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UPPER CANADA COLLEGE.

WE give our readers in this number an outside front view of the magnificent new building which is now the home of Upper Canada College. The site of the new building is a very fine one, and renders it easily accessible from every part of the city. It is on an eminence 325 feet above the lake, and slopes gently towards the south. "The prospect from the west wing overlooks the township of York for many miles; from the tower looking towards the north may be seen the oak ridges lying south of Lake Simcoe; while towards the south the eye reaches across the city and lake, and on a clear day, with a glass, the City of Hamilton and Brock's monument may be clearly seen." The building is in the form of a quadrangle. The main building is 258 feet in length and 58 feet in depth; the west wing 150 feet long and 60 feet deep; the east wing 164 feet long and 50 feet deep. The foundation is of Credit Valley brown stone; the building itself of red brick. It is, as will be seen, three stories high, besides the basement. The lower story contains class-rooms, office, library, dining-rooms and kitchen; the others are occupied as dormitories. The central part, over the main entrance, is made the public hall. A considerable part of the basement has been set apart as a laboratory and science room, the rest being



UPPER CANADA COLLEGE.

needed for College supplies etc. The grounds belonging to the College cover an area of thirty acres, affording ample space for cricket and foot-ball grounds, ground for field exercise, etc. In order to make the College accessible at all seasons of the year, it has been connected with the city system of sidewalks, having nearly a mile of sidewalk outside the city-limits. The building has accommodation for about 200 residential pupils and 120 day pupils. The cost for site and improvements was \$54,702.26; of building, including commercial department, laundry building, engine room, etc., \$160,487.96; equipment, architect's fees, etc., \$104,261.43, making a grand total of \$319,451.65. The building is lighted by electricity, the plant and apparatus for which were supplied by the Toronto Incan-

* Editorial Notes. *

IN consequence of the constantly growing demands upon our space, made by the various practical departments, which we know are always of first interest to teachers, our customary reports of teachers' institutes and associations have, against our will and intentions, been gradually crowded out. This is undesirable, for we wish the JOURNAL to be made a medium by which the teachers all over its wide constituency may keep in touch with each other. We do not know how to remedy the defect, unless the secretary or some other friend in each association will favor us with very short, pithy, accounts of their meetings. If, in addition to this, they will kindly call our attention to lessons or papers of special interest and merit which may be available for our columns, giving us the address of the authors they will confer a double favor. When a teacher of special ability or experience has carefully prepared something valuable, thousands of teachers should have the benefit of it instead of hundreds. This end

can be reached in many cases through our columns. We want all the best things going. Kindly help us to get them.

THE publishers of this journal (Grip Printing and Publishing Co.), request us to call the attention of our readers to the fact that they are prepared to make liberal arrangements with teachers and others for the publication of manuscript works on educational subjects. They will carefully examine all manuscripts sent them with a view to acceptance for publication by the firm. As they are making a specialty of educational publications they invite communications on the subject.

MANY would come to wisdom if they did not think themselves already there.—Bacon.

❖ Special Papers. ❖

ONTARIO SCHOOLS.

BY JOHN H. SANGSTER, M.D.

A PAPER READ AT THE TEACHERS' CONVENTION
AT STRATFORD.

(Continued.)

VIEW OF PROFESSIONAL WORK.

Another shortcoming which lies at the door of many of you is the contracted view you accustom yourselves to take of your professional work. The eye adjusts itself to near or distant vision. A watchmaker will at once detect the broken cog or spring in a watch, though it utterly eludes the inspection of a mariner, and the latter will clearly perceive a sail in the distance, while it is yet invisible to the mechanic. So with our mental vision, we are short or long-sighted from habit. It is so much easier to see the things nearest to us that we are, too many of us, content not to look for those which lie beyond. Hence even the most experienced and thoughtful among us are, in a large measure, ignorant or heedless of the subtle influences for weal or woe which invest the teacher's work. How seldom do most of us stop to consider the extent to which the destinies of our Province, our Dominion, and even our Empire are indirectly moulded or determined in our school-room? The petulance, the ignorance, or the insubordination of an unruly child, unrebuked, or uninformed, or unchecked by an unfaithful teacher, or the seeds of virtue and wisdom and self-restraint dropped into receptive soil by a beloved instructor, may change the whole course of a nation's history. It is a peculiarity of your work that its final and grandest results are hidden from your view. You till the soil and sow the seed, but you do not garner or even see the ripened grain. The harvest belongs to the distant future. You require to look at your handiwork, in its higher aspects, through the eye of faith set to distant adjustments. If you never regard it except through myopic glasses, small wonder you are purblind, small wonder you become in that case teaching machines—paltry automata, mere things of cogs and springs, and wheels, and gearings, wound up and set to run more or less languidly from 9 a.m. to 4 p.m. I repeat it—the finer, and higher, and most useful results of the true teacher's ministrations are to be sought for in the remote future, and chiefly, it may be, in the world beyond our present ken. Of teachers more truly than of any other class of human agents, it may be said that the good or the ill they do lives after them. You are

THE NATION'S FORMERS,

and the beneficent effects of your efforts, if rightly directed and faithfully pursued, will be as much more potent and far-reaching than those of all its reformers combined, as prevention is better than cure, or as it is easier to train the pliant saplings in a nursery than to straighten the gnarled and twisted boles of forest trees knotted and hardened by a century's storms. Every noble thought or true conception, or holy aspiration, or lofty aim, or generous im-

pulse; every pious precept, or prudential rule of life, or Christian virtue, or patriotic craving you can press home into the inmost hearts of your pupils, so as to become the controlling influences of their after years, not only dignifies and adorns their own existence here, and possibly contributes to their eternal felicity, but helps by way of parental example and precept to mould the character and sweeten the aims and purify the lives and elevate the actions of their children and their children's children in successive generations. When a stone is dropped into the calm bosom of one of our lakes it gives rise to concentric eddies which widen and flow in larger and yet larger circles, till they reach and break upon the distant strand. So it is with your influence as a teacher. Steadily swelling outwards from your respective schools as centres, it spreads and spreads through the ages in ever-widening circles, which never, never break, save on the shores of eternity. Oh, to any one of right feelings and clear perceptions how such thoughts as these warm and gladden the heart and glorify the labor! Magnify your office, look your occupation squarely and honestly in the face, and you will be amazed how much you can find in it which is above and beyond mere routine. Once you learn not only coldly with the mind, but feelingly with the heart that you are or ought to be something far higher than teaching machines, doling out information and grinding in accomplishments, you will anxiously seek to avail yourselves of every passing opportunity to give your pupils that

HIGHER EDUCATION,

properly so-called, which consists in the repression of evil tendencies and the cultivation of the finer mental and moral susceptibilities. True, your "course of studies" takes no cognizance of such acquisitions, and your test examinations and school inspections never reach them at all. True, the mistaken standards by which your success as teachers is officially measured apply so exclusively to text-books and subjects as to discourage, if not altogether prevent, the higher teaching to which I refer. Yet a child who has been taught to be forgiving, modest, gentle, generous, truthful, and forbearing—who has been trained to ardently love whatever is right, to thrill in sympathy with all that is lofty in sentiment or heroic in action—whose powers of observation, perception, and reflection have been developed, strengthened, made keen and alert, is, in my opinion, even if unable to read or write, incomparably better and more usefully educated than one without these qualities of mind and heart and intellect, though crammed from Alpha to Omega with every branch of study in the Public and High school course and the university curriculum. The whole energies of our system are at present directed to the manufacture of learned boys and girls. Yet the world is rapidly outgrowing its mistake of supposing that learned boys and girls become, in process of time, able men and women. There is abundant evidence to show that the most learned boys and girls of one generation are, as a rule, unknown in the next—that the prize-winners of our schools and universities are not as a class conspicuous in after years for

ability or goodness or greatness of character. Placed, however, as you are, between a set of duties which the State and society say you must perform, and another set of duties which your conscience tells you ought not to be neglected, seeing they are of higher moment, what ought you to do? Simply and always your best. The problem is how to perform those duties while not neglecting these. Work conscientiously and lovingly, work in patience and faith; do your whole duty to your schools and to your scholars, and leave the results to Heaven. The more you ponder on the subject, the grander will your labor appear—the more clearly you will perceive that if,

They also serve who only stand and wait,

now exalted are your opportunities of doing the will of your Heavenly Father, and of being of use in your day and generation.

WANT OF DETERMINED EFFORT.

Perfunctoriness is a fault not exclusively, I fear, confined to our younger teachers. It implies want of determined effort, want of honest hard work, want of that impartial and exacting habit of self-criticism which ruthlessly compares our results with our ideals and goads us to climb, by the ladder of experience, to higher and broader places of excellence and usefulness. Our age, with all its manifold improvements and advantages, is, in a large degree, an age of shoddy and pretence. In every walk of life and in every department of human labor there prevails more or less abundantly a disposition to fulfil the letter and neglect the spirit of our obligations. In all industrial pursuits, whether manual or mental, professional or mechanical, perfunctoriness sits like the "old man of the mountain" astride the workman's shoulders. "It will do." "It is good enough," "Let it go," and similar phrases are constantly in the mouths or in the minds even of those from whom we might have expected better things, and consequently mediocrity or worse is the stamp of very much that is done. "It will do," is the maxim of the careless and the refuge of the sloven. "It will do" degrades aim, paralyzes effort, dwarfs usefulness, emasculates character, and saps the strength and beauty of many a prominent life. "It will do," is one of the fatal upas trees of humanity beneath whose deadly shade lie blighted promise, wrecked homes, broken resolutions, lost honor, ruined projects, marred success. It is the half-way house on the road to perfection. It is stopping short of completeness, and means makeshift, negligence, failure. It is the signature of incompetence and the sign manual of indolence. Let not, I beseech you, this fatal phrase find a place in your vocabulary. There are only two modes of feeling in which you can perform your duties. You must work either in the spirit of the artist or in the spirit of the day laborer, and it is the spirit alone that dignifies labor and makes all work, rightly done, respectable. I regard an humble shoemaker who constantly strives to excel himself by endeavoring to turn out each successive pair of shoes superior to any he has made before, as a more reputable workman and an incomparably better artist than the most exalted painter, or sculptor, or musician who has ceased to work in that

spirit, and as a far more respectable man than king or kaiser who is content to rule his people in a careless, haphazard, or perfunctory manner. Once more let me say, it is the spirit in which we regard our craft and perform its duties which makes us workmen who need not be ashamed, or the reverse. And if this be true of other employments, it is so emphatically of yours, because you work not on perishable matter, but on immortal mind, and the results of reissness or unfaithfulness are far reaching in their deplorable effects. Of all earthly callings, the interests at stake render carelessness or indifference in your avocation inexcusable, nay, grossly criminal. And yet perfunctoriness I will not say pervades, but overshadows our entire system—broods as

A PARALYZING BLIGHT,

a pestilential pall, over our educational efforts; is domiciled in our college halls no less than in our humble school-rooms, occupies the professor's chair equally with the teacher's desk, while even our inspectors and other executive officers are not altogether exempt from its occasional companionship. How many educationists are there among us to-day who are habitually doing their level best in their vocation? Doubtless thousands are fully earning the pittance they receive; hundreds perhaps are doing fair work; possibly scores are doing good work, and a few, it may be, noble work but how many are accomplishing all they are capable of doing? Would it be rash to say that one might count on his fingers and toes—probably not all told—every teacher and professor and other school officer in this large and important Province of Ontario who, not spasmodically, but continuously and systematically, bends the entire energies of his being to his professional duties? And if the dry-rot of perfunctoriness is thus widespread and enervating among our teachers, can we marvel that our schools fail to achieve all we would have them accomplish—fail in large degree to secure even the alert intelligence, the awakened intellect, the larger mental capacity which are universally conceded to fall within their peculiar functions, and fail utterly in reaching and training the moral and religious susceptibilities, in forming the character and moulding the manners and fixing the principles and cultivating the taste—in a word, in placing the controlling and indelible stamp of high, true, enlightened, and symmetrical culture on their graduates? How is it, then, and how is it to be with each of you? Do you work from day to day in the spirit of the artist or in that of the day laborer? Do you, individually, purpose weaving for yourself and wearing the seemly garment of a zealous spirit and the energizing vestment of a master workman, or are you content to clothe yourself in the Nessus shirt of perfunctoriness, incompetence and sloth? Do you aim at simply earning your hire, or at earning in addition thereto the grateful and loving remembrance of your pupils, the thanks of the community, the sanction of an approving conscience, and the blessing of God?

THE DEFECT OF INDOLENCE.

The next defect in your equipment as

teachers to which I have to refer, is indolence. This is the Latin euphemism for what, in plain, homely, but expressive Anglo-Saxon, we call laziness. Unfortunately you are, I fear, but too familiar with the mental leprosy in question to need any definition of it, nor do you require to be reminded that the number of our schools not more or less spotted by it is small indeed. Indolence and perfunctoriness, though often related to one another as cause and effect, are not always coexistent in the same individual. A lazy man almost necessarily labors to the extent he does labor in a perfunctory spirit, but a really industrious man may, through false conceptions of duty and misdirected energy aim at quantity rather than quality in his results, and thus also turn out imperfect work. Laziness is so often the concomitant of impaired health, that in many cases it may be regarded as the result of enfeebled physical powers. I question whether any man or woman who is not of robust constitution, and in sound health, should be permitted to teach at all. A successful instructor of youth absolutely must have "a sound mind in a sound body." Physical energy and mental activity are essentially twin or associate qualities, and seldom or never dwell in a puny, weak, or debilitated frame. In my opinion, mental deficiency is scarcely more out of place in an elementary school-room than is bodily deformity or physical weakness. We already subject to a rigid medical examination every candidate for entrance into the army, the navy, the Civil Service, and even into nurses' training schools. When our Province becomes really awake to the interests involved, all applicants for teachers' certificates will also be required to pass through the winnowing process of a searching medical inspection, and only those permitted to proceed who are of good constitution and in perfect health. Let me address you unreservedly on this point. Indolence inexorably bars the teacher's way to success. If you are lazy it makes little or no difference, so far as its effects are concerned, whether your indolence is a matter of original endowment, or of broken health, or of faulty habits of self-indulgence, it will almost certainly cling to you for life, and very likely your proper course is to give up all thought of continuing to teach school. I do not by any means intend to imply that it is impossible for a really determined man or woman to reclaim himself from the wretched habit we are discussing, but really determined men and women are rare, and the shackles of laziness are as well rivetted as those of drunkenness, and reform is so difficult that few indeed are willing or capable of making the effort necessary to attain it. And when you remember how minutely your spirit and manner, and even, in many cases, your peculiarities of voice and gesture, are caught and reproduced in your pupils, you will readily understand what I mean when I say that in the school-room "laziness is as infectious as measles," and you will, I think, agree with me, that if school trustees ever get to look at the matter in a proper light, they will just as soon think of placing a leper or an epileptic in the teacher's desk as a lazy man or woman. In fact, except as a consequence of bodily disease, laziness

should meet with no toleration in society. When it is the result of mere mental inertia or pernicious habit, its victim is out of place anywhere, save in a house of correction or in some penal colony, where the strong corrective of coercion can be applied to restore him to mental health; and, certainly, nowhere under the broad canopy of heaven is he so utterly and disastrously out of place as in an elementary school-room, the presiding genius of which is expected to be the source of inspiration, of quickening influences, of intellectual alertness, and of mental and moral growth to the children assembled therein.

THE TEACHER'S TENURE OF OFFICE.

Possibly some of you may be disposed to excuse yourselves for one or other of the shortcomings I have ventured to touch upon by referring to the proposed brevity of your tenure of office. You are only using the profession as a stepping-stone to something beyond, and, in your opinion, higher. That is to say, because you have not embraced the teaching profession as a calling for life, you claim that the obligation to strive after excellence and to do good honest work is less binding on you than on those who expect to remain teachers permanently. Now I want to write what I have to say on this matter dispassionately, because it is one on which I feel, and have always felt, strongly. No blame can attach to you for desiring to better your lot. You have a perfect right to look up or down to any other profession as your preferred and ultimate field of labor. I do not suppose that the community has or can have any very serious quarrel with you for devoting any real leisure hours you may have to studies preparatory to other occupations, and, after you have spent some years in your present vocation, I can imagine your becoming so familiarly and minutely acquainted with all its details and requirements, as to really have such spare hours. If only from the standpoint of your pupils' welfare, it is far better that you should keep your minds alive and growing by studying something, even if it be only medicine, law, or divinity, than that you should not study at all. Mental stagnation means mental declension or collapse, and is closely allied to mental decrepitude and mental death, and in a school teacher is the surest and most saturated wet blanket that can be thrown over the aspirations and intellectual efforts of the young. It may be, and indeed is, by many thoughtful persons claimed that when you contract to teach a school, you tacitly bind yourselves to devote all your time and energies to the work, and that the only honest way to keep your minds quick and expanding, is by duly preparing your school lessons, and studying subjects cognate to your school duties and responsibilities. This, I confess, is my own view of the case, although I should not be disposed to visit with any very severe condemnation those teachers who strictly limit the time they devote to extraneous studies, to that which cannot justly be regarded as necessary to the efficient conduct of their schools.

(To be continued.)

If you wish to appear agreeable in society you must consent to be taught many things which you know already.—*Talleyrand.*

* English. *

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

BARABAS AND SHYLOCK.

J. W. TUPPER, B.A.

THE figure of Shylock in "The Merchant of Venice" has become so familiar to all readers of Shakespeare that he is taken as the sole representative, in almost every instance, of the Jewish race in the Elizabethan period. That there is another figure, which stands out prominently in the grand array of the mighty creations of the drama, strong, proud and revengeful, this paper will be an attempt to show.

If Shakespeare had never written "The Merchant of Venice" there is no doubt that the Barabas of Marlowe instead of Shylock would be our type of Jewish avarice and revenge, and though instead, all characters pale before the powerful productions of Shakespeare, we have, nevertheless, in Marlowe's Jew, one of the most striking persons in dramatic literature.

As Marlowe's play is, to the majority of readers, not sufficiently known to pre-suppose a knowledge of the plot, I may be excused if I give as briefly as possible, the outline of the story.

Barabas, a rich Jew, is compelled by the Governor of Malta to pay a ten years' tribute owed by the Maltese to the Turks. He however, having concealed a large amount of wealth in his house, obtains this through a stratagem of his daughter. By the means of his slave he is the cause of the death of the Governor's son. His daughter, weighed down with grief at her father's crimes, seeks a convent, and is, with all the nuns, poisoned by the Jew. The Maltese, refusing to pay tribute to the Turks, are besieged by them. Barabas, on promise of being made Governor, betrays the city, and when the Turks are successful, and Barabas is at the head of the city, he makes an attempt to betray the Turks to the Maltese and is himself destroyed.

In the first scene of the first act of the play, the position and wealth of Barabas is admirably shown. In a magnificent monologue his boundless wealth is laid before our eyes in words of the finest and grandest description in the whole of Marlowe.

"Give me the merchants of the Indian mines,
That trade in metal of the purest mould;
The wealthy Moor, that in the eastern rocks
Without control can pick his riches up,
And in his house heap pearls like pebble stones,
Receive them free, and sell them by their weight;
Bags of fiery opals, sapphires, amethysts,
Jacinths, hard topaz, grass green emeralds,
Beauteous rubies, sparkling diamonds,
And seld-seen costly stones of so great price,
As one of them indifferently rated,
And of a carat of this quantity,
May serve in peril of calamity
To ransom great kings from captivity.
This is the ware wherein consists my wealth."

Later on in the same scene we have an instance of the peculiar domestic nature of the Jew, whose love for his daughter is his most pleasing characteristic. With true Hebrew affection he says:

"I have no charge nor many children,
But one sole daughter, whom I hold as dear
As Agamemnon did his Iphigen;
And all I have is hers."

A less pleasing feature of his character is shown in his interview with the three Jews who inform him of the designs of the Turks on Malta. A selfish egotism, a carelessness for the lives and property of others, manifests itself in such words as:

"Nay, let 'em combat, conquer and kill all!
So they spare me, my daughter, and my wealth."

And,

"If anything shall there concern our state,
Assure yourselves I'll look—unto myself."

The intensity of feeling in the Jew's nature is strikingly shown in that powerful curse which he pronounces on the heads of those who have deprived him of his wealth:

"The plagues of Egypt and the curse of Heaven,
Earth's barrenness and all men's hatred,
Inflict upon them, thou great *Primus Motor!*
And here upon my knees, striking the earth,
I ban their souls to everlasting pains
And extreme tortures of the fiery deep,
That thus have dealt with me in my distress."

There is a fine nobleness in old Barabas too, when we see him in prosperity, in possession of his recovered money bags, and still filled with intense love for his daughter. Notice these lines, which at the close rise to a lyric rapture:

"Oh my girl,
My gold, my fortune, my felicity!
Strength to my soul, death to mine enemy!
Welcome the first beginner of my bliss! . . .
Now Phoebus ope the eyelids of the day,
And for the raven wake the morning lark,
That I may hover with her in the air;
Singing o'er these, as she does o'er her young."

From this on the character of Barabas gradually deteriorates, till he becomes a monster, not a villain. The plot, by which he contrives the fatal duel between the Governor's son and his daughter's betrothed, violates all the laws of domestic happiness, and is the direct cause of the voluntary divorce of Abigail from her revengeful father. The passion of Barabas now denies all bounds, and to gratify his diabolical nature, he poisons the whole nunnery, to which his daughter had fled. And listen how with fiendish delight he utters these words:

"There is no music to a Christian's knell;
How sweet the bells ring now the nuns are dead,
That sound at other times like tinkers' pans!"

The degradation of Barabas is complete in the fifth act, and only at his death does he again show his bold, defiant spirit. Just before he dies he breaks forth into these words of scorn and bitterest hate:

"Damned Christian dogs! and Turkish infidels!
But now begins the extremity of heat,
To pinch me with intolerable pangs:
Die life! fly soul! tongue, curse thy fill and die!"

Comparing, then, the Jew of the Malta with the Jew of Venice, we find striking resemblances. Both men have unbounded wealth, with a corresponding desire for more; both are prompted by motives of deepest hatred to seek revenge on their persecutors, for the wrongs inflicted on them by Christians; in both cases, the sole purpose of life is to accomplish this revenge; and for both, just as all their sweetest desires are about to be gratified, comes ruin.

In both plays we have a common basis, on which to found our conceptions of the men. Both Jews have been seriously injured by Christians, and in matters of personal wealth. This, it will be seen, strikes at the very root of Jewish prejudice and feeling. Next to his religion the Jew prized his property, and when both were infringed upon small wonder is it that revenge to the knife should be his ruling, overmastering passion.

No sooner has Barabas suffered his wrong, than he prepares, with malicious deliberation, for his dire revenge. The method is in his case not so deliberate as in Shylock's procedure. He seems rather to act on the chance of the moment, and then dart with sure aim on his prey. Shylock depends for his satisfaction on the law; Barabas acknowledges no law; for his revenge he violates every principle of right and justice which interferes with his aims. It is in this wild excess of infuriated rebellion against law that Marlowe has failed in this character. He cannot put any bounds to his desire for piling up the agony, and thus, instead of painting a human blood-thirsty villain, he has worked out a fiend, of a nature incompatible with any vestige of humanity. But, as hinted above, it is only in the later acts that the especially horrible nature of the Jew is manifest. In the first two acts he is the Jewish character in its proudest and loftiest form. As he informs us himself, he is formed of finer mould than common men. He is a master in Israel, a judge and a ruler of the people, a leading member of the great Hebrew oligarchy, scattered over Europe and powerful in Asia. Note his proud words:

"There's Kiriah Jairim, the great Jew of Greece, . . .
Myself in Malta, some in Italy,
Many in France, and wealthy every one."

He is a wealthy merchant, whose "fortune trowls in by land and sea; one on every side enriched." His storehouses are heaped with the "multitudinous wares of the Syrian merchants, blue cloths and embroidered work, and chests of rich apparel, bound with cords and made of cedar." But still, he is a man distinct in Malta, both among his coreligionists and the hated Christians. He readily deceives his fellow Jews when it suits him, and has for all the sublimest contempt.

Shylock, on the other hand, is no merchant, but primarily and essentially a usurer. He regards all distant traffic and hardy venture of his wares and monies as substance squandered and unwarranted rashness, and upbraids Antonio with having his "means in supposition, an argosy bound to Tripolis, etc." He hates Antonio "because he is a Christian, but more for that he lends out money gratis, etc."

J. A. Symonds, who in his "Shakespeare's predecessors in the Elizabethan Drama," develops the idea of *L'Amour de l'Impossible*, says of Barabas: "The avarice of the Jew of Malta is so colossal, so tempered with a sensuous love of rarity and beauty, in the priceless gems he hoards, so delicious in its raptures, so subservient to ungovernable hatred and vindictive exercise of power conferred by wealth upon its owner, that we dare not call this baser exhibition of the Impossible Amour ignoble. Marlowe has draped the poor and squalid skeleton of avarice with a majestic robe of imperial purple in such grand words as those of the opening soliloquy. In the avarice of Barabas, there is nothing of the base, miserly nature. He disdains counting "this trash," and envies the Arabians,

"Who so richly pay
The things they traffic for with wedge of gold,
Whereof a man may easily in a day
Tell that which may maintain him all his life."

He lives in luxurious splendor and both for wealth and position is the first Jew in Malta.

The happy family love of Barabas and Abigail is in striking contrast to the relations of Shylock and Jessica. Very lovingly does Abigail greet her distressed father, when he has had his property confiscated.

"Not for myself but aged Barabas,
Father, for thee lamenteth Abigail."

No such affection is ever shown between Shylock and his fair daughter. But even this intense love is swept away in the wild storm of Barabas's passions; not even is the beautiful form of Abigail proof against its fury. Could anything be more inconsistent with character drawing, or destructive to all features of dramatic art than this murder of Abigail? These resemblances in character are further borne out by a similarity in situation and language.

When Barabas has been deprived of his goods he exclaims:

"You have my goods, my money and my wealth,
My ships, my store, and all that I enjoyed,
And having all you can request no more;
Unless your unrelenting, flinty heart
Suppress all pity in your stony breasts,
And now shall move you to bereave my life."

Shylock's words on a similar occasion are:

"Now take my life and all; pardon not that."

How much more admirably Shakespeare has succeeded in putting in one simple line, what Marlowe spreads over six, is apparent. The passionate exclaim of Barabas on receiving his jewels is to be compared as showing the same stupendous love of money, with Shylock's curse on his daughter for the theft of his jewels. Barabas says:

"My girl,
My gold, my fortune, my felicity."

Shylock's words are uttered in a different spirit: "Two thousand ducats in that, and other precious, precious jewels. I would that my daughter were dead at my feet and the jewels on her ear, etc."

There are passages of very much the same idea in both plays, which it is impossible to bring forward in so short a paper as this, but from the above it will be seen that there are similarities both in diction and sentiment, which with the striking resemblances of characterization justify us in supposing in Shakespeare an intimate acquaintance with Marlowe's tragedy.

GRAMMAR PROBLEMS.

FOURTH SERIES.*

WRITE notes on the grammar of the italicised words in the following :

1. He is going to be elected *governor*. (Case).
2. *To be wise* is to be truly *happy*.
3. John's being *young* was against him.
4. That wife of *yours* has deserted you. (Object of *of*).
5. *Even* your little brother could do that.
6. Albert, *once* a wild youth, is now a good Christian.
7. I knew *it* to be *him*. (Government).
8. My stay *there* will be short.
9. His step was light for his heart was *so*.
10. On becoming *king* he reversed that policy. (Case).
11. He prevailed on them *to go*.
12. He was busy *ploughing*.
13. He *is to die* at sunrise.
14. Consider the lilies of the field *how they grow*. (Clause).
15. He is such a fool *as to believe* the story.

NOTES ON THIRD SERIES.

1, 2. In "a friend of John's" and "this book of mine," we have a phrase of very respectable antiquity. Cf. "If there be any in this assembly, any dear friend of Caesar's," *Julius Caesar*, iii. 2., "a servant of yours," Paston Letters (1462). The origin of this apparent double possessive seems to be as follows: The first step was the use of John's in predicative relation in such a sentence as "This book is John's." In the sentence John's is not a mere abbreviation of "John's book," for when we say "this book, pen, and pencil are John's" we have no notion in the mind continuing the sentence "are John's book, pen, and pencil" we stop with the simple notion of "are to John, are John's property or possession." So likewise in "this book of mine," "mine" is not simply "my book," but rather is my property, etc. We even use it where no noun is expressed, "this is mine." It follows from this that the possessive noun or the possessive pronoun receives early an independent use as representative of a simple idea of possession, which differs from the ordinary possessive in being general and vague, while the latter is definite and particular. (Cf. "This is mine," and "his friend and mine.") Representing a simple idea, the noun or pronoun may be governed by a preposition as in "a friend of John's," "a book of mine." "Of John's" is here adjectival to "friend," as "of mine" is adjectival to "book." In itself John's is possessive in form, and objective in function. "Mine" is possessive pronoun in the objective case.

3, 4, 5. He is *but* a man, etc. As these instances all concern the function of "but" it is well to group them together. The word *but* is the modern form of the Anglo-Saxon *buton* and inherits nearly all the functions of the Anglo-Saxon word, with a somewhat widened sphere. In Anglo-Saxon *buton* had two main uses. (1.) An adverb=outside,—*eall thaet thaer buton wæs*, "all that was there outside"; (2.) A preposition=(a) except,—*alle butan anum Bryttiscum gisle*, "all but one British hostage"; (b) without,—*Ne spæc ne na butan bigspelle*, "Nor spake he at all without parables"; (3) a conjunction (a) = unless,—*buton he hit eft gebete*, "unless he again repent of it"; (b) = except (that), but only,—*buton . . . wiciath Tinnaas*, "except that the Fins dwell [there]."

From these uses of "buton" we can derive most modern uses of "but." It may be said in passing that the correct use of "but," as in "I shall go but you shall stay," was in Anglo-Saxon, represented by *ac*, not by *buton*. "There was no one there *but him*," represents the prepositional use (2(a)). Often this form is abbreviated "there was *but him* there." So deal with "He is (nothing) *but a man*," "I shall see (no one) *but you*." Some try to regard but in these cases as a pure adverb=merely. I do not think this possible, for I think we would say, using the objective case, "It was but me."

So I regard "I cannot *but regret*," as an outgrowth of the same force. "Can" had at times the force of "can do," hence, I regard the sentence as "I cannot (do anything) *but regret*, in which the infinitive noun is the object of the prep. *but* (=except).

With respect to "I had all but spoken," I can

give only one opinion. For the present I regard all-but as an adverbial phrase (=almost) modifying "had spoken." Its growth, I think, was from such expressions as "he was all but king," "he is all but perfect," in which the idea is that he was everything excepting the one thing, being king or being perfect. From these phrases the "all but" comes to have its adverbial force, being regarded as the expression of one idea nearly="almost," and by analogy is used with a sentence such as "he all but speaks."

ANSWERS TO CORRESPONDENTS.

S.F.—No satisfactory list of passages for memorization in second class literature can be given, because, taste and training differ so much in different persons. The best rule is carefully to read aloud the text, pen in hand, and mark what strikes you as finest in thought and expression, then, day by day, memorize the marked passages.

Not to mention fine lines in other selections we recommend "Love Thou Thy Land" (1-20, 73-96), Locksley Hall, (various parts), Ulysses, Sir Galahad, Geraint and Enid (1-7), The Revenge.

R.D.—(1.) The "Arum" (III. R.) in question called Jack-in-the-Pulpit, is the Indian turnip, which is related to the skunk-cabbage and sweet-flag. It is called Jack-in-the-Pulpit from its fancied resemblance to a figure standing in an old-time pulpit which had a projecting covering overhead. The upright spadix is the "Jack," the surrounding and over-arching spathe the "pulpit."

(2.) "Do good and leave behind you a monument of virtue that the storms of time can never destroy." The sentence is compound-complex—made up of the two principal statements "do good" and "leave . . . monument of virtue." "Monument" is qualified by the adjective clause "that the storms . . . destroy." "Good" is a noun object of the verb "do"; "behind you" is the adverbial extension of place modifying "leave," and is made up of a preposition and pers. pron. "Monument" is the obj. of "leave." "Of virtue" bears adjective relation to "monument." "Can" is a verb, pres. tense. "Destroy" is an infinite complement to "can." "Never" modifies "destroy."

(3.) The "Indian Pipe," or "Indian-pipe" is the corpse-plant or pine-sap. It is so called from the resemblance of the plant when flowering to a white clay pipe. (Cent. Dict.).

J.A.C.—You are quite right in the point you make against the P. S. Grammar. In "the sinking ship," "the trembling hope," "a piercing cry," we have not imperfect principles in a strictly grammatical sense. By form and derivation they are perfect participles, but by function they are purely adjectival. This will be clear by comparing "the cry piercing us to the heart," with "the piercing cry." In the former the active verb force is preserved (imperfect participles); in the latter the verbal force has evaporated,—*"piercing"=shrill (adjective)*. See H. S. Grammar, p. 199 F. ¶ 41, where the matter is rightly treated.

C.F.E.—You will find the following books helpful in preparing candidates for Entrance Examinations in Grammar and Composition:—"Tarbell's Language Lessons," Bk. II. (Boston: Ginn & Co., 70 cents); "Houston's Composition," (Toronto: Grip Publishing Co., 25 cents).

A SUBSCRIBER, MONTREAL.—There are two annotated editions of the Tennyson selections for 1892,—one by J. E. Wetherell, B.A., (Gage & Co., Toronto), the other by A. W. Burt, B.A., (Copp, Clark & Co., Toronto).

J.H.—The Reader note to Boadicea is correct. All the Emperors after Julius Cæsar were called Cæsar—just as the Emperors of Germany and Russia are (Kaiser, Czar). The Emperor contemporary with the British Queen was Nero.

The burying place in an English church (as described in Dickens' "Little Nell"), is beneath the floor upon which the people worship. A large flagstone would be raised and the body buried, when the stone would be replaced.

W.H.D.—In IV. R., p. 28, you notice that the owl is white, so that as it flies over the water it may be said to flutter over it like a gust of snow (a wandering snow-drift). In p. 100 "it had passed like a dream, through haunts of misery and care," the force of "like a dream" is not clear. Dickens seems to say that her face had appeared in the

haunts of misery, not as that of one abiding there but as a visitor from another sphere, and then not to remain but quickly to vanish. Her face was, as it were, a dream, come to those in misery, to brighten them for the time with a glimpse of a celestial beauty soon to vanish away.

J.B.T.—The closing stanza of Herbert's poem, "The Honest Man," has the following meaning:—The man whom, when the whole world is going wrong, nothing can induce to free his actions from the rule of his will, and so to share in the wrong of the world instead of remedying it—such a man is the man on whom we can rely,—the man who is ever right and ever prays to be so.

NEW BOOKS IN ENGLISH.

Elementary English, by John D. Wilson, Syracuse: C. W. Bardeen. 35 cts.; pp. 62.

A little volume of miscellaneous bits of English grammar, dictation, etymology, composition, arranged for candidates in the Regent's Examinations of New York State.

Lessons in Language, by H. S. Tarbell, A.M. Second Book. Boston: Ginn & Co. 70 cts.; pages 300.

This Second Book is intended to follow the First Book, of which we pointed out in a previous review the many excellences. It has the same principle of treatment as the earlier volume, uniting the study of grammar with the practice of composition, and progressing in an elementary way advancing to a treatment of rhetoric. The exercises are interesting and valuable, entirely in the new method of language study. We commend the two volumes as most helpful volumes for the teacher of English in the public schools.

A Short History of the English People. J. R. Green. Illustrated. Macmillan & Co.

Part four of this history, of which we have noticed already three issues, treats of the events from the battle of Senlac to the accession of Stephen of Blois. The chief engravings are scenes from the Bayeux tapestry, the seals of William the Conqueror, St. Anselm, Henry I., church-towers of the eleventh and twelfth centuries, the cloister of St. Aubin's, Durtal, and a colored plate of the dominions of the Angevins. The minor engravings illustrate the arts and customs of the period. The high standard of excellence set by the earlier numbers is well sustained in the part before us.

Tennyson's Aylmer's Field, with introduction and notes by W. T. Webb, M.A., London, 2 s.; pp. xxxi., 70.

The present volume is one of the series of annotated school editions of the separate works of the poet laureate. It contains the general introduction already spoken of in our review of Enoch Arden. In the Special Introduction the editor reviews the style and character of *Aylmer's Field*, treating it as unequalled among the poems of Tennyson in stern moral strength; Averill's sermon "in its prophetic-like earnestness and terrible, concentrated power, no less than in its subtly intermingled pathos and scorn, stands unparalleled in literature." The notes are clear and copious, and throw new light on the poem even for those familiar with it.

Short Courses of Reading in English Literature, by C. F. Winchester, Professor in Wesleyan University. Boston: Ginn & Co. pp. 99.

This little volume, attractively bound in the well-known blue-and-gold, is a convenient handbook for the student or general reader who wishes to know what best to read in English belles-lettres. The courses are five in number: (1) Marlowe, Green, Shakspeare, Bacon, Milton; (2) Dryden, Addison, Steele, Swift, Pope; (3) Gray, Goldsmith, Johnson, Burke, Cowper, Burns; (4) Wordsworth, Coleridge, DeQuincey, Lamb, Byron, Shelley, Keats; (5) Carlyle, Ruskin, Arnold, Browning, Tennyson. Under each course the professor selects characteristic works or parts of the authors to be read, recommends the editions to be chosen, passages to be memorized, and the biographical and critical reading necessary for thorough study. We admire the plan of the volume, and the student who takes it for a guide will find a helpful and practical friend.

* Contributed by W. J. Macdonald, Esq. Answers will be found in next issue.

Examination Papers.

WEST MIDDLESEX PROMOTION EXAMINATION

FROM 1ST TO 2ND CLASS.
DECEMBER 21 AND 22, 1891.
ARITHMETIC.

1. Add 926, 318, 907, 89, 3567, 893, 999.
 2. From 30000 take the sum of all the numbers between 726 and 736.
 3. Find the sum of all the numbers ending in 4 or 6 between 923 and 970.
 4. From 20000 take 8234 twice and then 896 from the remainder as often as you can.
 5. A man put \$399 in the bank on Monday, \$47 on Tuesday, \$896 on Wednesday, \$63 on Thursday, and \$126 on Friday. On Saturday he drew out \$729. How much remained in the bank?
 6. A man sold his house for \$7,520, and his furniture for \$2,155. They cost him \$12,500. How much did he lose?
 7. How many girls may receive 18 cents each out of 126 cents?
 8. The difference between two numbers is 1005; the larger is 9099; find the smaller.
 9. The sum of two numbers is 847; one of the numbers is the difference between 728 and 1110; find the other.
 10. Find the difference between $1796 + 864 + 93$ and $89 + 46 + 78 + 92 + 37 + 23$.
- 15 marks for each question. 5 marks for neatness.

FROM 3RD TO 4TH CLASS.
GEOGRAPHY.

1. Define cliff, strait, foot hills, plateau, harbor, confluence, valley, fertile land.
2. Of what use are railways to the people of Middlesex?
3. Describe what grows or is found in the Temperate Zones under these headings: (a) Fruit (b) Trees. (c) Wild animals. (d) Wild birds.
4. Draw a map of Ontario. Mark on your map (1) the districts, (2) the rivers that flow into the Georgian Bay and Lake Huron, (3) Port Arthur, Sault Ste. Marie, London, Barrie, Sudbury, Niagara, Long Point, Sarnia.
5. Name the principal grains, animals, and fruits exported from Middlesex.
6. Describe British Columbia under these headings: (a) Rivers. (b) Occupations of the people. (c) Exports.
7. Name three ocean ports, three lake ports, and three great rivers in the United States.

Values—8, 10, 12, 28, 9, 16, 12.

HISTORY.

1. Tell what you know of each of the following: Treaty of Paris, Family Compact, Patriots' War, the Clergy Reserves.
2. What was Lord Durham's Report? What did he recommend? What "Act" did this report lead to, and what were its chief provisions?
3. Give the powers of the Local Legislature for Ontario. How are its members appointed, and for how long? Over what departments do the Ministers preside? Give the names of as many of the present Ministers as you can.

Values—12, 15, 23. Five marks for neatness.

EDUCATION DEPARTMENT, ONTARIO.—ANNUAL EXAMINATIONS, 1891.

HIGH SCHOOL ENTRANCE.

COMPOSITION.

Examiners: { JOHN SEATH, B.A.
J. E. HODGSON, M.A.

NOTE—All candidates will take questions 3 or 4, question 5 or 6, and both questions 1 and 2. A maximum of five marks may be added for neatness.

1. Give, in your own words, a description of what happened in Edinburgh after the battle of Flodden.

2. (a) In a letter from your home to somebody in England, give a description of Ontario winter and summer amusements. Make your letter as interesting as you can, and invite your correspondent to visit you next Christmas, holding out inducements and giving such information regarding the route as you may think necessary.

(b) Write a note, as if from your correspondent in reply, declining the invitation and giving reasons for declining.

3. Change the construction of each of the following:

(a) Put plants in a window and see how they creep up to the light.

(b) If we take away the light, plants cannot grow.

(c) When a candle is burned, carbonic acid is formed.

(d) It is the sun-light that keeps plants alive.

(e) You will now ask, I expect, "Whence do we derive this information?"

(f) "Support me," he cried to an officer near him, "let not my brave fellows see me drop."

4. Paraphrase each of the following:

(a) At these coves the rafts are finally broken up, and from the acres of timber thus accumulated, the large ocean-going ships are loaded.

(b) Should any obstacle have been allowed to remain on the roll-way, hundreds of logs may be arrested and so huddled together as to make their extrication most dangerous.

(c) He rode through the broken ranks, cheered them with his voice, encouraged them by his dauntless bearing, and, aided by a small redoubt, even succeeded in once again presenting a front to his enemy.

5. Combine the following into a paragraph consisting of longer sentences:

Wolfe set off down the river. He had with him about one-half his men. They went in boats. They had neither sails nor oars. It was one o'clock in the morning. The day was the 13th of September. They were in search of the intrenched path. Wolfe had seen it a few days before. They intended to climb the heights by it. They found it. Some of the soldiers ascended by it. Others climbed the steep bank near it. They clung to the roots of the maple, the ash, and the spruce. These trees were growing on the side of the declivity. With a few volleys they dispersed the French picket. This picket was guarding the heights. This took place when they reached the summit.

6. In the following, change (a) to indirect narration and (b) to direct narration.

(a) Before I, Charles Beresford, let my story answer the question, "Where was Nemo?" it is expedient that I explain who Nemo is. We were happy enough, but things were too quiet for us.

(b) General Nullus advised us to strike westward across Utopia in the direction of Nusquam. Something worth seeing, he said, was soon to happen there. If we made haste, we should reach the vicinity of Nusquam in time for the engagement.

Values—34, 34×8 , $12 (2 \times 6)$, $12 (4 \times 3)$, $12 (2 \times 6)$.

* Hints and Helps. *

THE TALKING TEACHER.

BY SUPT. J. M. GREENWOOD, KANSAS CITY, MO.

1. How much should I talk in school?
2. Do I talk too much? If so, how shall I remedy it?
3. Do I talk more than is actually necessary in my regular work?
4. Do the children always listen attentively when I am talking? If any of them become tired, what reason or reasons can I give?
5. If I do all the talking, what mental faculties of my pupils are cultivated? Are any faculties neglected?
6. In what respects, then, are my methods defective?
7. Do I talk as much as all the pupils of my school? Should they talk more? What solid reasons can I give for talking so much?
8. Is my language such as my pupils can readily understand?
9. Do I prepare myself specially for each day's talking?
10. Do I repeat year after year the same anecdotes?
11. Do I tire of hearing another person tell them?
12. Would I tire of hearing another person tell them?
13. Is my voice well modulated and pleasant to the ear?
14. Do I scold much? Am I aware of it?

15. Do I express scorn and contempt when school affairs displease me? 16. Do I pronounce correctly all the words I use? 17. Are the words I use to the pupils such as I would have another person use when speaking to me? 18. Do I call the children nicknames? 19. Do I ridicule them? Do I wound their feelings? Why? 20. Do I practice deceit in my language to my pupils? 21. Do I talk without a purpose in order to "kill time"? 22. Do I go to others to talk about my associate teachers? 23. Am I a tale-bearer? If so, "have my own chickens yet come home to roost?" 24. Can I build myself up by talking others down? 25. Do I know any person that ever got into trouble by talking too little? 26. Did I ever get into trouble by talking too much? 27. Have I tried to put myself in the place of those to whom, or about whom I talk? 28. What do I think of it? 29. Have I cultivated my voice so that it is pleasant to the ears of others? 30. Is there any worse fault than talking too much in school? What is it? 31. Am I hired to talk, and do I intend to do it? 32. What effect does my talking have on my pupils? 33. Have I the honorable title of "Talking teacher" in my school? 34. Do I talk by thumping the bell, and causing it to jingle violently and incessantly? 35. Do I talk by striking my pencil with tremendous violence against my desk, and then talk besides at the same time? 36. Will I stop and make out a list of reasons why I should talk as much as I do? 37. Will I make out a list of reasons why I should talk less?—N. Y. School Journal.

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY

DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES F. TAYLOR, LINDSAY.

(Continued).

CHAPTER III.—THE DASH.

RULE I.

The dash is used when the subject is abruptly changed; when the sense is for a moment suspended, and then continued; and where a pause is required.

EXAMPLES.

1. As I said before, he refused to tell me—Who is knocking?
2. Sir John stands to his word—the devil shall have his bargain; for he was never yet a breaker of proverbs—he will give the devil his due.
3. Where hast thou been?—what hast thou seen?—what strange uncertainty is in thy looks?—and why dost thou not answer me?
4. He shook his head;—he sat down in despair;—he ran round in a circle;—he dashed into the woods and back again.

RULE II.

The dash is used to indicate a faltering speech.

EXAMPLES.

1. Yes—that is—you know what I mean?
2. He undertook to make an explanation; but—the—it was seen—his brother silenced him.

RULE III.

When a parenthetical clause is too closely related to the whole sentence to be put in parentheses, but yet needs some stronger marks than commas, to separate it from the other parts of the sentence, a dash may be put before and after it. And, if it be inserted where there is a comma, a comma must be placed before each dash.

EXAMPLES.

1. The fish-otter—which is found around lakes and rivers in Canada, in the United States, in South America, and in wild parts of Europe—is a famous fisher.
2. According to many writers,—according to Ricardo himself and Mr. M'Culloch,—the answer was occasionally not amiss; only it was unsteady and vacillating.

RULE IV.

When several subjects that constitute a nominative are broken off and resumed in a new form, or when a series of expressions lead to an important conclusion, the dash is used.

EXAMPLES.

1. Invention, fabrication, devisal, production,

generation,—all these are terms which have their favorers and also their violent opposers.

2. The lamp burning dimly in the socket, the wood fire almost extinguished in its own white embers, the gloomy picture over the chimney piece, the sealed packet on the table,—all reminded him of the events of yesterday, and his deliberations of the succeeding night.

RULE V.

When, in a specification of particulars, there is an ellipsis of *that is, namely,* and such words, the dash preceded by a comma is properly used. The comma indicates the apposition; the dash, the pause. (Cf. Colon, Rule III.)

EXAMPLES.

1. Gilliatt had but one resource,—his knife.
2. Do you know the pods of the honey-locust trees,—large, broad, thin and sweet?
3. In speaking there are three principal ends,—to inform, to persuade, to please.
4. There he paused, not knowing which way to turn; for two paths were before him,—one to the right and one to the left.

RULE VI.

The dash is used between the side heading of a paragraph and the paragraph; after a quotation, before the author's name; and in rhetorical repetition.

EXAMPLES.

1. ORDER.—Let all your things have their places; let each part of your business have its time.
2. "If all the year were playing holidays,
To sport would be as tedious as to work."—*Shakespeare.*
3. Cannot you, with your ability—cannot you, without any difficulty—cannot you do it for me?
a. The dash denotes an omission; as, Mr. H—d has gone to R—r.

THE MARKS OF PARENTHESIS.

The marks of parenthesis are used to enclose words that break the unity of a sentence; they enclose matter that does not strictly belong to the sentence. When a parenthesis is inserted into a sentence where there is no comma, no point is used before or after either parenthesis. If it be inserted where there is a comma, and the included remark relate to something before it, a comma is put after the last parenthesis; but, if the remark relate to the whole sentence, a comma is put before each parenthesis.

EXAMPLES.

1. What the French King chiefly relied upon (besides his great numbers) was the troop of fifteen thousand cross-bowmen from Genoa.
2. He lifted the door-latch (it was brass only a moment ago, but golden when his fingers quitted it), and emerged into the garden.
3. Know then this truth, (enough for man to know,) Virtue alone is happiness below.
4. A young officer (in what army, no matter) had so far forgotten himself, in a moment of irritation, as to strike a private soldier, full of personal dignity, (as sometimes happens in all ranks,) and distinguished for his courage.
a. A parenthesis sometimes constitutes an independent sentence, and, when it does so, the closing mark—period, note of interrogation, or note of exclamation—is put before the last parenthesis; as, (He seemed quite indifferent while I told him all this.) This is neater than putting the period after the last parenthesis, as is sometimes done.
b. Parentheses are often used where commas would be more suitable.

CORRECT ENUNCIATION.

To teachers is given, more than to any one else, the power and opportunity to correct mispronounced words and give new words their correct pronunciation for children whose parents take no trouble or care in this direction. It behooves the teacher, then, to stand firm on this plank in the platform of his work, and to be alert and industrious to fix the sounds correctly and firmly. A few simple directions may not be amiss:

1. Insist on deliberate pronunciation. Even in rapid class-work there can be no need for haste at the expense of correctness. The best work is that which is done with the greatest care, and slowly.

2. Do not reserve this work of correct enunciation for the reading lesson. This is too often the case, and as the reading is not oftener than once a day, and then only for a stated period of time, there is little gained in the way of proper sounding of the commoner words of our language.

3. Have a care for the colloquial words, the words of every day conversation. The more pretentious words will probably secure for themselves their proper soundings, while the "whiles," "ands," terminals in "ing," etc., etc., will pass unnoticed.

4. Cultivate a habit of correct speaking, and take the time to correct all errors as they occur. If a pupil is reciting and pronounces a word incorrectly, immediately sound it and require its correct sound in return. The time it takes to do this is inappreciable and the gain is much.

5. Have a daily exercise in pronouncing. Place several words on the blackboard each morning, to be looked up by the children and pronounced some time during the day.

6. Finally, and above all, be correct yourself. Set an example of deliberateness and plain, clear enunciation of words that shall be worthy of emulation.—*Educational Gazette.*

✻ Correspondence. ✻

HOME WORK.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Surely it is time to call a halt in giving home-work in the lower classes. If under ordinary circumstances the teacher cannot give them enough to do in six hours per day he had better go at something else. Let the little ones be free when they go home and they will come back to school clear-headed and ready for work. This is the opinion of
E. H. M.

HOME WORK.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—In my opinion, home work should be given from the Second Class upward; and frequently some easy oral question, suggested, it may be, from the reading lessons, may be given to the First classes without injury.

In every case home-work should be short, simple and interesting, often taken from sources supposed to be outside of school-work, and of such a nature as to arouse the curiosity and searching powers of the pupil. It may be taken from any study of the school catalogue, profitably, if some judgment be exercised in its selection; and it should always be of a less difficult nature than what the pupil is capable of managing in school.

Some of the benefits to be derived from such work are the following:

1. It trains pupils to habits of diligence.
2. It gives parents an opportunity of assisting their children, of observing their progress and of becoming interested in their work.
3. It is a means by which the teacher may review his pupils.
4. Often it is a means of educating the other inmates of a family, and not unfrequently do they require more. The young pupil by his strange questions, and also by his fondness for showing others any achievement he has won, will improve to a certain extent even the education of many parents.
J. J. W. S.

HOME WORK.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Regarding the subject of "Home Lessons in Public Schools," I believe that in most rural sections the plan is generally adopted. Considering the number of subjects on the programme and the limited time allotted for the teaching and recitation of each, a little home work, bearing directly and practically upon the subjects taught previously, is not out of place, but often productive of much good. I am not in favor of burdening the child with work which has not been thoroughly taught or with work it is unable to do without help of a teacher, but that which will give practice on some newly instilled principle.

Moreover, in my experience I have failed to find many parents or guardians who are averse

to a little home work, considering the difficulty farmers' children have in securing an education

Home work should only be given to advanced classes in which the children are old enough to begin to think for themselves.

W. E. LEMON, Teacher.

HARTFORD UNION SCHOOL.

For Friday Afternoon.

For THE EDUCATIONAL JOURNAL.

A SUMMER SCHOOL.

BY LIZZIE WILLS.

ONE day I visited a school
Of which I'd often read,
'Twas "kept" within a shady pool
Where trees met overhead;
And even in the sultriest air
Of hottest summer day,
'Twas always cool and pleasant there
For work as well as play.

The scholars had no slate or book;
One lesson they were taught,
The "lesson how to dodge the hook
And never to get caught."
So in the pool they swam away
And darted in and out;
The school I visited that day,
It was a "school of trout."

HARD LUCK!

SEE the skater with his skates,
Gleaming skates.
How anticipation now his plump and ruddy cheek
inflates!

How he hurries, hurries, hurries,
As he sees the lake in sight!
While no fear his spirit worries
As vehemently he skurries
On the pinions of delight;
Keeping time, time, time,
To the skater's ringing chime,
And the merry invocation that his ardent soul
elates

From the skates, skates, skates,
Skates, skates, skates!
From the ringing and the singing of the skates.

See the skater on his skates,
Tippy skates.
How their movement devious that little boy
gyrates!

How they veto his delight
And encumber him with fright,
As he pivots on the ice where he is thrown!
While upon the air there floats
From a hundred fiendish throats
Not a groan
But a round of ringing laughter
That he nevermore thereafter
May condone.

Then upon his hunkies rising,
While the laughter's lurid tone
At his jerks and jolts surprising
Ripples through the frigid zone,
He essays the perpendicular,
But ensues a scoot oricular,
And he swirls
And he trips a lurking snag on,
Then he swirls
Like a fellow with a jag on,
Till a far-resounding thump eventuates,
And the yells
Of hilarity that follow
Echo through the farthest hollow,
And there swells
From the larynx of the victim
A vituperative dictum;
And the balance of the day he imprecates,
His tongue with reeking, rasping, rancor baits,
The stinging, staggering, stigmatising states
Of the skates, skates, skates, skates,
Skates, skates, skates;
The scaring, scarring, scoff-invoking skates!

—Boston Courier.

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. - - - - - Editor.

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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.

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T. G. WILSON, - - - - - Manager.

* Editorials. *

TORONTO, MARCH 15, 1892.

SUPPLEMENTARY READING IN
ENGLISH LITERATURE.

AS SEEN IN ONE SCHOOL.

ON page 673 in the last number of the JOURNAL will be found the course of "Supplementary Reading in English Literature," referred to in the following article. The article itself is by the Editor of the English Department, and was intended for that department, but the MS. unfortunately reached us too late to accompany, as it was intended it do, the publication of the Strathroy course in our last. As the English Department is full for this number with matter which we are unwilling to hold over, we transfer the article to these columns.

The course of supplementary reading in English literature, which Mr. Seath with wisdom and foresight organized and advocated, has received hearty welcome in most high schools of the Province. The absurdly slight amount of prescribed literature rendered an extension of the literature course imperative, if pupils were, in their school education, to get any taste for literature or culture from its study. Failing a bold solution of the problem by the Department of Education, wherein a relatively large number of texts could be examined on generally,

and a few in detail, the present solution, which can be looked upon only as a transition stage, was eminently wise and prudent. As matters now stand, the schools are called upon to do something for the general literary culture of the students, independently of Government examinations. What that something is, is mainly at the discretion of the staff of the particular school, and it is interesting to view the course in active operation. The most thorough scheme that has yet come under our notice is that of the Collegiate Institute of Strathroy, during its last session. The books employed are those beautiful and cheap volumes of Maynard's English Classic Series, (each copy 15 cents.) Each pupil buys one copy of the works his form will read, and exchanges with his neighbor, who has a different one. Forty minutes a week at least are devoted by the teacher of English literature to the discussion of the difficulties of the text. From time to time the best readers of the class are called upon to read aloud the most impressive passages. Once a month an essay is expected on some topic for which the readings furnish the text. To the natural interest in the work is added the examination interest, for questions in the supplementary reading form part of every English literature examination in the school.

The works read, are in our opinion, selected with taste and judgment, and may give hints for similar courses in other schools. For the supplementary list, the reader will please refer to last number, as above mentioned.

EDITORIAL NOTES.

THE Brantford Public School Board are, it is said, about to petition the local Government and Legislature in view of the proposed enforcement of the Truancy Act, to establish Industrial Schools in sufficient numbers to receive the incorrigibles who have been, or may be, expelled from the Public Schools. It is evident that some provision of this kind is absolutely necessary to the enforcement of the compulsory clauses of the new Education Act.

INSPECTOR MAXWELL has published, in neat pamphlet form, a "Limit Table" for the guidance of public school teachers in his inspectorate. As explained by the author, the Table is merely suggestive and indicative of the minimum to be accomplished in the respective classes. It is wisely prefaced with a list of books that will be found useful in the school-room. If we may judge by the frequency with which we are asked to recommend books to be used as auxiliaries to the prescribed text-books, this idea is a good one. No one is in so good a position to give advice on such points as the inspectors. As a whole Mr. Maxwell's "Limit Tables" cannot fail to be very helpful to teachers.

THE teachers of Ontario will, we dare say, approve of the change made in the

length of the term of the School of Pedagogy. A year's special training in the Science of Education and Art of Teaching is not too much to expect from the university graduate who desires to become a High School teacher. This is quite apparent when we consider that the newly fledged B.A. would not be allowed to enter the medical or legal profession without a three years' course in medicine or law. We are informed that the students of the last session of the School of Pedagogy found the time too short for the large amount of work to be read, and petitioned the Minister of Education to make the term a year in length. No doubt the change will be a great improvement.

IN a recent address Mr. J. R. Diggle, chairman of the London, Eng., School Board, said that there was a tendency in recent times amongst all grades of society for parents, if he might put it bluntly, to "get rid" of their children by sending them to school. He condemned the home neglect of children in even some fashionable circles, and urged that the more parents could be made to feel the responsibility for the upbringing of their children the better it would be for the family, and what was best for the family in the long run was supremely best for the State. He pleaded against the abnegation of parental responsibility in the training of the faculties and character of children. All this is too true of the state of things on this side of the ocean as well as on the other.

Too high ground cannot be taken by the teacher in church or school against the vice of lying. Truth is one of the eternal laws of the universe. It is based on the very foundation of our nature. It underlies the whole superstructure of confidence between man and man. A community of liars would be a pandemonium. Law, order, business, social intercourse, every thing that makes life worth living would be undermined and tottering. Once admit with a certain class of moralists, among whom even clerical casuists are sometimes found, that lying may be justified under certain circumstances, and you make honor a myth, and morality a dream. Truth is dragged down from heaven and trampled in the mire of human expediency. It is but a matter of profit and loss, a thing of barter. If this, that and the other gain in money or personal safety, warrants the lie, who shall draw the line, and where? Let Canadians ever and everywhere be taught that "nothing needs a lie."

CHILDHOOD shows the man, as morning shows the day.—Milton.

* Literary Notes. *

THE American girl is not slow to grasp a chance. Some time ago *The Ladies Home Journal* organized a free education system for girls, and the magazine is now educating some forty odd girls at Vassar and Wellesley Colleges, and at the Boston Conservatory of Music, all the expenses of the girls being paid by the *Journal*.

PROF. DAVID STARR JORDAN makes the inspiring influence of a great teacher of science strongly felt in the account of "Agassiz at Penikese" with which he is to open April *Popular Science Monthly*. The article contains many of Agassiz's own words, which reveal the master's spirit better than the pages of description.

Treasure Trove, now in its fifteenth year opens the new year with the characteristic announcement: "It brightens the school-room by furnishing enjoyable selections for the recreation hour; by printing the best compositions; by rewarding earnest efforts at self-improvement." Hundreds of prizes are given every year in the pupil's own department of stories, sketches, letters, etc., which now occupies seven full pages. Composition day at school may be made a delightful recreation through the monthly visits of *Treasure Trove*; Note the new price: fifty cents a year. E. L. Kellogg & Co., New York.

THE February issue of *The Quarterly Register of Current History* (Detroit, Mich., \$1.00 a year) is a model one. Without beating about the bush, it strikes right at the very heart of its subject-matter. From a clear and interesting treatment of international affairs, it proceeds to a series of splendid articles on "Affairs in Europe," "Affairs in Africa," "Affairs in Asia," and, last, but not least, "Affairs in America." Under this last heading is concluded, the Presidential discussion, the proceedings of Congress and the Legislatures, the state of trade, finance, and general politics. An elaborate treatise on the latest developments in Canada is an interesting feature of the number.

THE March number of *St. Nicholas* contains a novel and useful sketch by John M. Ellicott, of the Navy, describing how a landing is made through the heavy surf of the Pacific ocean. Joaquin Miller contributes a poem, "Artesia of Tulare," telling in vigorous style the good fortune of a Scotch shepherd evicted from his ranch. "Hold Fast Tom" is an incident of the capture of the island of St. Helena from the Dutch. An English sailor climbs a crag, hauls up a rope, and thus enables his comrades to make a flank attack which secures a speedy victory. Arthur Howlett Coates throws some needed light on the construction and use of "The Boomerang" by the Australian blacks. Charles F. Lummis tells another Pueblo folklore tale, "The Man Who Married the Moon," and George Wharton Edwards proves himself quite capable of fittingly interpreting it. It would be a queer boy or girl who could not find several morsels to especially enjoy in the rich feast summarized in the closely printed table of contents containing

over thirty separate items, of pictures, verse, and prose.

Scribner's Magazine for March contains many noteworthy contributions. The opening pages have the widely announced last poem written by the late James Russell Lowell, entitled "On a Bust of General Grant," which is in the vein of Mr. Lowell's highest patriotism, ranking with the famous "Commemoration Ode." It includes a facsimile of one of the stanzas, showing the author's interlineations. Those interested in artistic subjects will find two articles appealing particularly to their tastes. Of great practical interest is the group of short articles on "Speed in Locomotives," representing the opinions of three well-known authorities, on as many phases of the subject. Still another class of practical men will find much to interest them in the article on "Small Country Places," by Samuel Parsons, Jr., Superintendent of Parks, New York. From his wide experience Mr. Parsons makes valuable suggestions as to the best arrangement of lawns and grounds for country places, ranging from a single lot to five or six acres. The illustrations are a picturesque aid to the text, and were made from actual places in which the ideas of Mr. Parsons have been effectively carried out.

THE March *Century* is particularly interesting to the many thousands who have constituted the audiences of the famous Polish pianist, Paderewski, in different parts of the United States. The papers on Paderewski are parts of the musical series which *The Century* is publishing this year. The frontispiece is an engraving of Paderewski from a photograph. In this number Mr. Stedman's essays on poetry are begun. Mrs. Schuyler Van Rensselaer has an article on "St. Paul's Cathedral," which is brilliantly illustrated by Joseph Pennell. The United States Fish Commission is described by Mr. Richard Rathbun, a scientific member of the staff. Professor Henry C. Adams presents a timely study of "The Farmer and Railway Legislation." Professor Boyesen tells of "An Acquaintance with Hans Christian Andersen." Colonel Richard Malcolm Johnson, the popular story-writer, has a paper, illustrated by Kemble, on "Middle Georgia Rural Life." The serials are continued, and new and interesting short stories and studies appear. Among the poets of the number are Thomas Bailey Aldrich, Mrs. James T. Fields, Langdon E. Mitchell, Charlotte Fiske Bates, Alice Williams Brotherton, etc.

ONTARIO TEACHERS' ASSOCIATION.

THE thirty-first Annual Convention of the Ontario Teacher's Association, will be held in the Education Department Buildings, Toronto, Tuesday, Wednesday and Thursday, April 19, 20, and 21, 1892.

PROGRAMME.

Tuesday.

- 10 a.m. General Business, Report of Committee on the Revision of the Constitution.
- 2 p.m. Treasurer's Report. General business. County Model Schools.—Rev. J. Somerville, M.A., Owen Sound. Character Training in Public Schools.—William Wilkinson, M.A., Brantford.
- 8 p.m. The President's Address.—W. MacIntosh, P.S.I., Madoc. "Education in the Twentieth Century, a Forecast and a Criticism."—J. E. Bryant, M.A., Toronto.

Wednesday.

- 2 p.m. "Physiological Psychology."—J. G. Hume, B.A., Ph.D., Toronto. "Modern Methods in teaching Geography."—James L. Hughes, P.S.I., Toronto.
- 8 p.m. Address.—Hon. Edward Blake. Report of Committees.

Thursday.

- 2 p.m. Election of Officers. "The Object of Early School Training."—Miss E. Bolton, Ottawa. "Home Preparation of School Lessons."—I. J. Birchard, Ph.D., Brantford.
- 8 p.m. "University Extension."—W. Houston, M.A., Toronto.

The Sections will meet each forenoon.

PUBLIC SCHOOL INSPECTORS' SECTION.

- Relation of the Public School Inspector to City, Town, and Village Boards of Public School Trustees.—G. P. Clapp, B.A., P.S.I., North Wellington.
- The Equalization of Taxation for the Schools of a Township.—F. Burrows, P.S.I., Lennox and Addington.
- The relation of the County Inspector and the Board of Examiners to the County Model School.—William Carlyle, P.S.I., Oxford.
- How to make a half-day Inspectoral visit of the greatest benefit to the School.—D. A. Maxwell, L.L.B., P.S.I., Essex.
- The more thorough Professional Training of Teachers.—D. Fotheringham, P.S.I., South York.
- What can a Public School Inspector do to develop in Ratepayers an increased and an intelligent interest in Schools?—J. E. Tom, P.S.I., North Huron.
- The nature of an Inspector's Report to a Board of Trustees, and when should it be made?—John Dearnness, P.S.I., East Middlesex.
- The Education of Farmers' Sons.—J. H. Smith, P.S.I., Wentworth.

HIGH SCHOOL SECTION.

The members of the High School Section will meet as usual. No Programme has been prepared for this Section, except a discussion on Tuesday Evening on University Matriculation.

PUBLIC SCHOOL SECTION.

- Chairman's Address.—S. B. Sinclair, B.A.
- School Decoration.—Miss Annie Hendry, Hamilton.
- Discussion of New Regulations.—H. F. McDiarmid, Principal of Model School, Ingersoll.
- Physical Culture.—Capt. J. T. Thompson, Drill Instructor, Public Schools, Toronto.
- Commercial Work in Public Schools.—H. W. Davis, Principal Ryerson School, Hamilton.
- Standing of Model School Principals.—A. Barber, Principal Co. Model School, Cobourg.

KINDERGARTEN DEPARTMENT.

- Opening Exercises.
- President's Address.—Mrs. L. T. Newcomb, Hamilton.
- Reports and General business.
- Froebel's System of Education.—Mrs. J. L. Hughes, Toronto.
- A paper by Miss C. M. Hart, Toronto.
- The Provincial System of Kindergarten.—Mrs. J. B. Wylie, Brantford.
- A paper by Miss E. Bolton, Ottawa.
- Round Tables.—Subjects: Music, Drawing, Coloring, General Talks, Stories.

WM. MACINTOSH, President. R. W. DOAN, Secretary. MADOC. TORONTO.

TRAVELLING ARRANGEMENTS.

Reduced Rates on the Railways will be granted to those attending the Convention, and becoming members thereof, at One First Class Fare and One Third Fare for the Round trip, if more than fifty attend.

Those travelling to the meeting must purchase First Class Full Rate one way Tickets, and obtain a receipt on the Standard Certificate for purchase of Tickets from Agent at starting point, within three days of date of meeting, (Sundays not included.) The Secretary of the Association will fill in the said Certificate, and the Ticket for the Return Trip will be issued at the above rate. A Standard Certificate will be supplied free by the Agent from whom the Ticket to Toronto is purchased, and no other form will be recognized by the Railway Companies.

School-Room Methods.

A PLEA FOR THE BAD BOY.

BY AN OLD TEACHER.

"Tender handed stroke a nettle
And it stings you for your pains ;
Grasp it like a man of mettle
And it soft as silk remains.
'Tis the same with common natures,
Use 'em kindly, they rebel ;
But be rough as nutmeg graters
And the rogues obey you well."

THERE is much talk now-a-days about that "relict of barbarity," the rattan, the barbarous custom of "corporal punishment," etc., etc. We suppose we ourselves are barbarians to say it, but see how brave one may be under a *nom-de-plume*!—while it all sounds as beautiful as a symphony, yet there are souls on whom even a symphony falls.

Now we admit that all this talk about the "immortal soul of the little child," "the spark of the divine in every heart," "the tender plant," "the growing vine," is all right enough, and true enough. May Heaven help us to keep alive to the truth of it all and to the responsibility therein implied. But, dear sisters teachers, we know, or ought to know, that high thinking and high living without the savor of sturdy common sense, degenerates into mere sickly sentimentality. We all know how often it is brought against our sex that in all sorts of work, charitable work, religious work, school work, yes, and in home work even, our sentimentality gets the better of our common sense—if indeed it is drawn as mildly as that for us. One hates to admit it, but isn't it too true? Isn't it as often the "fond, weak mother," who, rather than deny her dear boy, sends him as often to the gates of perdition as does the "stern, unfeeling father?"

But to return to these buds of promise in our school-rooms. My own thirty-five come up before my eyes as I write. There are a half dozen who never think or look except in the line of exact order; these may well be called tender plants, bless them.

Then I see a half dozen more, not quite so tender perhaps, restless, wriggling, well-meaning children, warm-hearted and needing only a look or a word. Another group, I see; not bad children, but still needing a firm hand, and now and then a sharp word even. And last, but by no means least, Jack Fairbanks and John Quincey Adams Buckley. These last are not blue bloods. They are not foreigners—no, they belong neither to a foreign nor domestic class—they are what in the South is called "poor white trash." Trash they are indeed. My heart aches whenever I think of them. Cursed from the beginning with that which is a thousand times worse than poverty—low, ignorant parentage, nurtured in ignorance and meanness—not vice—their own worst enemies—what is to become of them? What will they come to? What chance is there for them? When I look at them, thinking what their future bids fair to be, my heart sinks; and, as Samantha says, "I can only lay holt on the promises."

Now these two boys are bright, active boys, slouchy, dirty, cynical as their class is apt to be.

When I entered the school some time ago, my experienced eyes selected these two defiant looking boys in less than five minutes, as the ones who were likely to be the dissenting angels in my little heaven. I was not pleasantly disappointed as one occasionally is, for they proved quite all I expected. At the noon recess of my first day, as I sat at my desk, I heard the voice of boys under my window. As children were not allowed in the yard until a certain hour, I went to the window to tell them to "move on." As is said in the proverb, "Listeners never hear any good of themselves." There stood Jack and John surrounded by three or four congenial souls.

"She's a daisy," cynically drawled Jack.
"Now, dear, yes dear!" mockingly added John.
"What's that she was getting off about character?" asked another.
"I dunno," said Jack, "they all says that stuff."
"An' she aint got no muscle," and here the disgusted group moved away.

It's a great deal of help to know just how one stands in her pupils' estimation sometimes. There was no doubt of where I stood with these pupils just then.

Well, the weeks rolled on. Corporal punishment was *allowed* in the building; but we were made to believe that it would be much to our discredit to use it and that we should have very little co-operation from the principal if we resorted to it. Therefore the Johns and Jacks virtually ruled the building. Virtually ruled, I say, because while there was not a boy in the building who was not under control, as we say, still in order to keep that control, the teacher's nervous strength was exhausted needlessly, time and privileges were taken from the good children, and these boys, themselves, were being elevated morally and mentally not one whit.

But to return to my Jack and John. There was no rule of school or of decency they did not maliciously break, and defiantly take their punishment. They smoked cigarettes in the yard, and were forbidden to enter the yard until the last bell. They played truant, and were threatened with the reform school; but as they had been threatened with it for years they were not at all alarmed at that; they knocked down small boys in the yard and had their recesses taken from them. They dawdled in late day after day and then made up their time after school. They defied each and all of the minor school-room rules—and were "checked" for it. Their report cards said "department poor;" but their parents could neither read nor write, and they wouldn't have cared if they had known what the words meant. Of course they didn't study, and, consequently, didn't learn; but there was a school board law in that town that children should "not be detained after school for lessons;" so these tender plants were protected.

At last there came a time when all the recesses, and all the noons and all the nights were used up on these boys for four weeks ahead in punishments. We were all powerless. Just then Jack, in a fit of facetiousness, conceived the idea of plugging a snowball at our worthy principal's silk hat; he did it and dashed around the corner. But all too late. The ever watchful teacher-eye of our principal fell upon him in recognition.

"That boy," said he, "should stay after school for a whole week!"

"That is no use," said I, gleefully, I fear, "for he has to stay all this week, you remember, for kicking Thomas while filing; next week he is to stay five nights for swearing; then there are four nights for—"

"Keep him in at recess, then!"

"But you remember he wasn't to have any recess this term, because he doesn't mind the motionless bell."

"Send him to my room, then, to stand on the floor."

"But when will he learn his lessons if he does that?"

"That boy shall be expelled!"

"Very well; it would be good for the school, no doubt; but, Mr. —, before you expel him I wish you would allow me to give him one good sound rattaning in the presence of his colleagues, accompanied with appropriate remarks. I believe that boy might be saved yet."

"Anything! anything!" assented Mr. —, ruefully wiping his injured hat.

The result was the boy was rattaned soundly that very day in presence of several others who were likely to realize that a similar punishment might not unjustly be theirs in the near future. The result was as I had predicted. I shall go down to my grave feeling that I did for that boy a true missionary deed. Coward-like—and these boys are usually cowards to their very marrow—he howled and begged for mercy in a manner that struck terror to the hearts of his boon companions. For weeks I had no trouble with Jack. We had met in an equal contest—one which he could appreciate, and I had conquered. He respected me for it, and we had from that time on a clear understanding with each other, a real masonic interest in each other, as it were.

Now there is a certain sentiment of justness in a boy, even a coarse, low-lived one like Jack. His creed is, "If I do wrong, I shall get licked." He expects it, and looks with scorn upon a teacher who does not give him what, according to his standard, he feels that he deserves. And in the struggle for the survival of the fittest with such a boy a teacher has got to meet him on his own ground. It is no use to plead and preach, weep and pray over such a character until first you have educated him to your standard. Having mastered him, then lead him along into higher walks; then teach him the divine

difference between man and animal; then talk to him of honor and self-respect.

There are other things than the sentimental idea of the barbarity of physical pain to be thought of in a case like this. The soul of the boy in your charge must be saved at any cost; and it is not only your privilege but your business to save him. You have no more right to dilly-dally with such a one than has the surgeon the right to let your body die rather than give you pain. Then, too, the good children have rights which you are bound to respect; they have a right to your time, your strength, your patience; they have a right to the pleasures and privileges of social intercourse in their school life; and when you exhaust the best of yourself over the bad boy, narrow down and restrict the liberties of the whole school for him, you are doing a real lasting harm to the school for the sake of an imaginary, short-lived good to the one bad boy. And he, instead of being really benefitted, is really harmed, in that he is taught to look upon you and your office with scorn, simply because you will not meet him fairly and squarely on his own ground, and render unto him those things which his own sense of justice demands.—*Popular Educator*.

SYNONYMS.

THE following synonyms have in them the sense in one way or another of separation:

abandon.	resign.
desert.	renounce.
forsake.	abdicate.
	relinquish.

Spell, pronounce and draw out from the class the shades of meaning.

ABANDON.—To separate from, with the added sense of withdrawing of protection. EXAMPLE:—The indolent father abandoned his child.

DESSERT.—To separate from, with the added sense of some implied breach of honour. EXAMPLE:—The soldier deserts his post.

FORSAKE.—To separate from, with the added sense of withdrawing his co-operation. EXAMPLE:—A man may forsake his companions.

RELINQUISH.—This word used only of things. An act of prudence (real or imaginary). EXAMPLE:—The agent relinquishes his claim.

RESIGN.—This has the sense of abandonment on the part of the one—a transferring to another. EXAMPLE:—The man resigned his place to a friend.

RENOUNCE.—Originally had the force of giving up, separating from by word of mouth; while to resign implies a more formal giving up.

ABDICATE.—To give up that which we have had legal right to hold. EXAMPLE:—The king abdicates his throne. A usurper could not abdicate his throne, though he might resign his power.

ABANDON AND RESIGN.—In the sense of giving up one's self to. The first with the sense of sin, or at least weakness; the second carrying with it always a meaning of honorable submission. EXAMPLES:—The weak youth abandoned himself to drink. The lad resigned himself to his fate.

Fill in blanks with appropriate synonym. The soldier seeing the Indians coming—the camps—their claim upon the bridge and fled to the village. Even this they found—and then—all hope of escape. they—their selves to whatever fate might be theirs.

Considering the sort of ruler King John was, could you rightly say he—his throne.

The beautiful maiden—all the pleasures of life and entered the convent.

How those soldiers at Merry Mount did—their selves to drink and reveling!

James has—his comrades entirely for new interests.

This looks quite like a—village.

The captain was forced to—his leaking vessel; but he need not have—his office.—*Popular Educator*.

It is not so much in buying pictures as in being pictures, that you can encourage a noble school. The best patronage of art is not that which seeks for the pleasure of sentiment in a vague ideality, nor for beauty of form in a noble image, but that which educates your children into living heroes, and binds down the flights and fountnesses of the heart into practical duty and faithful devotion.—*Ruskin*.

Primary Department.

FRIDAY AFTERNOON.

RUODA LEE.

In almost all public schools there is an unwritten law to the effect that a part of Friday afternoon is to be devoted to entertainment or amusement of some sort. After a week of good work we may very profitably spend an hour of the last afternoon in this way. Not in any do-as-you-please, disorderly idleness, but in some well planned games or particularly interesting slate-work, story-reading, sewing, drawing, etc. There may be great variety in the hour's occupation.

Plain sewing is a part of the work of the primary grades, and I have seen wonderful little cot-quilts made by children, seven and eight years old, and sent, when completed, to some hospital or crèche. Outlets, such as this, are wanted for the practical development of the spirit of sympathy and generosity, which we strive to inculcate in our children. Opportunities for carrying out good thoughts and acting upon good motives, should be eagerly seized and used whenever possible. If there should be any difficulty in interesting the boys in sewing, allow them to bring picture books to school. These books serve a three-fold purpose. Encourage the boys to read from the books. Even though some words are entirely beyond them, they will get astonishingly clear ideas of the story. The pictures will serve as copies for drawing also, but most useful are these colored prints as inspiring original stories. Let each child choose some picture in his book, and, without reference to the reading matter, give his own conception of the picture in the form of a story. He will, perhaps, need a little assistance at first, but childish imaginations are wonderfully strong, and develop with astonishing rapidity.

"Guessing games" are great favorites, and may be conducted in different ways for the sake of variety. Discovering the name of an object in the room described by the teacher to all, or by the class for the benefit of one scholar. Given the initial letter, to find the names of articles in different stores;—B— in a grocery store, S— in a hardware store etc; given the initial letter, to find the names of streets, animals, girls and boys.

If the school-room arrangements permit, we might have one or two "ring" games such as our little folks delight in.

"Buzz" is a game that lasts, holds the attention of every child like a charm, and is useful as well as entertaining. The idea is simply to count, replacing every number containing, or being a multiple of, five or any other digit decided upon, with the word "buzz." Arrange the class as for the old-fashioned spelling match. Then begin counting—1, 2, 3, 4, "buzz," 6, 7, 8, 9, "buzz," 11, 12, 13, 14, "buzz," etc. The side remaining "up" last wins the game.

Another interesting game is called "Kingdoms." Have the children arrange three columns on their slates, heading them, animal, vegetable, and mineral. Then give

a list of articles to be placed in the column to which they belong. Names such as the following: gold, bread, cotton, apples, nails, silk, wood, tea, wool, copper, nuts, stockings, chalk, leather, etc.

Word-making, sentence-building, letter-writing, and a dozen other Friday afternoon employments come flocking into my mind. The wise teacher will play with her children whenever she can, in school sometimes as well as in the play-ground, and it will not be half-hearted play, for childish delight and enjoyment are extremely infectious, and it really is astonishing to see how *youthful* one can become on a Friday afternoon.

METHODS IN MULTIPLICATION.

ARNOLD ALCOTT.

(Continued from last number).

BECAUSE I have in my previous articles on this subject, confined myself chiefly to devices for awakening activity of thought and rapidity, it may have been thought that I did not favor slate-work in the earlier stages, but such is not the case. While I believe there is danger of using the slate too much, and overlooking the great value of mental work, yet let it be clearly understood, that from the first day in which I introduce multiplication, I give slate problems. The pupils, as I have said heretofore, make up their own tables thus:—

123	456	789
123	456	789

The foregoing represents two-times table. Now, on the first day I would not drill on more than the first three of these digits, viz, two ones are two; two twos are four; two threes are six.

It is clearly seen then that the conscientious teacher must have her book of multiplication questions, carefully made and arranged before class time. This is a case similar to that of the addition questions which must be made from the bottom upwards, in order not to introduce the pupil to any combination not already taught. The amount of false teaching which is done because teachers do not grasp the idea of not presenting difficulties not previously taught, is much greater than we think. But to my subject,—it is necessary then, to have a book of carefully compiled questions on the tables. This book is best appreciated and understood when it is one's own work. We should make our own questions. In order to be very explicit, I shall give a few questions.

221, 123, 322 x 2.

In the above example two times two is drilled into the pupil five times while he is working this on his slate. How much better than the old sing-song meaningless monotone is this intelligent working.

Now, before proceeding with the table of two times, I can teach my pupils how to multiply by 22, by 212, by 222, etc.

Another day's work might be the introduction of two times four, two times five, and two times six. Here we have the carrying difficulty, which is easily explained by the "bundle" idea. Questions such as these would be given, 444, 555, 666 x 2, x 22, x 222.

Then reviewing last days' work combine thus:

332, 245, 656 x 222.

Next day finish the table, and drill thoroughly, when the pupils are quite well acquainted with the table of two times, the following device is the best I know of for developing automatic multipliers.

The teacher reads the figures of a number of five places thus, 97846 beginning at the left hand side, and when the six is said, pupils begin immediately to multiply by two continuously. The time is limited to *two minutes*, and the object is to see who can get the greatest number of lines finished correctly in the given time. Of course, we never allow the carrying figure to be put down in any work. And we also encourage pupils not to put down the multiplier, when it consist of only three or four figures.

The above question when worked to five lines looks thus:—

97846
195692
391384
782768
1565536
3131072

The slowest average pupil in a Second Book Class, should get fifteen lines done correctly in two minutes, and smart pupils get twenty, twenty-five, etc. In a senior class, I once heard of a pupil who had forty lines done correctly in two minutes. Just think of the physical work of putting down so many figures in the time, supposing they were all wrong; and then take into consideration the fact that correct thought and work went hand in hand.

Introduce three times table, similar to the way in which two times was taught, then four times, then five, and so on. If necessary when pupils are working at new tables, in order not to distract their minds from the work of multiplication have the tables on the board thus:

1 x 2 =	2
2 x 2 =	4
3 x 2 =	6
4 x 2 =	8
5 x 2 =	10
6 x 2 =	12
7 x 2 =	14
8 x 2 =	16
9 x 2 =	18
10 x 2 =	20
11 x 2 =	22
12 x 2 =	24

Of course, pupils have previously found out, and made these tables for themselves, and the result is on the board merely for reference.

You will notice that I have carried the table to twice twelve, because of the advantage when we come to division. More of this, however, hereafter.

I now subjoin a few questions in closing, to show how to combine the tables profitably, for the benefit of those of my readers who are novices in this branch of the work. Combining two, three and four times tables, and teaching and drilling five times one, five times two, five times three, and five times four,

432, 421, 443 x 542 ; also
444, 333, 221 x 534

One could go on *ad infinitum*, but it is better to work in the independent plan, and make your own questions.

SUMMER HOLIDAYS.

M. A. JAMES, publisher, Bowmanville, is arranging a cheap excursion to England for teachers and their friends to sail about July 1st. Send stamp for particulars. Mr. James has crossed the Atlantic nine times and has a familiar acquaintance with the Old Land.

PEARL—"I think Mr. Harden is awful—he tells such lies. Do you know he said I was dying to get married, and would jump at the first chance that came along!"

ELVIRA—"Yes, but what makes you think he lies?"

BOSTON'S FOUR HUNDRED.

"PENELOPE, dear," said Mr. Funnie, "have you made up your list for the reception cards?"

"No, Shelley—I haven't had time. It won't be much trouble, though. I've written to Mr. Scudder and asked for the subscription list of the *Atlantic*."—Puck.

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"So you want to go before the footlights?" said the manager, grimly.

"Yes," said the aspiring youth.

"Well, you want to be quick, then," said the manager. "I'm pretty quick with my foot."

NOT MUCH TO FEAR.

FOREMAN—"Here are two sermons, one delivered at St. Fashion church and the other at the St. Avnoo church. We've got 'em mixed and can't tell which is which."

EDITOR (*busily*)—"Leave off the texts and put 'em in either way. Neither of the congregations will know the difference."—*Brooklyn Life*.

ATTENTION is directed to J. K. Cranston's advertisement of school music books and foot balls. See another page.

In early days, when time was young,
And earth was in its May,
Two primal creatures met and joined
Together in childish play,
And one was Mercury, one was Coal:
Friendship they swore together;
On a teeter board they laughed and played
Through bright and stormy weather.
And ever since they've played the game
Through fortune's smile and frown,
And that is the reason that Coal goes up
When Mercury goes down.

NOT A PROFESSIONAL.

YOUTHFUL HUMORIST—"I have a number of little—er—witticisms which I would like to submit."

EDITOR *Weekly Junk* (*suspiciously*)—"Any mother-in-law jokes?"

"No, indeed."

"Stove-pipe jokes?"

"Not one."

"Plumber jokes?"

"No, sir."

"Boarding-house jokes?"

"No, sir."

"Church festival oyster jokes?"


"No, sir."

"I thought not. Your matter won't do. We don't want any more amateur stuff here."

—Puck.

SHE—"Have you Spencer's Essay on Style?"

HE—"No; but we have *Demorest's*, the *Ladies' Journal*, and many others in the same line."—*Brooklyn Life*.



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become listless, fretful, without energy, thin and weak. Fortify and build them up, by the use of

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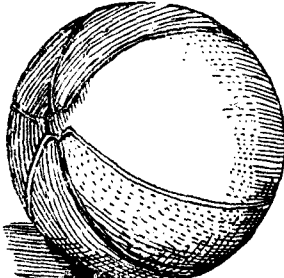
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OFFICIAL CALENDAR

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EDUCATION DEPARTMENT

March:

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

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

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 | Of 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. |

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 Mermaid. |
| " CIII | To a Skylark. |
| " CV | Elegy written in a Country Churchyard. |

EXAMINATIONS 1892.

- April:*
- Applications for examination for specialists' certificates of all grades, to Department, due.
- May:*
- Examinations for specialists' certificates (except commercial) at the University of Toronto begin. Notice by candidates for the High School Entrance, and Public School Leaving examinations to Inspectors, due.
 - Notice by candidates for the Departmental Primary, and the High School Leaving and University Matriculation examinations, to Inspectors, due.
- June:*
- Notice by candidates for kindergarten examinations, due.
 - High School Entrance and Public School Leaving examinations begin.
- July:*
- Kindergarten examinations at Hamilton, Ottawa and Toronto begin.
 - Examination for Commercial Specialists' certificates at Education Department, begin.
 - Departmental, Primary and High School Leaving and University Matriculation examinations begin.

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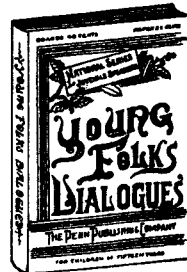
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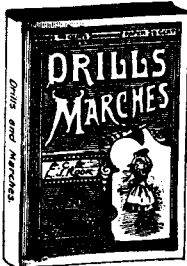
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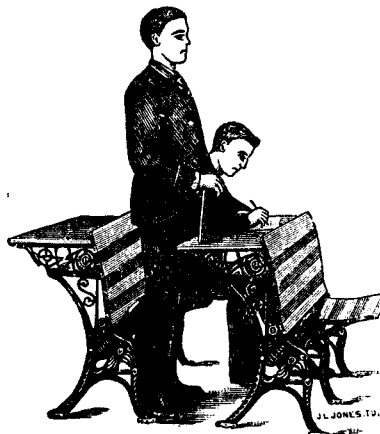
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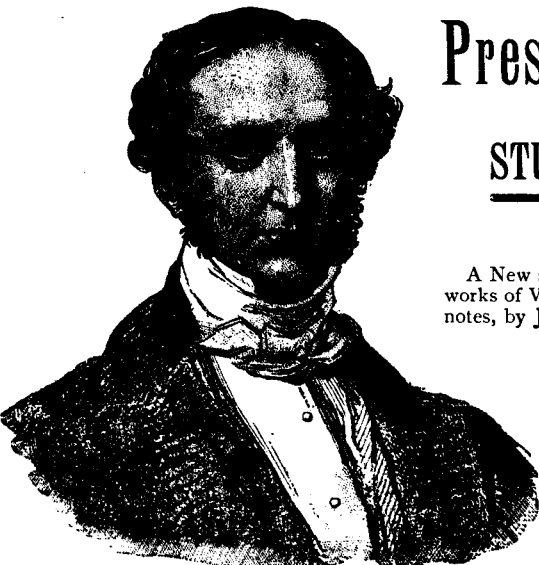
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**FORTY-FIRST ANNUAL MEETING
OF SHAREHOLDERS**

Report of the Directors and Financial Statement—Unusually Heavy Fire Losses of the Past Year—Favorable Position of the Company—Increase of the Capital Stock.

THE forty-first Annual Meeting of the Shareholders of the above Company was held at its offices in this city at noon yesterday.

Mr. A. M. Smith, President, occupied the chair, and Mr. J. J. Kenny, Managing Director, was appointed to act as Secretary to the meeting.

The Secretary read the following

ANNUAL REPORT:—

The Directors beg to submit herewith their Annual Report, showing the transactions of the Company for the past year, together with a statement of its Assets and Liabilities on December 31st last.

The Premium Income, it will be observed, was \$1,754,262.25, after deducting the amount paid for re-insurance; and the receipts for interest on investments were \$43,732.78.

Although no serious conflagrations have occurred during the year, fire losses, both in Canada and the United States, have been unusually numerous and severe, bringing the ratio of losses to premiums considerably above the average of ordinary years.

In the Marine Branch the volume of business has been somewhat less than in 1890, but the year's transactions have resulted more satisfactorily.

While the profit balance of \$40,120.67 is much less than that shown in the preceding Annual Balance Sheet, your Directors feel that, in view of the unfavourable results of the fire business for the year 1891 to Companies generally, there is cause for congratulation in the fact that the excess of income over expenditure, with the balance at the credit of Profit and Loss Account, enabled them to pay two half-yearly dividends at the rate of ten per cent. per annum upon the paid-up capital without drawing upon the Company's ample Reserve Fund of \$900,000. The amount estimated as necessary to re-insure, or run off all existing risks, is \$578,654.19. Deducting this from the total surplus funds of the Company, a net surplus of \$325,527.17 is shown over capital and all other liabilities.

One important result from the generally adverse experience in fire underwriting for the year 1891 has been the withdrawal of a number of Companies from the business. The risks of these retiring Companies have been assumed by other and stronger Companies, so that in no case have the policyholders been sufferers; while the terms on which the business has been taken over have, in most instances, been such as will permit the winding up of the Companies without loss to stockholders. The natural effect of these withdrawals will be the concentration of the business among a smaller number of offices, and concerted action, where necessary, to place it upon a more satisfactory basis. These movements, with a return to a normal loss ratio, which may be reasonably looked for, must eventually result favorably to the Companies remaining in the field.

**Statement of Business for the year ending
December 31, 1891.**

REVENUE ACCOUNT.

Fire Premiums	\$1,414,109.97
Marine Premiums	607,970.31
Less Re-Assurances	\$2,022,080.27
	267,818.03
	\$1,754,262.25
Interest Account	43,732.78
	\$1,797,995.03
Fire Losses, including an appropriation for all Losses reported to Dec. 31, 1891	\$345,655.50
Marine Losses, including an appropriation for all Losses reported to Dec. 31, 1891	340,767.97
General Expenses, Agents' Commission, etc.	571,480.89
Balance to Profit and Loss	40,120.67
	\$1,797,995.03

PROFIT AND LOSS ACCOUNT.

Dividend No. 60	\$25,000.00
Dividend No. 61	25,000.00
Sundry Accounts written off	2,125.70
Balance	4,181.36
	\$56,807.06
Balance from last year	\$16,186.39
Profit for the year	40,120.67
	\$56,807.06

LIABILITIES.

Capital Stock, paid-up	\$500,000.00
Losses under Adjustment	122,645.73
Dividend payable January 8, 1892	25,000.00
Reserve Fund	\$900,000.00
Balance Profit and Loss	4,181.36
	904,181.36

ASSETS.

United States and State Bonds	\$451,795.09
Dominion of Canada Stock	211,417.50
Loan Company and Bank Stocks	181,181.70
Company's Building	65,000.00
Debentures	95,490.35
Cash on Hand and on Deposit	194,064.03
Bills Receivable	46,601.08
Mortgages	6,884.88
Re-Assurances	38,892.82
Interest Due and Accrued	5,291.13
Agents' Balances and Sundry Accounts	255,758.58
	\$1,561,827.09

A. M. SMITH,
President.
J. J. KENNY,
Managing Director.

WESTERN ASSURANCE OFFICES,
TORONTO, February 16, 1892.

AUDITORS' REPORT.

To the President and Directors of the Western Assurance Company:

GENTLEMEN,—We hereby certify that we have audited the books of the Company for the year ending December 31, 1891, and have examined the vouchers and securities in connection therewith, and find the same carefully kept, correct, and properly set forth in the above Statement.

R. R. CATHRON,
JOHN M. MARTIN, F.C.A.,
Auditors.

TORONTO, February 16, 1892.

In moving the adoption of the Report the President said:—

"The Annual Report of the Directors which has just been read, with its accompanying statements of the accounts of the Company, presenting as they do a clear synopsis of the past year's business and its results, render unnecessary any lengthened remarks or explanations from me. Compared with the figures of the preceding year, you will have noticed a moderate and satisfactory gain in the net premium income, a considerable increase in the amount of losses incurred, and a marked reduction from the handsome profit balance which we were able to show as the result of our operations for the year 1890; and yet, notwithstanding this diminution in the profits on the business transacted last year, those of us who have watched from month to month the fiery record of 1891, and have noted the inroads which in many instances it has made into the surplus funds which Companies have accumulated in more prosperous years, cannot but feel that we are exceptionally fortunate in making so favorable a showing as is presented to you to-day. To Fire Insurance Companies the past year has proved a veritable "Waterloo," and in addition to winding up a number of smaller American Companies, we, as Canadians, must regret that it has resulted in the retirement of two of our own companies, which have reinsured their risks with offices whose wider experience leads them to look beyond the records of such an exceptional year as the past one has proved.

"The effect of this reduction in the number of competitors for business—judging from our own receipts thus far for the present year—is already being felt in the increased volume of premiums of the remaining Companies; and while, in a business such as ours, subject to a large extent to elements beyond human control, it is impossible to forecast the probable results of any one year, we may safely rely upon the law of average asserting itself, and may fairly assume that by conducting our business on lines laid down by past experience, and adhering to a policy of just and liberal treatment of our insurers, we shall in the future, as we have heretofore, earn fair profits for our Shareholders upon their capital.

"A full consideration of the present conditions and prospects of the business, which I have briefly outlined, has led the Directors to consider the question of increasing the capital stock of the Company, and believing that such action will be advantageous at the present time in strengthening in proportion to the growth of its business the financial position of a home institution which already stands high in public confidence, they have taken advantage of the present gathering of its Shareholders to call a special meeting, at the close of this regular meeting to approve, as required by the Act of incorporation, of an additional issue of stock.

"I cannot close without bearing testimony to the zeal and watchful care manifested by our Managing Director in conducting the business of the Company, and the efficient manner in which the other officers have fulfilled their respective duties during an unusually trying year, and expressing our appreciation of the active and loyal services of the Managers of our various Branch Offices and the agents of the Company generally throughout its wide field of operations."

Mr. George A. Cox, Vice-President of the Company, said: "In seconding the adoption of the report last year (when, after paying a ten per cent. dividend, we carried \$75,000 to the Reserve Fund), I pointed out the necessity of providing in favorable years for less fortunate ones, such as the experience of all companies leads them to look for when fire losses exceed what may be regarded as an average ratio. The past year has been one to impress this lesson upon all Companies. The experience of the 'Western,' however, I am glad to be able to add, has been more fortunate than a majority of Companies operating in the same field. In Canada our loss ratio is (as it has been for several years past) below the average of all Companies doing business here, while in the United States we compare favorably with the Home and Foreign Companies which make returns to the New York Insurance Department. In the matter of expense in conducting business, our figures show that we are as low, if not lower, than most of the Companies doing similar lines of business.

"I quite concur in the President's expressions of regret at the winding up of some of our Canadian Companies. It is a remarkable fact, however, that when an unsuccessful Fire Insurance Company decides to give up business, its risks and its agents are readily assumed by some foreign corporation, and its Stockholders, who get something beyond the market price for their stock, retire from the Fire Underwriting field, leaving the business to be carried on by the purchasing Company through the same Agents and usually under the same General Manager as previously conducted it, but as Canadian institutions they cease to exist. I admit the necessity of foreign capital in Fire Insurance, but I believe there is also a field in this country for Home Companies, and I point with much satisfaction to the "Western" as evidence that a Canadian Company, under proper direction and management, can hold its own against all comers. Looking at its record for the five years preceding that embraced in this report, you find that during that term our total income was \$8,175,293, that we paid losses amounting to \$5,189,218; that our Shareholders received in dividends \$246,000, and that we have added to our Reserve Fund \$240,000—not a bad showing for five years, and the general history of the Company for many years back shows equally favorable results.

"I am glad that the Shareholders will have an opportunity of expressing an opinion upon the proposal to issue an additional \$200,000 of capital, divided *pro rata* amongst the present Shareholders. It is a most opportune time, while some of our Canadian Companies are retiring from the field, for the Shareholders of the "Western" to strengthen the position of our own Company, and to express their confidence that a well-managed Canadian Fire Company affords safe and profitable investment to its shareholders.

"At the last annual meeting, when we had an exceptionally favorable showing, I congratulated our Managing Director and his faithful and competent staff upon the results of the year, and I feel that there is even more reason for doing so upon the report now submitted, when the "Western" makes such a comparatively favorable showing at the close of a year that has been so disastrous to

many Companies. I have pleasure, Mr. Chairman, in seconding the adoption of the report."

On motion of Mr. G. R. P. Cockburn, M.P., seconded by Mr. David McGee, a cordial vote of thanks was passed to the President and Board of Directors for their services and attention to the interests of the Company during the past year.

Messrs. John Stark and J. K. Nevin having been appointed scrutineers, the election of Directors for the ensuing year was proceeded with, which resulted in the unanimous reelection of the old Board; viz.: Messrs. A. M. Smith, George A. Cox, Hon. S. C. Wood, Robert Beaty, A. T. Fulton, George McMurrich, H. N. Baird, W. R. Brock, and J. J. Kenny.

At the close of the annual meeting the question of increasing the capital stock of the company to \$1,200,000 was submitted to a special meeting of the shareholders and unanimously approved, the new stock (\$200,000) to be issued at 25 per cent. premium and allotted to Shareholders in the proportion of one share to every five held by them on the 15th of March next.

At a meeting of the Board of Directors, held subsequently, Mr. A. M. Smith was re-elected President, and Mr. George A. Cox Vice-President for the ensuing year.

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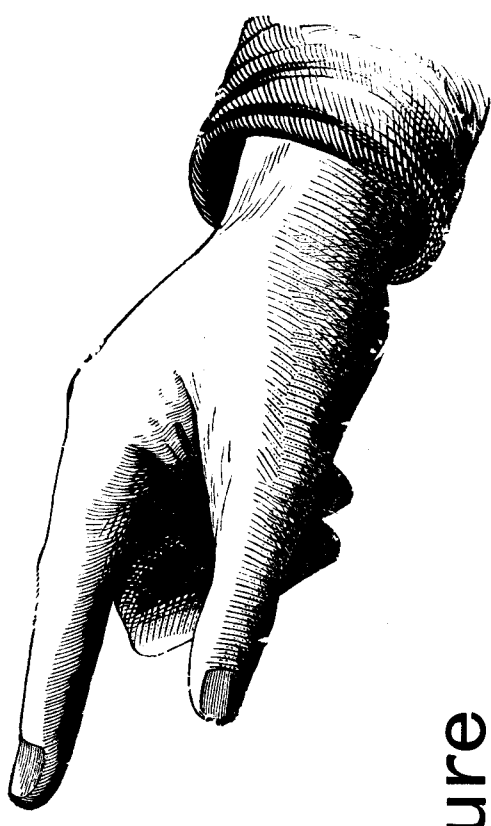
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