten Brinc suggested that Chaucer translated his version from an intermediate copy containing Latin glosses. This intermediate Prof. Skeat has had the good fortune to find in one of the MSS. of the Cambridge Library—not, indeed, the actual MS. used by Chaucer but an authentic copy, with additional explanations and glosses and a translation of all into Chaucer's English.

Most interesting of all is Prof. Skeats' publication (*Ath. Ap.* 4, 1891) of an unknown poem by Chaucer found upon a MS. of Chaucer's "Troilus" copied by Tregentil a scribe of the fifteenth century. "As it is a happy specimen of the poet at his best in a playful humor," says the Professor, "I here produce this elegant trifle." He inscribes it "To Rosemounde."

TO ROSEMOUNDE.

Madame, ye ben of al beaute¹ shryne,
As far as cerclid is the mappemounde²;
For as the cristal³ glorios ye shyne
And lyke⁴ ruby ben your chekes rounde;
Therwith ye ben so mery and so jocounde,
That at a revel whan that I see you daunce,
It is an oynement⁵ unto my wounde,
Thogh ye to me ne do no⁴ dalliaunce.

For thogh I wepe of teres ful a tyne⁶
Yet may that wo myn herte nat confounde;
Your semly voys that ye so small out-twyne⁶
Maketh my thought in love and bliss habounde.⁷
So curtaysly⁸ I go with love bounde,
That to myself I sey⁹, in my penaunce,
Suffyseth¹⁰ me to love you, Rosemounde,
Thogh ye to me ne do no daliaunce.

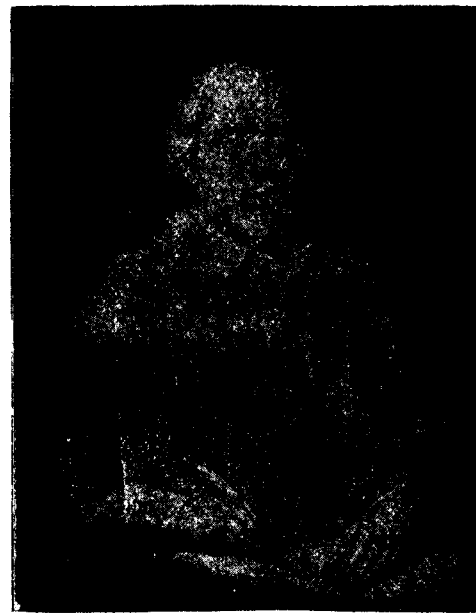
Nas never pyk walwed in galauntyne¹¹
As I in love am walwed and y-wounde¹²;
For which full ofte I of my-self dowyne
Thot I am trewe Tristram the secounde.¹³
My love may not refrayd¹⁴ be nor afounde¹⁵;
I brenne¹⁶ ay in an amorous plesaunce.
Do what you list, I will your thral¹⁷ be founde,
Thogh ye to me ne do no daliaunce.

[¹Sound the final *e*. ²Fr. *mappemonde*, map of the world. ³ointment. ⁴*ne* and *no*, a double negative, meaning a simple negative "no." ⁵A small open tub. Note the humorous exaggeration. ⁶Your seemly voice that you give forth so soft and clear (small). ⁷about. ⁸courteously. ⁹say. ¹⁰it suffices. ¹¹There was not (see ⁴). ¹²There was never a pike (fish) wallowing so in galantine-sauce, as I am involved and wound up in love. ¹³a second true Tristram (a famous legendary lover. Cf. Tennyson.) ¹⁴cooled down. ¹⁵explored (?). put off (?). ¹⁶burn. ¹⁷slave.]

It is a truth that the main source of eloquence and power is to be found in the *thoughts* and *sentiments* expressed. Apart from striking thoughts and noble sentiments there can be no true eloquence. By means of these the roughest style may be made powerful and thrilling. In all speaking and writing, the first, the paramount, the indispensable prerequisite, is to have something to say worth saying. We do not hold that a pupil should make no attempt at writing until he has first learned to think. That would be equivalent to saying that he should not enter the water until he has learned to swim. Every boy and girl has thoughts and feelings which are more or less worthy of expression, and in the act and effort of expression is usually found the very best means of quickening and enlarging the thinking power.

MERCY.

BY SHAKESPEARE.



THE BUST OF SHAKESPEARE AT STRATFORD-ON-AVON.

I.—INTRODUCTORY.

PUPILS should not be introduced to this selection until they are thoroughly familiar with the First and Second Readings of *The Merchant of Venice* (Lessons cii. and civ.) They should understand thoroughly the part it occupies in the development of the plot; for, beautiful as it is in itself, it cannot be fully enjoyed except in connection with its context. Fourth class pupils cannot do much for themselves in the preparation of this selection. The words are so difficult and unusual, and the thought is sometimes so subtle that the teacher must necessarily give a great deal of explanation. When the meaning of all the difficult words and phrases has been explained, a series of questions, such as those given below, should convey a clear idea of the meaning and the bearing of the various parts of the selection, and ought to beget a deep love for a piece of literature which embodies sentiments so sublime. The lesson should be frequently reviewed; and he will be a dull teacher, and they will be dull pupils, who cannot find in it new beauties every time it is studied anew. It should, of course, be committed to memory after the first reading.

This selection is part of the speech addressed by Portia to Shylock on the "noble quality of mercy." (See Reader, page 322.) On learning that Antonio confesses the bond, Portia, seeing the apparent hopelessness of saving his life if Shylock persists in his demand for justice, exclaims, "Then must the Jew be merciful." Shylock, purposely misunderstanding her, retorts, "On what compulsion must I? Tell me that." To this impudent and heartless question, Portia answers in the beautiful sentiments of this selection.

II. EXPLANATORY.

Line 1. *Quality*.—Attribute, or moral characteristic.

Of.—This word does not here denote possession, but apposition, as in the words, "The city of Toronto."

Strained.—Used for the word "constrained," meaning "forced," "compulsory." The meaning of the line is as follows: "That moral characteristic which is known as mercy, acts freely, not from constraint."

l. 3. *It is twice blessed*.—It confers a two-fold blessing; conferring a blessing on the giver as well as on the receiver.

l. 5. *'Tis mightiest in the mightiest*.—Mercy is most mighty in the mightiest person, *i.e.*, the more power a person has to inflict pain, the more he bows and subdues his heart by showing mercy.

Becomes.—Is becoming to, adorns.

l. 6. *Throned*.—The poet evidently has in his mind the picture of a king sitting upon his throne, dispensing justice, forgiving some and condemning others. That power within him, by virtue of which

he forgives, is a greater ornament to him than that, by virtue of which he condemns.

1. 7. *Sceptre*.—The staff borne by a monarch as a symbol of authority.

Shows.—Represents, symbolizes.

Temporal Power.—The same as "sceptred sway," l. 10, and "earthly power," l. 13.

1. 8. *The attribute to awe and majesty*.—The outward symbols of the awe which he inspires, and the high rank which he holds.

1. 10. *But mercy is above this sceptred sway*.—Mercy is a nobler power than that which his sceptre sends.

1. 11. *It is enthroned in the hearts of kings*.—It is the noblest of all the qualities of the heart. As a king is superior to all his subjects, so mercy is superior to all the other qualities of the heart.

1. 13. *Show*.—Show itself, appear.

1. 14. *Seasons*.—Tempers, moderates the severity of. Compare "Temper justice with mercy."

1. 15. *Though justice be thy plea*.—Though thou dost base thy cause upon justice.

1. 16. *In the court of justice*.—If strict justice had its course. If God should treat us with strict justice in dealing with our sins, and should not show us mercy.

1. 17. *Should see*.—Should be likely to obtain.

1. 18. *Render*.—Give in return.

III. QUESTIONS.

By what character in the "Merchant of Venice" are these lines spoken? To whom are they addressed? What effect are they intended to produce in him? What spirit has he hitherto shown?

What does Portia tell Shylock about mercy in the first two and a half lines? Arrange the words of the second and third lines in their natural order, supplying words omitted. In what respect does mercy resemble "the gentle rain from heaven?" Where does the author explain the meaning of "It is twice blessed?"

In what lines does Portia speak of the power of mercy? With what does she contrast the power? Which is the loftier power, mercy or temporal power? Where does she say so? How do men feel towards the person who possesses temporal power over them? Where does she say so? How do men feel towards the person who shows mercy towards them? Does Portia tell us, or does she leave it to be inferred? When does temporal power most resemble God's power?

In what lines does Portia ask the Jew not to insist upon strict justice? What does she ask him to do instead? By what argument does she try to show him that it is his duty to show mercy? What would be the consequence if Shylock insisted upon receiving strict justice?

What is meant by "that same prayer?" Quote the part of it in which "we do pray for mercy." [Is "do" emphatic in reading?] Quote the part which "doth teach us all to render the deeds of mercy." Is the reference to the prayer likely to have any effect on Shylock, a Jew? Why?

Go over the sentences, one by one, and tell what thought about mercy is contained in each.

Are these lines written in prose or poetry? Do they rhyme? What name is given to that kind of verse which does not rhyme?

IV. BIOGRAPHICAL NOTE.

William Shakespeare, the greatest poet that the world has ever produced, was born at Stratford-on-Avon, in Warwickshire, England, in 1564. His father, John Shakespeare, was a prosperous citizen of Stratford, who, at the time of Shakespeare's birth was honored by his fellow-citizens with several important offices of trust. Shakespeare was sent to the Grammar School of Stratford, where he received a rudimentary but not scholarly education. Ben Jonson has said of him that "he knew little Latin and less Greek"; but he was one of those who are in after life self-educated, and must have been a student in the truest sense of the word. At about the age of fourteen, in consequence of a decline in his father's fortune, he was taken from school, and set to earn in some way a living for himself. How he was employed at this period of his life is not known. When he was but nineteen years of age he married Anne Hathaway, the daughter of a respectable yeoman, living a short distance from Stratford. She was eight years his senior; and whether the marriage proved a happy one or the reverse is wholly unknown. He resided in Strat-

ford for four or five years after his marriage, and then, like many another penniless lad whose name has ornamented English literature, decided to leave his native town and seek his freedom in London. From the very first he was connected with the theatre. He began with the most menial employments, but his ability soon made itself felt and raised him rapidly. He became an actor, then a writer of plays. Soon he was rapidly producing his historical plays and his early comedies, and began to accumulate a fortune, which he intended should enable him to return in due time to Stratford, and live there as a gentleman. In 1596 he became a principal shareholder of Blackfriars Theatre, and, three years afterwards, of the Globe Theatre. On the accession of King James, in 1603, he was still in London, producing for the theatres his tragedies and romances in rapid succession. In 1610 he probably retired to Stratford to enjoy his fortune. His only son had died in 1596. Of his two daughters, the elder married a physician of Stratford, in 1609; the younger, a wine merchant of the same place, in February, 1616. Two months later Shakespeare died of fever, at the early age of fifty-two.

He produced in all thirty-seven plays, the wonderful power of which is evident from the fact that at the present day, three centuries after their production, they are more popular than ever, and are still acted to crowded houses. Space forbids the mention of more than two or three plays of the various kinds of drama he attempted. "Richard III." and "Henry IV." may be regarded as typical Histories; "The Merchant of Venice" and "As you Like It" as typical comedies; "Julius Cæsar," "Hamlet" and "Othello" as typical tragedies; and "The Tempest" as a typical romance.

For power of portraying character, for depth of insight into the problems of human life, and for mastery of language, the world has never seen the equal of William Shakespeare. I. L.

PROBLEMS IN GRAMMAR.*

SECOND SERIES.

STATE clearly the function and relation of the italicized elements, words, or phrases in the following:

1. The man is a *Sunday* school teacher.
2. That old *book*-seller is a curiosity.
3. There is your *washer*-woman.
4. *His* conviction before Judge D— was no easy task.
5. *The more fool* he for doing what I told him.
6. That is the *top-most* height of power. [Separately and together].

NOTES ON THE FIRST SERIES.

1. The use of "to" illustrates how nearly the adverb corresponds in function to the adjective. Often the only difference is one of form (Cf., he is a good rider, he rides well; he is an *excellent* player, he plays *excellently*). Frequently, however, the corresponding adjectival or adverbial form is lacking to the adverb or adjective, and we freely employ the one part of speech in both functions. (Cf., he was *then* minister, the *then* minister; he has a *low* voice, he speaks *low*).

In the sentence "Push the door *to*," "to" is plainly an adverb limiting (in place) the verb "push." In "It is *to* already," "to" has adjectival function (=closed, shut) to the pronoun "it."

2. The formation of compounds takes place on many lines of thought. In "school-teacher," we have clearly a compound=one who teaches school. Hence we see that school, in the compound, is in reality a noun, governed by the verbal force preserved in the word "teacher." On the whole word "teacher" it acts as a limiting element (Cf., music-teacher, language-teacher), and has, therefore, an adjectival force.

3. In the compound *school*-house, the understood connection is (house) for use by a (school). So we may consider ice-house as (house) for storing (ice); "head-dress," dress (for the) head. In all similar words we feel that the element understood is a notion of the purpose, intention of the object. Thus we see the adjectival or limiting form strongly present.

* Brief answers will be found to these problems in our next issue. Contributions of problems will be gladly received.

4. The word "though" has probably passed through two main stages. It is originally the A.S. *theah*, which had adverbial force (Cf., Ger. *er wird doch kommen*) as well as conjunctive. So we find in "though he should not come," "though" (=even if) is a conjunction here, introducing a clause containing a mere supposition. If "you will, *though*," the adverbial force is strong (=however, nevertheless), modifying "come" understood.

5. In "a *good-hearted* girl," we have an adjective made from the noun heart, on the analogy of past participles, used adjectively (Cf., a *disheartened* man, an *expected* calamity). The compound=(a girl) of good heart. So that "good" in the compound is plainly in adjectival relation to the noun force preserved in "heart."

6. "Ten thousand *foot*," calls for little comment. By synecdoche foot stands for soldiers on *foot*. Then nouns preceded by words of quantity or number often keep, in the Germanic languages, their singular form (Cf. a thousand horse, a ten-*foot* pole; *zwei Pfund* Zucker). The use of "prisoner" in "were taken *prisoner*" is peculiar. It, however, is a common phenomenon of language to use nouns to complete the meaning of verbs. (Cf., Ger. *statt finden*; Fr. *avoir peur*). When this happens the sense of its noun force is always weakened, and often lost. So in "prisoner" the noun sense is lost to such an extent that we do not require for it a plural form; it has a purely adverbial function.

7. "He talks *shop*" is merely another instance of this adverbial function into which the noun is sometimes drawn in common phrases. (Cf., Fr. *parler musique*).

8. "From under" is a neat compound preposition. The dog was *under* the table and crept *from* it. This junction of two prepositions to express a compound idea is regular. (Cf., Fr. *de-dessous*).

9. "Well begun is *half* done." "Well" and "half" are plainly adverbs modifying the verbal force in "begun" and "done." The use of the participle in abbreviated sentences such as this is not rare. The full phrase would be, "The well-begun thing is half done." The past participle has then first adjectival force, then passes into a noun function, keeping its adjectival contents. "Done" is, of course, simply the past participle of "do," used as a predicate adjective. (Cf., the window is broken).

10. "That man is a *bear*" (=the man is bearish). By virtue of the metaphorical power of language, we are able to use nouns with purely adjectival force as here. (Cf., a *virgin* forest, a *traitor* deed).

11. "Well-to-do" arises first from phrases such as, "He is well to do." Such expressions were not rare in the older language. Shakespeare (in *Winter's Tale*) has *you're well to live* (=you are in comfortable circumstances). Another phrase with similar meaning was "well to pass." In these phrases "he is well to do" = "he is well to live" = "he is well to pass," well is adverbial to "is"; "to do," "to live," "to pass," are infinitives modifying "well." The whole phrase well-to-do comes to have, after the verb to be, a purely adjectival force. (Cf., he is well, a well man). Hence the compound (a) *well-to-do* (man) is purely adjectival, though made up of the adverb "well," the preposition "to" (introducing the infinitive), and "do" the infinitive.

(To be continued.)

A NEW LEAF.

BY CARRIE SHAW RICE.

HE came to my desk with a quivering lip,
The lesson was done—
"Dear teacher, I want a new leaf," he said,
"I have spoiled this one."
In place of the leaf so stained and blotted
I gave him a new one all unspotted,
And into his sad eyes smiled—
"Do better now, my child."

I went to the Throne with a quivering soul
—The old year was done—
"Dear Father, hast Thou a new leaf for me?
I have spoiled this one."
He took the old leaf, stained and blotted,
And gave me a new one all unspotted.
And into my sad heart smiled,—
"Do better now, my child."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND
UNIVERSITY MARICULATION.

LATIN GRAMMAR AND COMPOSITION.

PRIMARY.

Examiners: { A. J. BELL, M.A., PH.D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

NOTE.—Candidates will take five questions in section A, and five in section B.

A.

1. Compose short sentences in Latin to illustrate the following constructions:

- (a) the ablative absolute,
- (b) the genitive of price,
- (c) the historical infinitive,
- (d) the subjunctive of purpose,
- (e) the gerundive.

2. Write the second singular of the future and future perfect tenses of *vivo, gaudeo, fio, eo* and *loquor*.

3. Explain the use of the cases of the words italicized in the following sentences:

- (a) *Ego, sententiam* rogatus, haec respondi.
- (b) Nunquam illius *diei* oblitus sum.
- (c) *Vestra* maxime interest recte facere.
- (d) Paucis post *diebus* in Italiam venit.
- (e) Regi Germanorum nomen fuit *Ariovisto*.

4. Compare *novus, proximus, aeger, magnus, paucus, ceterior, certus, amicus, diu* and *magis*.

5. Decline throughout *castra, itinera, duo, eodem die, cuius legationis, compluribus his proeliis*.

6. Give the gender of *finis, vulgus, virtutibus, mons, legiones, flumine, pars, domo, fidem, verbis*, with rules.

7. Show how frequentative, inceptive, diminutive and desiderative verbs are formed, illustrating by examples.

B.

Translate into Latin:

8. Arovistus answered the ambassadors that, if he needed anything from Cæsar, he would come to him, but if Cæsar wished anything, he must come to him.

9. On the same day the general was informed that the enemy were marching to meet (*obviam*) him, and were less than two miles away.

10. Cæsar, the greatest of Roman generals, was born in Rome in the six hundred and fifty-fourth year from the founding of the city, and the hundredth year before the birth of Christ.

11. Ambassadors were sent to Cæsar by the Aeudi to ask him to come, as soon as he could, to their assistance against the Germans.

12. He put in command of the legion a young man, whose father he had known very well (*familiariter uti*), and whom he perceived to be of very great ability.

13. When the commander learnt this, he at once dismissed the council, saying that there was need of action rather than of deliberation.

UNIFORM AND PROMOTION EXAMINATION.

STORMONT, DUNDAS AND GLENGARRY—NOV. 26 AND 27, 1891.

ARITHMETIC—CLASS II.

(Put all the work down. No value given for an answer only).

1. Find the difference between 8004056759 and 10907895650.

2. Three hundred and thirty-six is twelve times what number?

3. At three pencils for 5 cents, how many may be bought for a dollar?

4. A house has forty-five windows, and there are twelve panes of glass in each window. How much does all the glass cost at 4 cents a pane?

5. Divide 3895430 by 35 by means of factors.

6. A person sells 25 lbs. of butter at 22 cents a lb.; 97 lbs. of lard at 9 cents a lb.; 49 bushels of apples at 78 cents a bushel. What does he get for the whole of them?

7. A man bought 56 sheep at \$3.75 each, and gave them for 8 cows. What did the cows cost him apiece?

8. If 58 cords of wood are worth \$232, what are 197 cords worth?

9. A man buys 78 horses for \$9,750. What must he sell them apiece for so as to gain \$1,170 on the whole lot?

10. Three men earn as much as six boys, and eight boys earn as much as ten girls. If the ten girls earn \$2.40 in one day, how much does one man earn in one day?

Values, 10 each.

CLASS III.

(Put down all the work. No value for answers only).

1. Multiply 108004 by 90800; 798596 by itself.

2. What number increased by the difference between 31099 and 27941 will be equal to the sum of 34567 and 58941?

3. Multiply the sum of 1001 and 100010 by their difference.

4. How do you find the number of square rods in a piece of land? Illustrate by a diagram and an example of your own.

5. In a village lot there are 80 square rods. The width of the lot is 5 rods. What is the length?

6. A farmer sells at different times 18 doz. eggs, 10½ doz., 15 doz., 19½ doz., 25½ doz., 18 doz. and 21½ doz. at 12½ cents per dozen. What does he get altogether?

7. Find the cost of a 375 acre farm at \$20.25 per acre.

8. Find the value of 4 loads of wheat weighing 48 bush. and 10 lbs.; 57 bush. and 35 lbs.; 52 bush. and 40 lbs. and 65 bus., at 90 cents per bushel.

9. How many pounds of bran at \$9.00 per ton ought a man to get for 45 bus. of wheat at \$1.20 per bush.

10. Find the difference between 3 tons, 11 cwt., 75 lbs., 8 oz. and 38,856 ozs.

11. Write out in form of a table Linear or Long measure.

12. Make out a bill of the following: Bought of James Smith 14 yds. cotton at 8c.; 3 yds. cloth at 65c.; 24 lbs. nails at 3½c.; 3 pairs boots at \$2.25; 17 lbs. butter at 18c.

Values, 9 each. No value for 3, 5 and 7 unless absolutely correct.

CLASS IV.

(All the work must be put down. No value for answers only).

1. If the diameter of the front wheel of a buggy is 3½ feet, and of the hind wheel 4 feet, and if the circumference is 2½ times the diameter, how many more times will the front wheel turn than the hind wheel in going 1 mile and 85 rods?

2. Which is the greater and how much: 3½% of \$384.60, or 4¼% of \$324.40?

3. A sold a horse for 10% more than he paid for him. He then bought the horse back, paying 10% more than he sold him for, paying \$96.80. What did he pay for the horse in the first place?

4. The whole assessed value of the property in a city was \$48,565,324, and \$524,625 is to be raised by tax. What will a man have to pay whose property is assessed at \$1,008? (No value for the solution of this question unless the result is correct to a cent).

5. Which is nearer an acre and how much, a square piece of ground 208 feet on a side or one 209 feet on a side?

6. There are 2150⅔ cubic inches in a bushel. How many bushels will a bin hold that is 6 ft. long, 4 ft. wide and 4½ ft. high?

7. The Imperial gallon contains 277.25 cubic inches, and the Wine gallon 231 cubic inches. If a man buys coal oil at 20 cents for the Wine gallon and pays 20% duty, what does it cost him for an Imperial gallon?

8. Three men buy a piece of land on equal shares, for \$5,640. A pays \$2,325.75 and B \$3,314.25; how much must C pay to A, and to B to square the account?

9. Show by examples what is meant by L.C.M. and G.C.M.

10. What is the least number which leaves a remainder of 3 when divided by 4, 6, 8, 10, 12 and 15?

11. Add vertically and horizontally the following statement:

						Total
\$75.59	\$62.68	\$59.63	\$92.78	\$67.36	\$91.34	
82.61	79.81	48.79	92.13	81.78	87.17	
56.95	49.83	89.64	47.85	78.81	79.68	
91.84	75.16	46.98	39.67	49.76	95.79	
68.17	34.75	76.63	85.04	93.19	86.97	
47.80	81.14	67.19	49.85	48.77	98.99	
99.40	68.70	46.50	27.90	88.60	44.30	
Total						

(No marks will be allowed for this question unless all the work is correctly done).

NOTE.—This part of the sheet may be handed in by the Candidate with totals marked upon it, with his signature affixed.

Values, 10 each.

School-Room Methods.

THE CONSTITUTIONAL ACT OF 1791.

OUTLINE OF A PAPER READ BY MR. HUGH LEITCH, BEFORE THE WEST MIDDLESEX TEACHERS' ASSOCIATION.

To understand this Act pupils must be well acquainted with the circumstances connected with the Conquest of Canada, 1760, and the Treaty of Paris, 1763.

Then they must understand the different kinds of rule in force in Canada previous to 1791: Military rule, and rule under the Quebec Act. Then the American War of Independence, and particularly the part which the U. E. Loyalists played. He would give a great deal of attention to the settling of the U. E. Loyalists and the privileges granted them in Canada. Their position as British subjects in a land of French customs was irksome. Note the things with which they were dissatisfied:

- 1st.—They wished Government by a Parliament.
- 2nd.—They wanted freehold tenure of land, which was new to the French.
- 3rd.—They wished the protection of the Habeas Corpus Act.

4th.—Trial by Jury. Have a Court of Justice and a jury some Friday afternoon.

Now divide the class into two sections, English and French. Prepare a petition in each and send it to an Imperial Parliament selected from the Fourth Class, with the teacher as sovereign. Have the petitions presented and the Bill formed to meet the wants. Get the Bill passed, which is now an Act of Parliament, and to be known as the Constitutional Act of 1791.

These are its terms:

- 1. It repealed the Quebec Act.
- 2. It divided the country into two Provinces, Upper and Lower Canada, separated by the Ottawa.

3. Each Province was to have a Lieut. Governor and an Executive Council, with a Parliament composed of two Houses—a Legislative Council and a Legislative Assembly.

4. The Governor, his Executive Council and Legislative Council were appointed by the Crown, and the members of the Legislative Assembly were elected by the people.

5. A Bill, to become law, had to pass through the Legislative Assembly, the Legislative Council, and receive the assent of the Governor.

6. In both Provinces the criminal law of England and the Habeas Corpus Act were to be in force, and in Upper Canada freehold tenure was introduced.

7. Each Province was to enjoy freedom of religion.

8. In Upper Canada, one-seventh of the Crown Lands were set aside for the support of the Protestant clergy.

9. England retained the right to tax the colonies and dispose of the Crown lands.

10. Both Provinces agreed to share the revenue derived from customs duties on imports arriving at Lower Canadian ports.

Now take up the *good* points of the Act.

They are as follows :

1. Each Province was to have a Lieutenant Governor.

2. The enforcing of the criminal law of England and the Habeas Corpus Act and freehold tenure.

4. Giving each Province freedom of religion.

In the same way take up the *bad* points or *defects*, which are :

1. Dividing into two Provinces, and thus keeping the two people apart. It gave the French command of the navigation of the St. Lawrence.

2. The Executive and Legislative Councils were nominated by the Crown, and therefore not responsible to the people.

3. The Clergy Reserves.

4. Sanction of Seigniorial Tenure.

5. Right of England to tax the colonies.

6. The French were not well enough represented in the Executive.

The map should be used very often. Though this will take up much time, it is time well spent and good results will surely follow.

Book Notices, etc.

Three Thousand Questions on Medical Subjects, Arranged for Self-Examination. With the proper references to Standard works, in which the correct replies will be found. Philadelphia: P. Blakeston, Son & Co., No. 1012 Walnut St., 1891.

A very convenient and helpful little work for the student of medicine.

The New Empire.—Reflections upon its Origin and Constitution, and its Relation to the Great Republic. By O. A. Howland, of Osgoode Hall, Barrister-at-Law. Toronto: Hart & Company, 1891.

This is one of the few books of native production of which Canadians may be proud. Clear, chaste, usually forcible and sometimes elegant in style, thoroughly loyal in tone to Canada and to the Empire, and bearing throughout the impress of full information and independent thinking, it is such a work as can hardly fail to be read with pleasure and profit, even by those who may dissent at times from the author's opinions and conclusions. It is not unlikely, in fact, that the very strength of the Canadianism which gives character and tone to the book, may be, to a certain degree, incompatible with the judicial spirit which should breathe through all history. In his discussion, for instance, of the dispute, still unsettled, between the American and Canadian Governments, touching the use of the Welland and St. Lawrence Canals (page 275-285), it is questionable whether the presentation of the case is not rather the plea of the Canadian lawyer than the impartial summing up of the judge in (historical) equity. Had we space, and were we disposed to discuss the contents of Mr. Howland's book more fully on their merits, we might feel constrained to take issue with him at many points. This we do not now propose. We may, however, observe that this, as many another treatise, might be all the better for a clearer definition of terms, at least in the mind of the writer. What, for instance, is Canadian loyalty? Is it primarily and essentially loyalty to the Empire, or to the Dominion; to Great Britain or to Canada; or are the two things identical? A clear understanding on this point is an essential preliminary to a satisfactory discussion,

of patriotic grounds, of the yet dim and distant scheme of Imperial Federation, of which Mr. Howland is so strenuous an advocate. But the wise reader and student will like a vigorous book none the less because he may quarrel with many of its contentions. Such a book we have here, and we could wish that every Canadian teacher, above all, every teacher of Canadian history, might give it a careful reading. It is well worth it.

Elements of Civil Government.—A text book for use in Public Schools, High Schools, and Normal Schools, and a manual of references for teachers. By Alexander L. Peterman, late Principal and Professor of Civil Government in the Normal School of the Kentucky State College. 12mo, cloth, 218 pages. Price for introduction, 60 cents. American Book Company, New York. Cincinnati and Chicago, Publishers.

Here is a book, simple, lucid in style and direct in statement. It begins with home, developing the idea of government from the known parental control, and pointing out the rights, duties and responsibilities of the different members of the family, as forming a community to be governed. Next the author takes up the school and shows how the idea of government underlies the safe organization of such an institution. Then he reaches out to the civil district, showing the analogy between it and the school and the family, enumerating the several civil units adopted by the different states and the leading officers in each, with their duties. The third step in order, as might be expected, is a discussion of the township and town, then in order the county, the municipal corporation, and the state. Thus step by step, the pupil is led from his home to the state in which he lives, and an intelligent view of all the intermediate governmental units are presented in turn. The book contains much useful information, but from some of its teachings we should be disposed to dissent, as when it treats of political parties and party machinery as necessary elements of civil government. It is a book for United States schools.

Duty.—A Book for Schools. By Julius H. Seeyle, D.D., LL.D., late President of Amherst College. Boston, U.S.A.: Ginn & Company, Publishers.

This little book should have had earlier notice, but has, by some means, been overlooked. It is described by the author as an attempt "to give the cardinal principles and the chief facts of morals, a treatment which should be thorough and at the same time apprehensible to the mind of the child." In his effort to be simple without being superficial, the author has succeeded remarkably well. As a text book for pupils the book is, perhaps, liable to the objection we have urged against others on the same subject, viz., that of being too didactic; but this fault can be overcome to a large extent by the skilful teacher. With its leading definition of duty, as due to God, the primary source of all moral obligation no theist will be likely to quarrel. The classification of duties as those owed to God and to mankind, including the self, with their various subdivisions, is simple. From some of Dr. Seeyle's specific teachings as, e.g., that conscience is an inner light to show the way of duty, and that it would be infallible did we always obey it, we should be disposed to dissent, nevertheless, the little work is, on the whole, we think, the best school manual on the subject we have seen. The multiplication of such books is one of the most hopeful signs of the time, and encourage us to anticipate the coming of a day when the inculcation of duty and the development of right character will be regarded as the first, rather than the last aim of the schools.

THE highest human intelligence and the best human wisdom are those that can interpret life aright and find the real gain that every loss involves. No loss is irretrievable: and if we have a vital belief that a higher gain may be won from it, we have taken the first and most important step in success, in happiness, and in character.—*N. Y. Ledger.*

For Friday Afternoon.

I MEANT TO.

"I DID not rise at the breakfast bell,
But was so sleepy—I can't tell—
I meant to.

"The wood's not carried in, I know:
But there's the school bell, I must go—
I meant to.

"My lessons I forgot to write,
But nuts and apples were so nice—
I meant to.

"I forgot to walk on tiptoe;
O how the baby cries! O! O!
I meant to.

"There, I forgot to shut the gate,
And put away my book and slate—
I meant to.

"The cattle trampled down the corn,
My slate is broken, my book is torn—
I meant to.

"Thus drawls poor idle Jimmy Hite,
From morn till noon, from noon till night:
I meant to."

And when he grows to be a man,
He heedlessly mars every plan
With that poor plea, "I meant to."

—*Home and School Visitor.*

THE BROOK'S LESSON.

BY ANNA B. BADLAM.

A TINY, silvery stream it seemed,
As o'er the mountain-side it gleamed,
And wound its humble way along,
Blithely singing its little song.

Had it a mission? By whom sent?
On what errand was it bent?
Or did it e'er the question ask,
Whether 'twere not too great a task
To wind itself, now here, now there,
Now far below from light and air;
Now oft times winding in and out
The stones and pebbles round about;
Now glancing up in glad delight
To greet the mellow sunlight bright,
Now murmuring thro' the wood's cool shade,
Now leaping wildly, half afraid,
From fallen trees or dizzy height,
Now babbling thro' the meadows bright
With waving buds, with nodding lean
Over its banks, while may be seen
Mirrored within its depths, each face
Glancing back in wild free grace?

Each day it seemed to grow more bold,
And gained fresh strength, as it grew old;
I doubt if e'er it thought at all
Of toil or ill that might befall;
Simply to know its Lord's intent,
To follow out the message sent,—
"Strive well to fill thy place,
And be not weary in the race";
This song it ever seemed to sing,
May it to us contentment bring!

—*American Teacher.*

DID it ever occur to you that those restless, troublesome, mischief-loving boys and girls, who often make your life in the school-room miserable, may be the very ones who are best worth working for? That superabundant energy is what will make the men and women of a few years hence useful or dangerous above the average. Restlessness and mischief are often the symptoms of pent-up forces and may indicate large capacities for good or evil. It should be remembered, too, that it is folly to attempt to repress explosive energy by sheer weight or force. Bank it up in one spot and it will burst out with increased violence in another. The wise teacher will rather seek to turn the superabundant energy into harmless or useful channels. The most dangerous and destructive forces become the most docile and useful when skilfully caught and directed.

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.

Terms:—One dollar and fifty cents per annum, payable strictly in advance. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25.

Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in two-cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly. Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application. Business communications should be addressed to the publishers; those relating to matter for insertion in the paper to the editor. These distinct matters should always be treated on separate sheets of paper.

NOTICE.

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

1. Any person who regularly removes from the Post Office a periodical publication addressed to him, by so doing makes himself in law a subscriber to the paper, and is responsible to the publisher for its price until such time as all arrears are paid.

2. Refusing to take the paper from the Post Office, or requesting the Postmaster to return it, or notifying the publishers to discontinue sending it, does not stop the liability of the person who has been regularly receiving it, but this liability continues until all arrears are paid.

PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON,

Manager.

* Editorials. *

TORONTO, DECEMBER 15, 1891.

MERRY CHRISTMAS!

TO the readers of THE EDUCATIONAL JOURNAL, one and all, we wish a Happy Christmas! To the young and the light-hearted of every age may it be indeed a merry one! There is a time to be merry a time when innocent gaiety and jollity do good like a medicine. Let then those who can; those upon whom no cankering care, no oppressive grief, has yet laid hand; those for whom the past and passing years have brought pleasure and prosperity, make the day resonant with sounds of gladness. Let the

"Goddess fair and free,
In Heaven cyleped Euphrosyne,
And by men heart-easing Mirth,"

be invoked to preside at the Yule festivities, and let her bring with her, if she may,

"Jest and youthful Jollity,
Quips and Cranks, and wanton Wiles,
Nods, and Becks, and wreathed Smiles,
Such as hang on Hebe's cheek,
And love to live in dimple sleek;
Sport, that wrinkled Care derides,
And Laughter holding both his sides."

And what of the many others to whom such advice and wish would seem but heartless mockery; those to whom the day so

fraught with joyous and sacred memories brings also its freight of sad and sorrowful recollections; those whose eyes, even as they gather round the festive board, turn instinctively to the vacant place that was filled by some loved one a year ago; or those whose hearts may have been wrung with sorrow more poignant than even death can bring? To such mirth may indeed be forbidden, and voices of gaiety sound like hollow mockeries of the stern realities of life. By such all the more should the glad anniversary be hailed as a harbinger of joys to come. At the feet of such may it lay down its precious burden of consolation, of peace, and of hope. To all, whether in the exuberance of mirth-loving gladness, or in the quiet joy of chastened trustfulness, may the day return as in very deed the symbol and pledge of the golden age of the future, when

"Truth and Justice then,
Will down return to men,
Orbed like a rainbow; and, like glories wearing;
Mercy will sit between,
Throned in celestial shewn,
With radiant feet the tissued clouds down steering,
And heaven, as at some festival,
Will open wide the gate of her high palace hall."

To one and all may the coming day prove a happy Christmas!

THE DATE OF CHRISTMAS.

TO our view it does not in the least matter that no one can now suppose that the day celebrated throughout Christendom is the true anniversary of the birth of our Saviour. The real date of the nativity cannot now be ascertained with any degree of certainty, but it seems almost certain that it could not have been the December 25th, which is the height of the rainy season in Judaea, a time at which it would be in the last degree likely that shepherds would be watching their flocks by night on the plains. As a matter of fact there seems to have been no uniformity in regard to the day set apart for the celebration in the earliest times to which the observance of Christmas can be traced. Some of the early churches held the Christmas festival in April or May, others in January. Several causes probably co-operated to cause the 25th of December to be finally fixed as the day of the Christmas celebration. The chief perhaps was that almost all the heathen nations regarded the period of the winter solstice as a central or turning point, so to speak, in the year. It symbolized to them the end of the old and the beginning of the new year. Then the powers of nature were supposed to put forth new activities, the world to awaken into new life. It was at this season that the Germans and other Northern nations were accustomed to hold their great Yule feast as a part of their system of sun-worship.

Many of the usages of both Germans and Romans were afterwards incorporated into the Christian observances. The Christian churches sought afterwards to root out or purify the heathen notions that came in with the customs, by the establishment of the liturgy, the so-called "Manger-Songs" and even by dramatic representations of the birth of Christ and the events of his early years.

THE GIFT-GIVING CUSTOM.

THE custom of gift-giving may have been one of those transplanted from paganism, or may have been adopted by the Church in celebration of the gifts brought by the wise men of the East for the infant Saviour. Ovid alludes to the practice among the Romans of giving small presents both of coins and of dates, dried figs, honey, etc., as well wishes and good omens at the commencement of the new year. The Christmas box, or gift money, is essentially an English custom. The custom for a long time was almost universal of giving a small piece of money to persons in an inferior position. This finally became so serious a draft and so great a nuisance that tradesmen used to put up notices in their shop windows that no Christmas boxes would be given, and the public authorities were even constrained to take action to put a stop to the practice. But happily we have no law to forbid the pleasant custom of giving presents to friends, and especially to children on Christmas Day. The Anglo-Saxon has no more delightful usage. The little myth of Santa Claus and his visits stands alone as a pretty and salutary exercise of the fancy among us. We are, as a people, too much inclined to be matter of fact, not to say, sordid. Let us by all means keep up this little illusion, which really can scarcely be said to deceive even the little children, and which constitutes the one recurring green spot in the lives of too many of them. In some families, what with months of anticipation, and weeks of planning, and the after stores of pleasant memories, Christmas is almost a perpetual pleasure. Who would deprive himself of so rare an opportunity to make some little hearts happier, if but once a year? Let not the children be disappointed on this Christmas day. The gift-giving, with its innocent plottings and plannings, its happy surprises and its delight in the joy of others, is an education in itself. Anything which leads either children or adults, in this selfish world, to give days or weeks, or even minutes, to earnest thought and device for conferring pleasure on others, is in itself an excellent lesson in practical benevolence, and a brief fulfilment of the moral law.

* Literary Notes. *

Our Little Men and Women for December is a charming number, full of delightful pictures and pretty stories and verses. The little folk will be sure to hail it with joy. It is printed on fine paper, in large type. This magazine is both entertaining and instructive, and is suitable for children whose ages range from five to nine. A year's subscription will make an excellent Christmas present. The price is only \$1.00 a year, 10 cents a number. D. Lothrop Company, Boston, publishers.

THE December number of *Lippincott's Magazine* is a special Southern number; all the contributions are from well-known Southern authors. The complete novel is written by T. C. DeLeon, author of "Creole and Puritan," "The Puritan's Daughter," "Four Years in Rebel Capitals," etc., and is a stirring tale of the Civil War, entitled "A Fair Blockade-Breaker." It is well known that some of the most daring blockade-breakers during the war were Southern women. Mr. De Leon makes one of these women, a beautiful, brave and captivating girl, the heroine of his story. The tale is replete with exciting adventures, and has a dash and go about it which insures its success.

THE Christmas *Ladies' Home Journal* contains amongst its varied attractions, a story by Mamie Dickens, the favorite daughter of the great novelist, the first ever written by her. Amelia E. Barr has a delightful article on "When I was a Girl;" Mrs. Burton Harrison, author of "The Anglomaniacs," treats at length and most interestingly "Social Life in New York;" "Christmas on an Old Plantation" is told by Rebecca Cameron, and illustrated by E. W. Kemble; Adelina Patti, Edna Lyall, Mamie Dickens, Lady Mackenzie, Mrs. Kendall write Christmas greetings to American women from 'cross the sea; "The Girl Who Loves to Sing" is told how to train her voice, build it up and preserve it by some very eminent singers.

THE December number of *The North American Review* brings to a close the one hundred and fifty-third volume of that well-known monthly, and contains a full index of the volume. A glance over the index will indicate the quality of the feast which the editor of *The Review* constantly sets before his readers. Among the contributors have been Baron De Hirsch, Professor Goldwin Smith, the late E. P. Whipple, Colonel R. G. Ingersoll, William Henry Hurlbert, Professor E. A. Freeman, Robert P. Porter, Superintendent of the Census; Senator Voorhees, ex-Prime Minister Crispi, Professor Jas. Bryce, Frederick Douglass, late United States Minister to Hayti; John Russell Young, late United States Minister to China; Richard Henry Stoddard, Charles A. Dana, and James R. Soley, Assistant Secretary of the Navy.

The Expository Times, published by T. & T. Clark, 38 George Street, Edinburgh, is, in its enlarged form, an invaluable help to every student of Scripture. The aim of the publishers is to have their magazine occupy a distinct place in current literature. That place it is filling most worthily. Its articles are able, scholarly and suggestive. The series of papers on "The Old Testament in the Light of the Literature of Assyria and Babylonia," by C. T. Pinches, of the British Museum, the first instalment of which was given in the November number, bids fair to be a contribution of the greatest value, by one who has exceptional opportunities for research. That is, however, but one of a score of articles in the same number, by scholarly men, most of them distinguished in some one or more lines of study. The editorial notes are especially crisp, and full of thought and information.

WE have received from the publishers, the Copp, Clark Co., of Toronto, a specimen copy of *The Canadian Almanac* for 1892. This 45th annual issue of the *Almanac* is enlarged to 224 pages, and contains over 16,000 facts and 17,000 addresses, covering almost every department of information required by the Canadian citizen. There is also a complete report of the census (so far as made public), a list of all the post offices in Canada, and a revised customs tariff. The municipal and county information now comprises the Provinces of Ontario, Quebec and Manitoba. The clergy list has

been extended to include the whole Dominion. Every school teacher, as well as every business man, should have on his desk a copy of this useful compendium of information for Canadians. Almost every week questions are sent to us by teachers, which could have been answered by themselves on a glance at this *vede mecum*.

THE Christmas number of *Scribner's Magazine* contains ten illustrated articles, in which is represented some of the best work of well-known artists, including L. Marchetti, Albert Moore, Howard Pyle, E. H. Blashfield, F. Hopkinson Smith, Herbert Denman, and Victor Perard. Following the precedent of previous Christmas issues, there is an abundance of short fiction. There are a poetic legend of the first Christmas tree, entitled "Teh Oak of Geismar," by Henry Van Dyke; a stirring tale of the Franco-Prussian War, "A Charge for France," by John Heard, jr., with illustrations by Marchetti, the eminent French artist, and pupil of Detaille; an artist's story of "Espero Gorgoni, Gondelier," by F. Hopkinson Smith, with the author's own illustrations; another of George A. Hibbard's charming short stories, entitled "A Fresh Water Romance," a tale of the great lakes, the interest of which centres about an old propeller; and "A Little Captive Maid," by Sarah Orne Jewette, which is the story of a cheery Irish girl, whose service made easy the last years of an old New England sea-captain. The serial and other features of the magazine are, of course, maintained in their usual excellence.

The second part of Mr. James' "Chaperon" opens the *Atlantic Monthly* for December, and is another of the odd but clever stories with which Mr. James is fond of quizzing the public. This is followed by a paper (to be the first of a series of such articles) on "Joseph Severn and His Correspondents." Miss Harriett Waters Preston and Miss Louise Dodge have a paper on "A Torch Bearer." There is a short story of Italian life by Harriett Lewis Bradley; Professor A. V. G. Allen writes sympathetically of "The Transition of New England Theology," and Mr. Lafcadio Hearn continues his Japanese sketches in a paper on "The Most Ancient Shrine of Japan." Miss Repplier has a paper on "The Praises of War." There is a paper by Professor Charles H. Moore, of Cambridge, on "The Modern Art of Painting in France," and a most valuable essay on "Richard Third" by the late James Russell Lowell—an essay which, it will be remembered, was read some years ago at Chicago, but which has never before been printed. "American Characters in German Fiction," "Recent Dante Literature," three sonnets on London and Oxford, and the Reviews close the number. The editor announces for the January number the beginning of a serial entitled "Don Orsino," by F. Marion Crawford, author of "Sant'Iario," "Saracinesca," etc., and an article by Henry James on Lowell's London Life. Houghton, Mifflin & Co., Boston.

THE December number of the *Educational Review* completes the second volume of that journal, and is strong in scholarly and practical articles. President Seth Low, of Columbia, has a suggestive paper on "James Russell Lowell as an Educator;" Principal W. C. Collar, of the Roxbury (Mass.) Latin School, studies the action of the colleges on the schools, and reaches some conclusions that should be noted carefully by officers of both institutions; Prof. Joseph Jastrow contributes an interesting psychological study of the processes of memory and association; while Dr. D. A. Sargent, of Harvard, in a paper that will attract wide attention, discusses the subject of "College Athletics and Heart Disease." Mr. Thomas Davidson traces fully the development of the so-called seven liberal arts. Other articles are by Col. Francis W. Parker, Principal E. H. Russell, of the Worcester (Mass.) Normal School, and Superintendent T. H. Balliet, of Springfield, Mass. The well-known English educator, Dr. J. G. Fitch, in his letter from London, tells of the educational topics that are interesting Great Britain. An article by Prof. S. S. Laurie, of Edinburgh, touches upon the secondary school curriculum and the question of Greek in colleges and universities. The editorial contributions are timely, and among the noteworthy book reviews are those by Prof. J. G. Schurman, of Cornell; Prof. T. H. Safford, of Williams, and Mr. Henry S. Pancoast, of Philadelphia.

* Question Drawer. *

J.A.C.—(1) The Himalayas are generally believed to be the loftiest range of mountains in the world, and Mt Everest, their highest peak, 29,000 feet above the level of the sea, the highest single mountain. (2) "Progeny," in the seventh stanza of Cowper's "Boadicea," evidently has the same meaning as "posterity" in the eighth stanza—the descendants of the Britons of the Warrior-Queen's time. (3) "When there is a full moon is the earth between the moon and sun, *i.e.*, would a line drawn from the centre of the sun to the centre of the moon pass through the centre of the earth?"—Roughly speaking, but with sufficient accuracy for ordinary purposes, we say that at the time of full moon the earth is between the sun and the moon; that is, the appearance which we call "full moon," is caused by the fact that the half of the moon which is illuminated by the sun is turned towards the earth, which, it is clear, can occur only when the earth is nearly in line between the two. But it is also evident that if the earth were, as our correspondent suggests, *exactly* in line between the two, the earth's shadow would fall upon the moon and we should have a total eclipse of the latter at every full moon. This would occur if the moon's orbit were in exactly the same plane as the ecliptic, or earth's orbit. But this is not the case. The moon's is a little inclined to that of the earth, hence, ordinarily, at full moon a line drawn from the centre of the sun to that of the moon would pass on one side or other of the earth. (4) We presume that blackboard stencils can be procured from or through any one of the firms which advertise School books and furnishings in THE JOURNAL. Write to some of them. (5) There is no Geographical Dictionary on the list of authorized books. Perhaps some reader will kindly recommend a good one. The "Pronouncing Gazetteer" in the latest editions of Webster's Unabridged or International is, we judge, complete and reliable. (6) Ráp-éd, bō-ār-nwā, prés-kôt, ād-i-rón-dác, ézv'-um or ézv'-hum (Evesham), hoó-sak (oo as in food), ázhan'-kōor (Agincourt, n French nasal sound), dōn-re mē, n, nasal, pros-ú-ta-gus, Sue-tó-nēus, Pau-lí-nus. (7) The Erie Canal connects Lake Erie with the Hudson River. (8) The Territories of the United States at present are, Arizona, New Mexico, Oklahoma, Utah, Alaska. There is also the Indian Territory which has no organized Territorial Government, and the District of Columbia. (9) There is a tunnel recently opened, under the St. Clair River, connecting Sarnia with Port Huron. Your Grammar questions will be handed to the English editor, though some of the errors sent for correction are too bad to be supposable. Other questions must be kept for a future number, as space and time in journalism are finite.

STUDENT.—Nipissing is a district. Durham and Northumberland, Leeds and Grenville, and Dundas, Stormont and Glengarry are respectively united counties. Parry Sound and Muskoka are districts.

F.E.M.—(1) So far as we are aware, a teacher's salary may be garnisheed, as that of any other person. (2) Unless otherwise agreed, the teacher who has been engaged for a year is entitled to have his salary paid at the end of each quarter. The quarterly payment should, we suppose, be one-fourth of the yearly salary agreed on. Should there be a question of payment up to a particular date the teacher would be entitled to a sum bearing the same proportion to his yearly salary as the number of days he has actually taught bears to the whole number of teaching days in the year. We cannot compute this number exactly for you because it may be affected by municipal holidays, but when you know the number of holidays it is easily reckoned.

IN reply to a question asked a few weeks since we are authorized to say that, in the opinion of the Primary Department of THE JOURNAL the best collection of songs for Junior classes is found in No's. 1 and 2 of the Canadian Music Course, complete in four books, edited by A. T. Cringan, and published by the Canada Publishing Co., Front St. Toronto.

* Hints and Helps. *

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY,

DESIGNED FOR PUPILS, TEACHERS, AND
WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

CHAPTER I.—THE COMMA.

RULE VIII.

WHEN the members of a compound sentence need no pointing, they are, in animated discourse, often separated from one another by commas.

EXAMPLES.

1. The flesh of the bear is good to eat, and an oil is made of his fat.
2. Him they feared, him they trusted, him they obeyed.
3. Thus the child came to be an old man, and his face was wrinkled, and his steps were slow, and his back was bent.
4. A mania prevailed, a bubble burst, four stock brokers took villa residences at Florence, four hundred nobodies were ruined, and among them Mr. Nickleby.

RULE IX.

If adjective clauses or contracted adjective clauses are restrictive, no point is used; but, if they are explanatory or parenthetical, they are marked off by commas.

EXAMPLES (RESTRICTIVE).

1. He that practices frugality becomes independent.
2. The pride that dines on vanity sups on contempt.
3. Everybody rushed out to see the horrible death they had escaped.
4. The meeting announced for Saturday night was postponed.
5. Among the most curious nests are those made by the birds called weavers.
6. This is a circumstance known to every one who has seen a file of ants on the march.

EXAMPLES (PARENTHETICAL).

1. The juice, which looks much like dirty water, is heated in large iron or copper pans.
2. Not far from Cairo, which is now the principal city of Egypt, stand the famous pyramids.
3. The bodies are finally placed in huge stone coffins, many of which are covered with curious carvings.
4. My wife, who is an excellent rider, stuck close to me; and my daughter, who was then a small child, I took in one arm.
5. One of these, named Damon, lived at some distance from Syracuse.
6. The "Emily St. Pierre" was a large Liverpool East India trader, commanded by Captain William Wilson.

By comparing an example of the first class with one of the second, a marked distinction between a restrictive and a parenthetical clause will be readily recognized. The first is *fastened* to its antecedent, and restricts it to a particular sense; and its attachment is so essential that without it the statement would be imperfect. The second is thrown in, or added as an independent explanation; and so loosely, that, were it omitted, the main statement would still be perfect. Quackenbos says: "The criterion is, will the meaning of the sentence be preserved if the expression be omitted? If so, it is parenthetical; if not, restrictive."

(a) If a word or clause, enclosed by commas, follow a restrictive relative, a comma may precede the relative, and especially if the antecedent be qualified by an adjective; as, It was only a few discerning friends, who, in the native vigor of his powers, perceived the dawn of Robertson's future eminence. "The reasons," says Wilson, "offered for this mode of punctuating are, that the adjective has some effect to loosen the restraining power of the relative over the antecedent; and that the omission of the comma between the two portions of such a sentence—between 'friends' and 'who' in the present example—would draw the pronoun

more closely to the clause which precedes it, than to that of which it forms a part."

(b) When a restrictive pronoun has more than one antecedent, a comma should be put before it; as, As he passed through the busy, populous city of Seville, every window, balcony, and houstop, which could afford a glimpse of him, is described to have been crowded with spectators.

(c) "The practice of learning by rote strengthens the memory." "The man who makes the acquisition of money the sole object of his life is a sordid wretch." "There is no instance in modern history that equals it." In the first of these sentences, some writers would put a comma after "rote"; in the second, after "life"; and in the third, after "history." Such pointing, however, would not be well-considered work. The predicate of the first sentence can be satisfied with nothing less than "The practice of learning by rote." "Practice" cannot be separated from its adjunct. They are indissolubly united. Therefore, by Rule I., no comma is admissible. A similar consideration will suffice to show that no comma should be used after "life" in the second sentence. In the third sentence, the grammatical antecedent of "that" is "instance"; but "instance" cannot be separated from "in modern history." That the real antecedent of "that" is "instance in modern history." And, as "that equals it" restricts the antecedent, no comma can be put after "history."

EXAMPLES.

1. Happy is the man that findeth wisdom, and the man that getteth understanding."
2. The moderate tone of the work, which was written against the Puritans, is worthy of all praise.
3. Heat, being [which is] motion, can be converted into mechanical force.
4. The little blacks on whom the red ants made this raid sallied out in considerable numbers; and I truly pitied them.
5. Soon after we came to a house, where [in which] we were kindly treated.
6. Lieutenant-Colonel G. T. Denison, who commands the body guard of the Governor-General of Canada, has brought out a "History of Cavalry." —*Westminster Review*.
7. The cipher written on his heaven-visited heart was deeper than his understanding could interpret.
8. The Hebrew is a very simple language, and hath not that variety either of moods or of conjunctions that is requisite for forming a complicated style.
9. Good instruction is a seed, which, sooner or later, will produce fruit.
10. Don't mind me, who, for the matter of years, might be your father or your uncle.
11. Each party, [whether it be] religious or political, scatters its sheets on all the winds.
12. On Blackheath stood Oliver's army, sad and angry, but conscious that they were no longer united.

HELPING ONE ANOTHER.

BBB.

ALL the night the tiny flakes came fluttering down, covering the great brown and gray world with a downy carpet of fairy whiteness, and the little children, looking out of the windows in the morning, shouted with glee over the work of the Snow King. All the way to school they chattered and laughed as they tossed delightedly, with their feet, the powdery snow, and ran hither and thither trying to catch the snow feathers, or chasing each other, leaving zig-zag trails behind them. The children, crossing fields and joining the merry throng, by climbing slippery fences called, "The old ladies are plucking their geese," while the laddie coming from the open gate, declared that Santa Claus was getting ready for Christmas.

The stamping of the feet in the porch, and the joyous excitement in the voices seemed to say "Christmas is coming! Christmas is coming!" And when my worry, an embryo medical student, shouted at the door, "Hurrah, boys, for Fox and Geese!" I knew that all the grievances of yesterday had been snowed under. Our brightest days are frequently preceded by a cloudy day. To-day has been so bright and happy that the beautiful words of the first Christmas anthem kept echoing all the day, "And on earth, peace, good will towards men."

And so when a teacher's remark, "The teachers here are either very retiring or very unsociable," was reported to me, I was willing to consider it. Could those words written hundreds of years ago be spoken truly of the teachers of the country, "They helped everyone his neighbor; and everyone said to his brother, be of good cheer?"

But someone says: "It is not easy for country teachers to be very helpful towards each other, the schools are such a distance apart, and the roads and weather are not always tempting. Besides the teacher usually boards, and has, therefore no home in which to receive friends, and the rural teacher must of all things be careful that she causes the housekeeper no inconvenience."

I have an idea that much help may be given without much visiting. You have met teachers, perhaps only for a few moments, whose very manner said "Be of good cheer." Have you ever reckoned how much it meant to the anxious first-year-teacher when you said to her, "The Inspector says you are doing capital work." "Miss Jones was telling me how much you are helping little Herbie." (he stutters). Did you, of four or five years experience, ever picture to yourself the lesson given to a certain class the day after you had explained to a youthful teacher your method of placing your pupils in a position to understand clearly, "The House of Commons."

The boy of sixteen is at times rather arrogant in his bearing towards the little fellow of six. Is it possible that teachers may sometimes stand in the positions of sixteen and six? Did you ever tell a teacher of your troublesome pupils only to see him look surprised and hear him say, "None of my pupils would ever think of doing such a thing?" Have you said "I find the greatest difficulty in getting my children to do their home work" and then been chilled by the remarks that followed and in vexation concluded that teachers had no sympathy for each other?

The parents of one section frequently consider the teacher of an adjoining section a proper person to whom to make known their teacher's failing, *There is an opportunity for one teacher to help his neighbor.*

A teacher entering a new school discovers faults, and, unless he is charitable, is in danger of laying them to the charge of the preceding teacher. When he has taught a year he probably finds that irregular attendance and faulty home-discipline play a more prominent part in habit-forming than he had ever imagined. Teachers should be very, very guarded in their remarks regarding fellow-teachers. Parents are frequently so willing to quote what a certain teacher thinks of a certain other teacher's work.

Let each one of us ask of himself or herself, "Am I helping my neighbor?"

And ere I lay aside my pen I would say to the half-discouraged hard-working teachers, "Be of good cheer." It is not for some of us to see much of the result of our work but it is our duty nevertheless to do with greatest care the work, both the seen and the unseen."

No life

Can be strong in its purpose and pure in its
strife,
And all life not be purer and stronger thereby.

UNMANNERLY CHILDREN.

MISS L. MURRAY, HAMILTON.

IN dealing with unmannerly children we must remember that many of the little ones in our classes, accustomed as they are to seeing rude actions and hearing rude speeches, do not know how to be polite. This we can tell them in little talks, as short and bright as possible.

But it is not enough to tell them how to act, or even to insist on their acting as we wish. We must be courteous to them. They like to be treated so; it gives them a feeling of self-respect. It is a little thing for the teacher to preface a request with "Please," or to acknowledge a service with "Thank you," but it pleases the child, and makes a return of courtesy easy. It may be very hard for an awkward boy, unaccustomed to such courtesy, to raise or touch his cap to us on the street; but it will come in time; and however rough a boy may be, I believe that in his heart of hearts he likes to be polite.

Primary Department.

HOW TO MOUNT EXHIBITS OF WORK.

ARNOLD ALCOTT.

IN connection with the Convention of the N. E. A., perhaps no more valuable suggestion could be received by a teacher than that offered by the way in which the work was presented. In every department unique mountings were displayed, showing off the work to great advantage. This presentation of work, so tastefully and neatly arranged, suggested to me the thought that it would be very nice to have some of the best work always on exhibition in our class-rooms. The work would not take up much room, as it could be hung on the walls as panels.

Take, for example, stories, autobiographies, dialogues, etc., written by the pupils. These can be written on paper, which may be cut to suit the taste. Unruled paper, on which teacher or senior pupil may make light pencil lines, looks very well indeed. Then, to make attractive, use tinted cover paper and fancy silk ribbon, or silk cord. The title, neatly printed, and a picture illustrating the story drawn on the cover, is quite an addition to the appearance of the booklet. Gold paint forms a useful means of decoration, if neatly used. Little booklets of the kind I have been describing would be nice to exhibit at the Christmas examination, and also for pupils to take home as gifts. In our next number we hope to give some stories, just as they were composed, with reference to spelling, punctuation, etc., by the little ones. These may be cut out of THE JOURNAL and used as supplementary reading in your class. Of course every teacher knows that these stories form a very important part in oral expression. Sometimes they are original, and sometimes reproductions of what the pupils have read, or of what the teacher has related. However the stories are, the pupil's report in his own words of the thoughts in his mind.

MAPS.

These may be of various kinds, viz., sewn on cardboard with silk or wool, made of putty on a painted slate, and used to illustrate the products of the country, or made of colored felts, paper, etc., more properly known as appliqué work. The definitions of the land and water divisions may be illustrated by being sewn on cardboard with silk or wool.

MUSIC.

In music I saw from a primary class music booklets containing tunes, which had been written from memory by the pupils. These were nicely decorated with gold painted drawings of musical instruments.

These suggestions are given to aid in making the Christmas exhibit look pretty and attractive.

Before closing and wishing you all a very merry Christmas and a bright New Year, the rapidity with which the session has flown brings to me the idea that we can occupy

very profitably just now some of the time in giving seat problems on the clock similar to these which I now give to you :

1. Pupils draw the picture of the clock, placing in the Roman numerals.
2. Make your clock say when the last bell rings.
3. Make one to show the time for recess.
4. Make your clock show noon or mid-day.
5. Make it show four o'clock.
6. Make it show mid-night.

An ingenious boy could make a large clock face on pasteboard, with the hands so constructed as to move independently.

GLEANINGS FROM ABROAD.

RHODA LEE

NOT long ago, through a chain of circumstances, I was granted the privilege of a day abroad. A visit is something I now look forward to with very great pleasure. It was an old, old story in the days of our training, and I frequently bemoan the uselessness of my observant faculties in those days. I had eyes, but I saw not one quarter of the good things I see and admire now-a-days. However, it was not with the oft-times wearied and sometimes uninterested eyes of a Model or Normal student that I looked abroad on this November morning, but with the eyes of an old woman of half-a-dozen years experience in the teaching profession.

One may frankly admit that it is not the most delightful thing in the world to stand a siege of critical visitors in the school-room, but where one or two experienced teachers—earnest, and appreciative of what good they may see happen, into our classes, the sensation of discomfort produced by the self-opinionated personage, wholly unversed in school ways and methods, is not so noticeable.

A bright, cheery little teacher welcomed me, and led the way into her class-room, and when I had rubbed my astonished eyes I was conscious of a feeling somewhat akin to envy as I thought of the dark, barn-like structure, with its rattling windows and wood stove, in which it was my lot to spend—well really happy days after all. The external arrangements were almost, if not quite, perfection. Lighting was excellent, heating and ventilation all that could be desired, and the facilities for decoration such as would rejoice the heart of any one, however mildly touched with the "craze." The blackboard space was extensive enough to admit of a number of cleverly sketched colored drawings. These were not merely ornamental, but in coloring and design might serve a number of purposes. A few plainly-framed prints hung on the wall, and plants filled every inch of window sill. Two or three collections of pressed leaves were fastened to the wood-work, showing what had interested the class in the past months.

As it was not yet opening time I observed a little girl going from desk to desk, wetting the sponges which were suspended by a string from each seat. Let me commend this idea to every primary teacher. All who have used it agree in saying, in the

words of the popular advertisement, that "there is nothing like it. It is a time and labor-saving invention, and should be found in every well-regulated family."

Soon the bell rang, and in trooped forty or fifty children, who were very quickly in their seats awaiting their teacher's bright "good morning." It was not a bright day without—the rain was falling pretty briskly, and I rather suspect the opening exercises were made particularly cheery and interesting on that account. Immediately after verses and prayers a song, taken from No. 1 of the Canadian Music Course, was appropriately sung—"See the Rain is Falling." Just here let me say to those of my readers who have not yet discovered the fact, that a better collection of songs than those found in Nos. 1 and 2 of the Canadian Music Course, edited by A. T. Cringan, it would be difficult to obtain. The hymns, songs, gems of poetry, etc., were all good and suitable to the season of the year. But it is not my intention to weary you with a detailed description of these. Rather let me emphasize one—only one—that impressed me. It was a practical lesson in politeness. The teacher told in simple language the true story of two boys running to school. The bright morning and sharp frosty air, made them feel frisky. It froze up one boy's best nature too. Turning a corner quickly both lads ran into an old woman, with difficulty making her way up the street, and knocked her umbrella right out of her hand. One boy ran on and thought it a good joke; the other picked up the umbrella and placing it in the old woman's hand said, with a face expressing genuine sorrow, "Excuse me, please, we should have been more careful," and went quietly on. Which was the gentleman?

"Politeness is to do and say
The kindest thing in the kindest way,"

sealed the sentiment of the story.

Then followed a verse, familiar I have no doubt to many of my readers.

"Hearts like doors will ope' with ease
To very, very little keys,
And just remember they are these,
'I thank you, sir,' and 'If you please.'"

In a leading American publication I saw recently in a conspicuous place these words, "No day should pass without some little lesson, no matter how brief, in *politeness.*" The idea is good.

The other good things gleaned from my visit will have to be reserved for the New Year, and wishing all the readers of the Primary Department a very Merry Christmas, with all the season's joys, we must close for eighteen-ninety-one.

PROFESSOR MATTHEWS said well, that if you have the blues and want to kill them you must not lie on the sofa courting painful ideas, but be up and stirring yourself. The blood needs to be set in motion. Try a smart walk over rough ground, or a climb up a steep, cragged hill; build stone walls; swing an axe over a pile of hickory or rock-maple; do anything that will start the perspiration and you will soon cease to have your brain chamber lined with black. Try it, melancholy teacher.

LESSONS IN ETIQUETTE.

How to leave a room.—Open the door, place your right foot over the sill, follow it with your left foot and then close the door.

How to accept an invitation for dinner.—Eat a slight breakfast and no lunch.

How to decline an invitation to a reception.—Say you're sorry, place letter in envelope, stamp and address. Do not forget to mail it.

How to make a present of flowers.—Buy them.

How to accept an invitation to drink.—Affect a careless air, say you "don't care if you do," and watch the other side of the room while the liquor is being poured. This insures quantity. No mode of declining is in use among society people.

BUSINESS EDUCATION.

THIS line of school-work is pressing its claims upon the attention of our authorities in educational circles, so that some provision is being made for it by giving it a more important place in the curriculum of Public and High School studies. This is as it should be, but it is evident that we will not suffer in this respect as long as we have in our midst properly conducted business colleges such as the Central Business College, of Stratford, Ont., which in the past five years has risen to a first place among such institutions. The character of its work seems to thoroughly satisfy its numerous patrons, as shown by its largely increased attendance, and we feel justified in commending it to the attention of all our readers who are interested in this department of educational work.

HE was at one of the mountain resorts during the summer, noted for its beautiful scenery, and late one night when it was dark as pitch his wife found him out on a bluff in front of the hotel with a bottle.

"Great Governor, George," she exclaimed, "what are you doing out here this time of night?"

"Drinking in the beautiful scenery, my dear," he replied a little thickly.

"But it is pitch dark, and you can't drink it in," she persisted.

"My dear," he said, turning towards her unsteadily, with the bottle in his hand; "I didn't say I was drinking it in; I said I was drinking in it. You must think I'm drunk, m'dear."—*Detroit Free Press.*

FRISKY.

LAST night I called on frisky Madge, And waiting on the mat, She ope'd the door and laughed and said, "Where did you get that hat?"

"DID you run for office the other day?" asked Spriggins of a defeated candidate. "No," said the candidate, sadly; "I walked. The other fellow ran."—*Somerville Journal.*

"OLD man Clamwhooper has married again." "You don't tell me so." "Yes, and he has married a right young girl, forty years younger than he is." "Well, I declare. His other wife only died six months ago, and he went on so at the grave that I expected that he would lose his mind." "Well, you see your prediction has come to pass."

TOMSON—"Do you think that some people can read the minds of others like a book?" JOHNSON—"Yes; I flatter myself that I can." TOMSON—"Indeed. Suppose you try to read mine." TOMSON—"Er—there are some books that one cannot read." THOMSON—"What kind, pray?" JOHNSON—"Well, blank books, for instance."

DE RAKE—"Did your wife raise a row when she found the letter from Miss Gayley in your pocket?" GOLIGHTLY—"O no! She merely asked for a new sealskin jacket; and she got it."

WOOL—"You can tell a great deal about a man's character by his mouth." VAN PELT—"By the shape of it?" WOOL—"No; by what comes out of it."

"THERE is only one thing I regret about my last failure," said a Chicago business man, confidentially, to a friend.

"What's that?" asked his friend inquisitively.

"The thirty-three cents on the dollar that I was obliged to pay."—*Somerville Journal.*

DR. T. A. SLOCUM'S

OXYGENIZED EMULSION OF PURE COD LIVER OIL. If you have Weak Lungs—Use it. For sale by all druggists. 35 cents per bottle.

"CHAGRINED."

JUST as I fell upon my knees
To Rose,
My diaphragm in one great sneeze
Arose;
When thus was taken from my sails
The wind,
No wonder that I felt chagrined—
She grinned.

MUCH BETTER,
Thank You!

THIS IS THE UNIVERSAL TESTIMONY of those who have suffered from CHRONIC BRONCHITIS, COUGHS, COLDS, OR ANY FORM OF WASTING DISEASES, after they have tried

SCOTT'S
EMULSION

Of Pure Cod Liver Oil and HYPOPHOSPHITES—Of Lime and Soda.—IT IS ALMOST AS PALATABLE AS MILK. IT IS A WONDERFUL FLESH PRODUCER. It is used and endorsed by Physicians. Avoid all imitations or substitutions. Sold by all Druggists at 50c. and \$1.00. SCOTT & BOWNE, Belleville.

TEACHERS WANTED!

For vacancies of all kinds in nearly every section of the United States. Write and learn about the wonderful success of our well tried

CO-OPERATIVE PLAN

of obtaining vacancies, and filling positions through local agents and members. Circulars and application blanks free. Agents wanted.

NATIONAL UNIVERSITY BUREAU,

147 Throop St., Chicago, Ill.



The Cyclostyle Duplicating Apparatus—For Duplicating Writing, Drawing, Music or Typewriting

Two thousand exact copies from one writing, each copy having all the appearance of an original. Simple, rapid, clean and durable. Endorsed by upwards of 3,000 firms, corporations and institutions throughout the Dominion. Invaluable for teachers and schools for reports, examination papers, circulars, blank forms, instructions, notices, maps, and all classical work. Used in most all our colleges, and rapidly being taken up by our principal schools. Write for circulars and testimonials.

CYCLOSTYLE CO.,

16 KING ST. EAST, TORONTO.

When a Man is
Investing Money

In Real Estate he exercises great care to ascertain that he is securing a good investment for his money. The same rule should be adopted by every man when insuring his life. In selecting a company in which to insure it should be;

1. Successful.
2. Have ample Assets.
3. Possess a net Surplus over and above all liabilities and capital.
4. That its Investments and Assets should be of the highest class.
5. That ample provision should be made for every known liability.
6. That its business should be conducted at a moderate rate of expense.
7. That the management should be both competent and experienced.

Such a Company is the

NORTH AMERICAN LIFE

Assurance Company

HEAD OFFICE: Manning Arcade, TORONTO

Special arrangements can be made with Teachers by applying to

WM. McCABE, F.I.A., Man. Director

THE Very Best

Evidence of the superior course of training in Commercial Science and Shorthand given by the

Central Business College

STRATFORD - ONTARIO

Is seen in the success of its graduates, and in the largely increased patronage enjoyed by this school. Many teachers have found their way to Commercial prosperity through its influence.

THE WINTER TERM WILL BEGIN

On Monday, January 4th

For particulars, W. H. SHAW, Principal address,



Christmas AND

New Year's

WILL ISSUE TO

STUDENTS & TEACHERS

Round Trip Tickets at Fare and a Third, good going December 9th to 31st, 1891, and to return to January 31st, 1892.

GENERAL PUBLIC

Round Trip Tickets at Fare and a Third on December 24th and 25th, and December 31st and January 1st, 1892, inclusive, good to return until January 4th, 1892, and at

SINGLE FARE

On December 24th and 25th, good to return up to December 26th, and on December 31st, and January 1st, good to return until January 2nd, 1892.

STATUARY ART STUDIES

PLASTER CASTS for Artists and Schools, 2500 Designs, Descriptive Pamphlet FREE

G. HENNECKE CO., MILWAUKEE, WIS.

AND 207 WABASH AVENUE, CHICAGO.

THE TORONTO COFFEE HOUSE

ASSOCIATION (Ltd),

Dining and Luncheon Rooms.

Our 20c. Dinner leads them all. Try it.

Shaftesbury Branch:

23 Queen Street West, next Knox Church.

St. Lawrence Branch:

118 King St. East, next St. James' Cathedral.

R. G. STERLING RYERSON
OCULIST AND AURIST.

60 College Street

TORONTO



HELLMUTH COLLEGE

For Young Ladies. London, Ont. Comfortable and spacious buildings of brick and stone, standing in 150 acres of land beautifully situated. Climate excellent. On a through route between east and west. The aim of this College is to provide the highest intellectual and practically useful education. Instruction extensive, thorough, practical. Literature, Languages, Mathematics, Science, Music, Painting, Elocution, etc. Diplomas and certificates granted. French and German taught colloquially. Passenger Elevator, Gymnasium, Riding School. Several Scholarships annually awarded by competition. The number received limited. Charges moderate. Twenty-second year. The next term begins March 18th. For large illustrated circular (free) and full particulars, address

REV. E. N. ENGLISH, M.A.,

Principal Hellmuth College,
London, Ont., Canada



ALSO TAUGHT AT THE NATIONAL

Business College.

Catalogues free. Caution, Address

C. H. McCARGAR, Principal, OTTAWA, ONT.

PATENTS

PROCURED IN ALL COUNTRIES A PAMPHLET SHOWING HOW TO OBTAIN PATENTS IN ALL COUNTRIES SENT FREE BY CHARLES H. RICHES, SOLICITOR OF PATENTS, 57 KING ST. W. TORONTO.

Agents Wanted

To sell the ONLY Picture of

Sir John A. Maedonald

IN HIS

PRIVY COUNCIL DRESS

Send in your application for territory, enclosing 25 cents for samples.

The Grip Printing & Publishing Co.

28 Front Street West, Toronto

Ontario Business College

BELLEVILLE, Ont. | 23rd YEAR

W. B. Robinson, J. W. Johnson, F.C.A.
Principals.

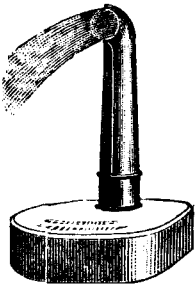
This Institution is the most widely attended Business College in America.

TEACHERS who are graduates of the College are constantly in demand in Canadian and American Colleges, and in Offices they soon become the managers'

FOR CIRCULARS ADDRESS:

ROBINSON & JOHNSON
Belleville, Ontario.

TEACHERS, STUDENTS, SCHOLARS
And Professional Men



Free! See Here, Free!
THE
Acme Washer
And BLEACHER

\$1,000 REWARD
For its Superior

Washing made light and easy. Clothes have that pure whiteness that no other method of washing can produce. No use for washboards. No rubbing. Machine made entirely of non-corrosive metal, weighs only five pounds, used in the ordinary wash boiler. **PRICE, \$3.00.**

WEBSTER'S UNABRIDGED DICTIONARY, issue of 1891, 1,500 pages with 1,500 illustrations, 10,000 new words, **GIVEN AWAY** to every purchaser of the "Acme Washer and Bleacher." On the receipt of \$3.00 the Washer and Dictionary will be forwarded to any address in Canada or the United States. Any person sending club of 12 with \$36, will receive one Washer and Dictionary extra.

Thousands of Testimonials like these:

WOLFVILLE, N.S., April 12, 1887.

MR. C. W. DENNIS.
DEAR SIR,—Enclosed please find payment for your "Model Washer and Bleacher." I like it very much. I find it quite equal to your representations—a great saving in labor and benefit to the clothes washed, in every way; and shall recommend it generally.
Yours truly, REV. E. CRAWLEY.

27 PORTLAND ST., OTTAWA, April 5, 1887.

C. W. DENNIS, ESQ.
DEAR SIR,—My household are much pleased with your Washer, and have been recommending it to others from whom, if you have not already heard, you likely will before long.
Yours truly,
REV. JOSEPH WHITE.

Address all orders to

C. W. DENNIS, 339 Yonge St., Toronto, Ont.

I CURE FITS!

When I say I cure I do not mean merely to stop them for a time and then have them return again. I mean a **radical cure**. I have made the disease of **FITS, EPILEPSY or FALLING SICKNESS** a life-long study. I warrant my remedy to cure the worst cases. Because others have failed is no reason for not now receiving a cure. Send at once for a treatise and a Free Bottle of my infallible remedy. Give EXPRESS and POST-OFFICE.
W. G. ROOT, M. C., 186 ADELAIDE ST. WEST, TORONTO, ONT.

COMPLETELY CURED

THOUSANDS DECLARE IT SO



GENTS.—"It gives me pleasure beyond expression to certify that your

St. Leon Water

Has completely cured me of rheumatism, headache and indigestion from which I suffered for many years, a cure which no other medicine or drug could effect. Publish this if you desire." MADAME LEGER, Montreal.

St. Leon Mineral Water Co., Ltd.

Head Office—101 1/2 King St., West.
Branch Office—Tidy's, Yonge St.

NEW AND CHEAP

Little Books

REQUIRED BY EVERY TEACHER.

We ask attention to the Catalogue of Books and School Supplies recently issued with the EDUCATIONAL JOURNAL. In it will be found a large list of books for assistance or recreation especially valuable to the teachers. We select the following from the list:

BOOKS

For Clubbing with "Educational Journal"

To subscribers to EDUCATIONAL JOURNAL we will give the following special list of books at the low prices named:—

Little People's Speaker, 100 pages, attractively bound well filled with motion songs, concert, holiday, temperance and patriotic pieces, suited to every occasion in which the little folks are called upon to take part. Paper, 15c.

Little People's Dialogues, 120 pages, handsome cover. This book is specially prepared for children's recitations, by Clara J. Denton. It is adapted to the most varied kinds of entertainments and exhibitions. Paper, 25c.

Humorous Dialogues and Dramas, handsome cover, contains a great variety of specially prepared selections, humorous without being coarse. Paper, 25c.

Sunday School and Church Entertainments, handsome cover, contains dialogues, tableaux, recitations, concert pieces, motion songs and short dramas illustrating Biblical truths. Paper, 25c.

March's Speeches and Dialogues for Wee Tots, comprising a variety of short speeches and dialogues, suitable to children from three to ten years old. Paper, 25c.

Tableaux, Charades and Pantomimes. A first-class collection for various entertainments. Paper, 25c.

Jokes. A collection of the brightest, funniest and most catching jokes of the day. 150 pages; attractive cover. Paper, 25c.

Popular Synonyms. Twenty-five thousand words in ordinary use; accurate, elegant, cheap. Flexible cloth cover, 25c.

Words Correctly Spoken. A work valuable to all who desire accuracy of language. Cloth, 15c.

The following special list will be found attractive:

Wilford's Original Dialogues and Speeches for Young Folks.—Being by far the most complete of its kind ever issued. This work supplies that palpable need, which has so long been evident in books of this class, that of *Dialogues and Speeches* adapted to the natures of children. This work contains 19 original *Dialogues* and 53 *Speeches*, especially adapted for children between the ages of five and twelve years. 160 pages. Paper cover, price 25c.

Ritter's Book of Mock Trials. An entirely novel idea. The trials are very amusing take-offs of actual scenes in court and daily life; containing sixteen complete trials—adapted to performance by amateurs or professionals. Paper cover, price 25c.

Rowton's Complete Debater.—Containing nine Complete Debates, Outlines of Debates, and 108 questions for Debate. The most perfect work of its kind published, and especially adapted to Literary and Debating Societies. No person should be without this great literary work. We are sure that those who purchase copies will declare it well worth ten times the amount spent. Containing over 200 pages. Boards, price 50 cts.

Beale's Callisthenics and Light Gymnastics for Young Folks.—120 illustrations from Life by Photographic Process. Containing Broom and Fan Drills, Marches, Fencing Club, Hand and Dumb Bell Exercises, Swimming and Music for Marching. This is the most complete work published on the subject. 160 pages. Boards, 75 cts.

Burdett's Dutch Dialect Recitations and Readings.—This collection of amusing and aughable recitations embraces all the newest and most successful pieces, original and selected, with which the celebrated reader, James S. Burdett, invariably "brings down the house." Containing 94 original and selected gems of Humorous German dialect pieces in prose and poetry. 16mo, 160 pages. Price, paper, 25 cts.

Brudner Gardner's Stump Speeches and Comic Lectures.—Containing the best hits of the leading Negro delineators of the present day, comprising the most amusing and side-splitting contribution of oratorical effusions which have ever been produced to the public. The newest and best book of Negro comicalities published. 160 pages. Bound in illuminated paper covers. Price 25 cts.

Sent post-paid on receipt of price.

Address:

Grip Printing & Publishing Co.
TORONTO

OUR SUCCESS

In increasing our business (as shown in the recent issues of this paper) in the most favored sections of the Dominion and amongst the best people of every community where we are represented justifies the belief that our plans and policies are the most acceptable now being offered to the insuring public.

The Temperance and General Life Assurance Co.

HAS HAD A LARGE PATRONAGE FROM TEACHERS

Our most successful agents and chief officers have nearly all been teachers. We want teachers who have tact and energy to represent us in many places where we are still unrepresented, and will be glad to hear from men who desire territory and have confidence in their ability to succeed as canvassers.

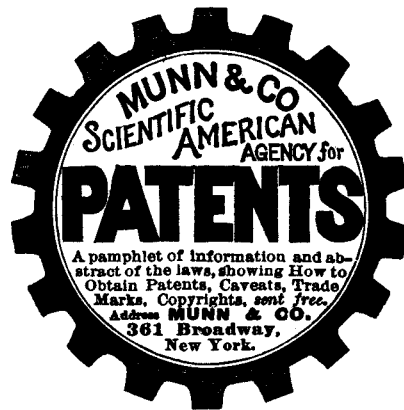
With our plans, policies and classification of risks, men of the right mettle can always succeed in making the business pleasant and profitable to themselves.

HON. G. W. ROSS,
President.

H. SUTHERLAND,
Manager.

CORRESPONDENCE SOLICITED

HEAD OFFICE, Manning Arcade, - TORONTO



A pamphlet of information and abstract of the laws, showing How to Obtain Patents, Caveats, Trade Marks, Copyrights, sent free. Address MUNN & CO., 361 Broadway, New York.

FIRST PRIZE ESSAY

In the International Penmanship Competition of the United States and Canada.

How to Teach Writing in the Public Schools

By J. B. MCKAY,

President Kingston Business College.

Send for a copy at once. Price 15 cents.

Address, B. McKAY, Kingston, Ont.

N.B.—Greatly reduced rates to Teachers, in Book-keeping, Shorthand and Penmanship during the summer months at the Kingston Business College.

SEND FOR CALENDAR.

IN PRESS

Hints and Expedients

FOR YOUNG TEACHERS

This is a manual prepared by MR. DAVID BOYLE, an experienced, successful teacher, whose fertility of resource and originality are well known. To those for whom it is intended, it will prove "a Guide, Philosopher, and Friend."

IT CONTAINS NEARLY

Four Hundred Hints and Expedients

Of a plain, pointed, and practical character, many of which have never appeared in print before, while others are the result of wide reading and extensive intercourse with Public School teachers in this and other countries.

The style is terse, and the matter is arranged in numbered paragraphs under appropriate headings.

The book will appear in a suitable form for carrying in the pocket. It will be neatly got up in cloth binding, and sold at **35 cents per copy**.

As a large sale is anticipated orders should not be delayed.

READY IN DECEMBER

Grip Printing and Publishing Co. - - Toronto

ONTARIO SCHOOL OF ELOCUTION ORATORY

Each teacher a specialist. For Calendar address the Secretary,
A. C. MOUNTEER, Arcade Building, Corner Yonge and Gerrard Streets, Toronto.

ESTABLISHED BY A. PIDDINGTON.

MAMMOTH * BOOK * STORE.

We have constantly in stock Educational Books of all kinds. Also the late works in Science and General Literature. Any book, not in stock, supplied on short notice, in print. All mail orders filled promptly.

RISSEY & CO., Successors to R. W. DOUGLAS & CO.
 248 YONGE STREET, - TORONTO, ONT.

TEACHERS AND STUDENTS

When in need of Books will find it to their advantage to send their orders to us, as we have unusual facilities for prompt forwarding, and our prices are known to be of the lowest.

We Can Supply Any Book You Want.

VANNEVAR & CO., Educational Booksellers
 440 YONGE STREET, - TORONTO, ONT.

THE LIFE OF SIR JOHN A. MACDONALD

By Col. J. Pennington Macpherson, M.A., A.D.C.



The forthcoming Biography will be a work of over one thousand pages, copiously and beautifully illustrated in the highest style of art, including two splendid Steel Engravings. The work has been for many years in preparation, and was undertaken with the fullest concurrence of Sir John Macdonald. Owing to the author's close relationship to the late Premier, he possessed access to many sources of information unattainable by others, and a personal acquaintance with his subject, which will render this work of surpassing value as a correct and in every respect reliable biography of the greatest of Canadian Statesmen.

AGENTS WANTED

GRIP PRINTING and PUBLISHING CO., SOLE AGENTS FOR ONTARIO

NOW ON PRESS

Lessons in Entrance Literature

BY SOME OF THE BEST TEACHERS IN ENGLISH IN ONTARIO

Containing full notes, Explanatory and Critical; Suggestions as to Treatment of Lessons; Biographical Sketches and Portraits, and careful Analytical Treatment of the

Prescribed Selections for 1892-93

Teachers, Look Out for it! Price, 25 Cents

GRIP PRINTING AND PUBLISHING CO. - TORONTO

Ye Olde Booke Shoppe

Inspectors, Teachers and Students can have any books they require by return mail from

FRANK PORTER, 353 Yonge Street
 TORONTO.

University, College, Training Institute and Normal, High and Public School Books, mailed to any part of the Dominion.



REMINGTON

STANDARD

TYPEWRITER

Is now a necessity in all First-class Educational Institutions. Write for particulars.

GEORGE BENGOUGH, General Agent,
 4 Adelaide Street West, - Toronto.

OFFICIAL CALENDAR

- OF THE -

EDUCATION DEPARTMENT

Literature Selections for the Entrance Examinations. 1892.

Fourth Reader.

- Lesson IV The Little Midshipman.
- " VII Boadicea.
- " XIV Lament of the Irish Emigrant.
- " XVI The Humble Bee.
- " XXI Oft in the Stilly Night
- " XXII 'Tis the Last Rose of Summer.
- " XXXIV Death of Little Nell
- " XXXVII The Bell of Atri
- " XLI Making Maple Sugar.
- " XLIX The Mound Builders.
- " L The Prairies.
- " LXXIX The Capture of Quebec.
- " LXXX Waterloo
- " LXXXIII The Influence of Beauty.
- " LXXXV Marmion and Douglas
- " XC Mercy.

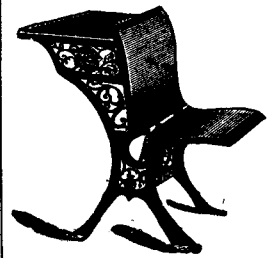
1893.

- Lesson V Pictures of Memory.
- " X The Barefoot Boy.
- " XIX The Death of the Flowers.
- " XXIV The Face Against the Pane.
- " XXVI From the Deserted Village.
- " XXXV Resignation.
- " XL Ring Out Wild Bells
- " XLII Lady Clare
- " LII Jacques Cartier
- " XCI Robert Burns
- " XCII Edinburgh after Flodden.
- " XCVIII National Morality.
- " C Shakespeare.
- " CII The Merchant of Venice, First Reading
- " CIV The Merchant of Venice, Second Reading.

Selections for Memorization.

- Lesson XIII The Bells of Shandon.
- " XXXI To Mary in Heaven.
- " XL Ring Out Wild Bells
- " XLII Lady Clare
- " XLVI Lead Kindly Light.
- " LXVI Before Sedan.
- " LXXIII The Three Fishers.
- " XCIX The Forsaken Merchant.
- " CIII To a Skylark
- " CV Elegy written in a Country Churchyard.

THE MATCHLESS GLOBE DESK



100,000 NOW IN USE in Canada and the United States. We make Church School and Hall FURNITURE EXCLUSIVELY

SEND FOR CATALOGUE.

THE GLOBE FURNITURE CO., (Ltd.)
 WALKERVILLE, ONT.

CONSUMPTION.

I have a positive remedy for the above disease; by its use thousands of cases of the worst kind and of long standing have been cured. Indeed so strong is my faith in its efficacy, that I will send TWO BOTTLES FREE, with a VALUABLE TREATISE on this disease to any sufferer who will send me their EXPRESS and P.O. address. T. A. SLOCUM, M. C., 186 ADELAIDE ST., WEST, TORONTO, ONT.

THE HIGH SCHOOL

Mathematical Series

VOL. III.

THE HIGH SCHOOL

TRIGONOMETRY

By I. J. BIRCHARD, M.A., Ph.D.

For Junior Matriculation with Honors, Senior Matriculation and First Year, and First-Class Certificates.

The marked success which has attended the publication of The High School Algebra, Parts I. and II., has induced the publisher to add another volume to the series. Like the two preceding volumes, The High School Trigonometry has grown up in the class-room, and it is hoped that the same practical character which has rendered the former successful will not be wanting in the latter. Some of its special features are as follows:

- A Complete Theory
- Theory and Practice Combined
- Geometrical and Symbolical Truths Compared
- A Great Variety of Examples
- A Preparation for Advanced Work
- Mathematical Tables

Teachers and Students alike will readily perceive the great advantage of using a uniform series of Mathematical works throughout the High School Course.

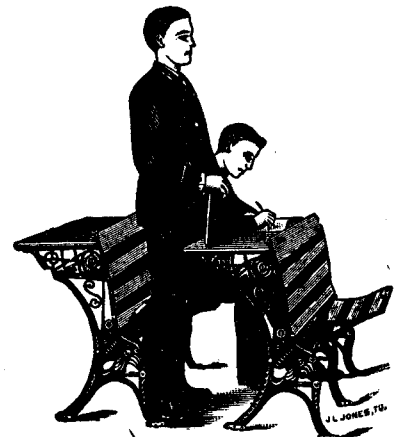
PRICE, - Post-paid, \$1.25

WILLIAM BRIGGS, Publisher
 29-33 Richmond St. West, Toronto

The Canadian Office and School Furniture Company

PRESTON - ONTARIO

Successors to W. Stahlshmidt & Co.,
 Manufacturers of Office, School Church and Lodge Furniture.



The "Perfect Automatic" School Desk
 The Latest and Best

The School Desks of this Company cannot be excelled for Strength, Beauty of Design, Adaptability, and Comfort to the Scholar. Send for Circulars.

W. J. GAGE & CO.'S LIST OF REMAINDERS

Early orders should be placed for these books, if required, as in many instances only single copies are in stock

Arithmetic and Algebra.

	REGULAR PRICE	OFFERED AT
Examination Papers, suitable for Intermediate Examinations. Reprinted from "Gage's School Examiner and Student's Assistant for 1881." Compiled by Thomas Kirkland, M.A., and William Scote, B.A.	\$0 50	\$0 25
Algebra for Beginners. By James Loudan, M.A.	0 40	0 20
Elements of Algebra. Designed for the use of Canadian Grammar and Common Schools. By John Herbert Sangster, M.A., M.D.	0 75	0 35
McLellan & Kirkland's Examination Papers in Arithmetic. Part I.	0 30	0 20
McLelland's Handbook of Algebra. Abridged.	0 30	0 20

Drawing.

Prang's Teacher's Manual for the Primary Course of Instruction in Drawing.	1 50	0 75
---	------	------

English Classics.

Milton's Paradise Lost. Books I and II, with notes on the Analysis, and on the Scriptural and Classical Allusions. A Glossary of Difficult Words, and a Life of Milton. By C. P. Mason, B.A., F.C.P., Fellow of University College, London.	0 35	0 15
Milton's Paradise Lost. Notes by J. Seath, B.A.	0 35	0 15
The Deserted Village, The Task, and Sir Rodger de Coverly, in one volume. With Introduction, Lives of Authors, Character of their Works, etc. With copious Explanatory Notes, Grammatical, Historical, Biographical, etc. By John Millar, B.A., late Headmaster of St. Thomas Collegiate Institute.	0 75	0 35
Harold. A Drama. By Alfred Tennyson. Printed on fine paper, and clear type. Cloth gilt.	1 00	0 25
The Traveller and The Elegy. With Notes by C. Sankey, M.A., and Francis Starr, M.A.	0 40	0 20
The Traveller and the Elegy. Notes by Rev. E. T. Stevens, M.A., and Rev. D. Morris.	0 40	0 20
Thomson's Seasons, and Southey's Life of Nelson. With Notes by H. Strang, M.A., and T. C. L. Armstrong, M.A.	0 75	0 35
Goldsmith's Traveller, Gray's Elegy and Burke's Reflections on The Revolution of France. With Notes by John Millar, B.A.	0 60	0 30
Macaulay's Essay on Warren Hastings. Annotated by Geo. A. Chase.	0 60	0 25
Scott's "Marmion" and Burke's "Reflections." Notes by John Millar, B.A.	1 00	0 25

English Literature.

Angus, Joseph, M.A., D.D. The Handbook of English Literature.	1 75	0 90
Spaldings English Literature.	0 90	0 50

English Grammar.

Mason's English Grammar Exercises.	0 30	0 15
The Verbalist. A Manual on the Right and Wrong use of Words. By Alfred Ayres.	0 35	0 20

French.

Lectures Explicques. Charles Delon. Tableaux et Receipts accompagnes De Developpements et Commentaires. Numerous Illustrations.	0 50	0 20
Fasquelles Introductory French course.	1 25	0 50
Key to Ollenderff's New Method of Learning to Read, Write and Speak the French Language.	0 50	0 25
Michel's Modern Practical French Grammar.	1 00	0 50

French.—(Continued).

	REGULAR PRICE	OFFERED AT
Livre de Lecture Couranbe A L'usage. Des écoles Primanes Par. Th. Lebrun.	\$0 75	\$0 25
Lecons Francoise Prose et Vers. Narrations, Scenes, Descriptions, speeches, Essays, Comedies, etc., by F. Turrell.	0 70	0 30
A Grammar of Colloquial France. With numerous Exercises Progressively arranged and Paradigms. By J. F. P. Masse.	0 50	0 25
Campaigns of Napoleon. Jena. Extracted from "Thiers History of the Consulate and the Empire." Edited with English Notes by Edward E. Bowen, M.A.	1 00	0 50
Oral Exercises in French Phraseology, Synonymy and Idioms. Designed as a Vocabulary or Phrase Book. By Henry Stein Turrell, M.A., F.C.P., etc.	1 00	0 50
Lazare Hache. By Emile de Bonnechase. Edited by Henri Bue B-es-L.	0 50	0 25
Simple's Lectures sur les Principales Industries par Paul Poire.	0 50	0 25
Lazare Hache. Notes by W. Tyler, B.A.	0 75	0 35

Greek.

Ausgewählte Komödien Des Aristophanes Erklert von Theodor Koch.	0 50	0 25
Xenophons Agesilans. By R. W. Taylor, M.A.	0 90	0 45
Greek Extracts. Chiefly from the Attic writers. With a copious vocabulary and Analytical Index.	1 25	0 50

German.

Woodbury's Elementary German Reader.	1 25	0 75
Adler's Progressive German Reader.	1 50	0 75

History.

A History of England. By the Rev. J. Franck Bright, M.A., Oxford. Period I, Medieval Monarchy.	1 50	0 75
School History of Rome. By Merivale & Fuller. Abridged by C. Puller, M.A.	1 25	0 60
Catechism of the History of England, from its earliest period to the present time. Written in easy language for the use of young persons.	0 10	0 0

Latin.

Cicero Against Catiline. Orations 2, 2, 4. With Notes. Adapted and Original. By J. Murrison Dunn, B.A., L.L.B., H.M. Welland High School.	0 50	0 25
A Grammar of the Latin Language. By Leonhard Schmitz, LL.D.	0 75	0 35
Virgil's Oneid. Book 5. Edited by J. E. Wetherell, B.A.	0 50	0 25

Physics.

Kirkland's Elementary Statics.	0 90	0 45
Hamblin Smith's Elementary Statics.	0 90	0 45

Science.—Chemistry.

Elements of Chemistry. Including the most recent Discoveries and Application of the Science to Medicine and Pharmacy and to the Arts. By Robt. Kane M.D., M.R.I.A., Dublin, Paris and German Universities. An American Edition by John Wm. Draper, M.D., Virginia and New York.	3 50	1 50
Introductory Science Primer. By Professor Huxley.	0 30	0 15
Text Books of Science. Principles of Mechanics. By T. M. Goodere, M.A. Workshop Appliances, including some of the gauging and Measuring Instruments, Hand Cutting tools, Lathes, Drilling, Planing and other Machine Tools used by Engineers. By C. P. B. Shelly.	1 25	0 60

W. J. GAGE & CO., EDUCATIONAL PUBLISHERS

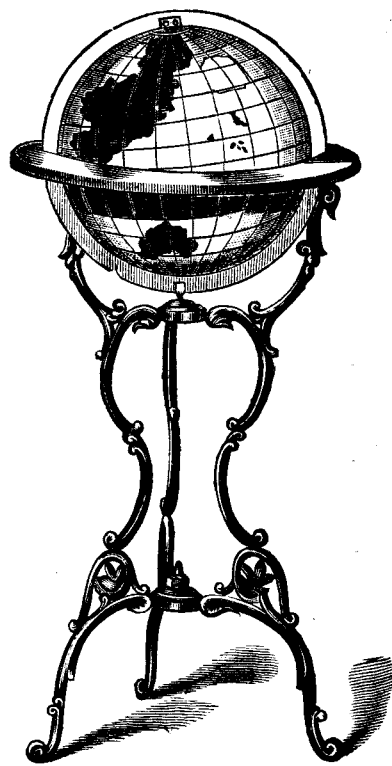
54 Front Street West, TORONTO

PRICE LIST OF GLOBES

- Globes, 6 inches, \$2.50 - \$3.00
- Globes, 9 inches, \$8.00 - \$12.00
- Globes, 12 inches, \$7.50 - \$9.00 - \$14.00
- Globes, 12 inches, \$15.00 - \$18.00
- Globes, 18 inches, \$40.00 - \$45.00

DESCRIPTIVE LIST

FREE



12 Inch GLOBE

MAP AND SCHOOL SUPPLY CO.
31 KING STREET EAST, TORONTO

OUR MAPS ARE THE STANDARD ONES IN USE IN OUR SCHOOLS THERE ARE NONE BETTER. WE WILL BE PLEASED TO SEND A COMPLETE LIST TO ANY ADDRESS.

KINDLY WRITE US

Ontario Ladies' College, WHITBY, ONT.

Affords an exceptionally pleasant Home, and prepares pupils for Third, Second and First Class Teachers' Certificates, also Matriculation, Freshman and Sophomore Examinations in Victoria or Toronto University. Full Conservatory Course in Instrumental and Vocal Music, Fine Art, Elocution and Commercial branches taught by gifted specialists.

Apply for further information to REV. J. J. HARE, Ph.D., Principal.

SHORTHAND and BUSINESS

School Teachers and all young men and women who are interested in a good

SHORTHAND or BUSINESS EDUCATION

Should communicate with the largest and best school of the kind in Canada before going elsewhere, namely,

BARKER & SPENCE'S Shorthand and Business School

133 KING STREET, EAST, - TORONTO.

HAMILTON Business College
AND SHORTHAND INSTITUTE.
34, 36, 38, 40 James St., S., Hamilton, Ont.

The most popular commercial school with Teachers, as shown by the large number who annually attend here. Write for circular No. 2.

SPENCER & McCULLOUGH, Principals.

The Business Practice Department OF THE

Ottawa Business College Is excellent.

Principal: BANNELL SAWYER, 15 O'Connor St.

Circulars and specimens free.

A summer session for teachers.

CANADA BUSINESS COLLEGE

(ARCADE) HAMILTON, ONTARIO ESTABLISHED 30 YEARS.

Affords the best advantages in Canada to those desiring to enter Commercial life or prepare for the profession of Commercial Teaching. It has over 1,000 graduates in business. Write for Illustrated Catalogue to Principal.

R. E. GALLAGHER, Hamilton, Ont.

GERMAN. FRENCH. SPANISH.

THE INGRES-COUTELLIER

School of Modern Languages

Natural Method by Native Teachers.

TORONTO: MONTREAL:

Canada Life Building. Nordheimer Block, 207 St. James St.

DIFFERENT BRANCHES:

St. John, N.B.; Halifax, N.S.; Winnipeg, Man.; Bradford, Ont.; Kingston, Ont.; Ottawa, Ont.; Bangor, Me.; Calais, Me.; Yarmouth, N.S., and other cities.

Office and Recitation Rooms in the Canada Life Building. At the next French Literature Course, Tuesday, Feb. 3rd, 8 o'clock, Prof. George Coutellier will talk about Horace de Corneille. Admission—For pupils of the School, 40c., for non-pupils, 50c. Special arrangements will be made for the whole term.

GALT BUSINESS COLLEGE, SHORTHAND INSTITUTE And Commercial Training School

GALT - - - - - ONTARIO

Individual Tuition, No Classes.

A live school for the training of live business men. Persons of both sexes taught to earn a living, and carefully prepared for responsible positions. Thorough instruction in bookkeeping, banking, Commercial law, penmanship, arithmetic, shorthand, typewriting, reporting, drawing, etc.

Business men supplied with assistants on short notice. Terms Reasonable. Time Short Call or address the Principal.

SELBY & CO.

42 Church St., Toronto,

Agents in Canada for the Milton Bradley Company's School and Kindergarten Material

A NEW EDITION

— OF —

Arithmetical Problems.

For Senior Classes and Candidates for Entrance to High Schools and Collegiate Institutes

By G. H. ARMSTRONG,

First Assistant Master Wellesley School, Toronto.

Any typographical errors in the first edition have been corrected. The Entrance Paper for December, 1890, has been added. The answers to all the problems have been appended. No other work possesses these features. Teachers and Inspectors commend it.

I am highly pleased with your Arithmetical Problems for Senior classes. It suits my Entrance candidates exactly. A book such as this is needed by every Fourth Class pupil.—Geo. Kirk, Head Master M.S., Chatham.

I have just examined your Arithmetical Problems for Senior Classes. The problems are very suitable and the collection must prove very valuable to teachers. I heartily commend it.—G. D. PLATT, B.A., P.S. Inspector, Prince Edward.

After a careful examination of your "Arithmetical Problems for Senior Classes," I find them well graded and very suitable for the purpose intended. The teacher who uses them for home or class work, will save himself a vast amount of labor, and in all probability secure to his pupils much better results.—J. S. DEACON, Inspector, Halton.

I have no hesitation in saying that for the purpose for which it is intended the work is infinitely the best with which I am acquainted. Its strong point, to my idea, is the logical sequence in the problems by which the pupil is almost insensibly led on step by step until he reaches quite a difficult style of question. The printer, too, has done his work very well, and there are but few typographical errors. I shall certainly recommend every teacher in my inspectorate to use a copy.—J. C. MORGAN, M.A., Inspector, Barrie.

PRICE, Strongly Bound in Cloth, 25 Cts.

Grip Printing and Publishing Co.

TORONTO, ONT.

"PERFECTION"



BUTTONLESS

These balls are made by the celebrated "McKechnie," and being the best production of the best maker in the world they ought to bear examination. We ask you to compare them. You will notice that they have only one intersecting seam, and therefore are less liable to rip than those with two such seams. They are perfect in shape, and filled with McIntosh's best rubbers, stamped, in fact, the second quality is equal to most Buttonless balls of other makers first quality.

FIRST QUALITY.

Rugby Match Ball, very superior, price \$2.75.
ASSOCIATION FOOTBALLS COMPLETE
Sizes—No. 1, No. 2, No. 3, No. 4, No. 5.
Perfection, 20 in. 22 in. 24 in. 26 in. Ass'n.
buttonless, prices, \$1.25, \$1.35, \$1.50, \$2.00, \$2.75.
Perfection Chrome, Special Buttonless, Water-proof, only one size made. \$3.50.

SECOND QUALITY.

Perfection Buttonless..... \$1.35, \$1.75, 2.25.
RUBBERS AND COVERS SEPARATE, ETC.
No. 1, No. 2, No. 3, No. 4, No. 5.
Rubbers, separate, Mackintosh's best, \$0.60, \$0.70, \$0.80, \$0.90, \$1.00.
Covers, separate, buttonless..... \$0.95, \$1.00, \$1.10, \$1.50, \$2.00.
Chrome Buttonless \$2.55.
Inflaters, Brass Piston, The Little Wonder, 60 cents.
large size, \$1.50. Rubber Cement, 30c. box.
Shin Pads, Cloth Lined, 50c. per pair; Best Leather, Chamois Lined, \$1.00 per pair.

"FOOTBALL, AND HOW TO PLAY IT."

By a Kicker. Price 20 cents.

A new and enlarged edition of this book now ready, containing the latest rules for playing Association football and valuable hints to players. The author is one of the most expert players in Canada, and the book is admitted to be the most practical and useful of its kind published. For 10 cents extra, one copy will be sent with each article in above list, when cash accompanies the order.

Any article in above list mailed free on receipt of price to any address in the Dominion of Canada or United States. Send money or stamps by registered letter; or if convenient, a post office order is absolutely safe. Address

LUMSDEN & WILSON

Importers of Football Goods, SEAFORTH, Ont.