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Vol. VI.
No. 14.

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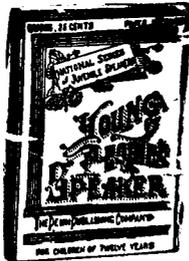
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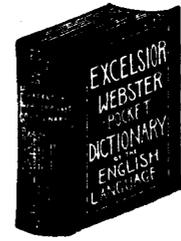
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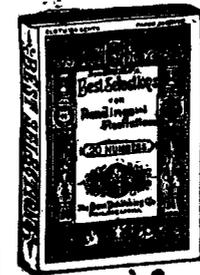
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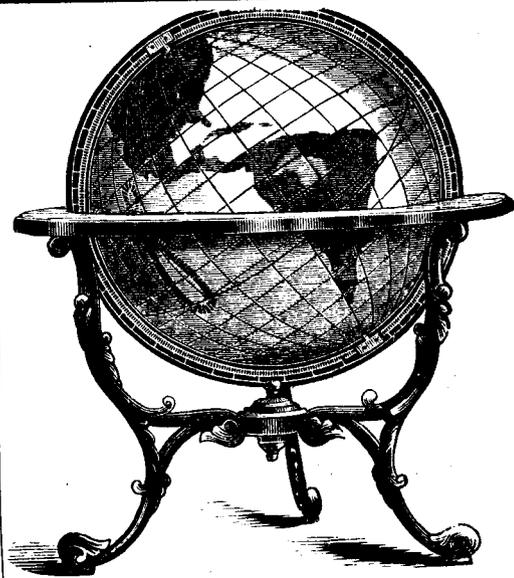
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OFFICIAL CALENDAR

— OF THE —

EDUCATION DEPARTMENT

December:

- Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 37 (1); S. S. Act, sec. 28 (5).]
- Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes has been placed upon Collector's roll against any Separate School supporter. [P. S. Act, sec. 113; S. S. Act, sec. 50.]
- County Model Schools Examinations begin.
- Examinations at Provincial Normal Schools begin.
- Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 102 (2); S. S. Act, sec. 31 (5).]
- County Treasurer to pay Township Treasurer rates collected in Township. [P. S. Act, sec. 122 (3).]
- Local Assessment to be paid Separate School Trustees. [S. S. Act, sec. 55.]
- Municipal Council to pay Secretary-Treasurer Public School Boards all sums levied and collected in Township. [P. S. Act, sec. 118.]
- County Councils to pay Treasurer High School. [H. S. Act, sec. 30.]
- High School Treasurer to receive all moneys due and raised under High Schools Act. [H. S. Act, sec. 36 (1).]

PROFESSIONAL EXAMINATIONS

December:

- Third Class at the County Model Schools.
- Written examination of the Ontario School of Pedagogy, at Toronto, and at the Brockville and London Collegiate Institutes.
- Practical examinations at the Provincial Normal Schools.
- Written examinations at same institution.

Candidates not in attendance at the School of Pedagogy, but who are eligible to present themselves at the written examination in December, are hereby notified that Reading, Drill, Gymnastics and Calisthenics are compulsory for all male teachers; and Reading, Drill, and Calisthenics for female teachers.

There will be no examination in the Commercial Course this year.

It having been decided to hold two sessions of the School of Pedagogy each year, applications for admission to the session beginning on January 17, 1893, should be made to the Deputy Minister on or before the 1st January, next.

Special attention is drawn to a circular issued by the Education Department in which the co operation of inspectors and teachers is requested in the preparation of a collection of pupils' work from the schools of Ontario, to be exhibited at the World's Columbian Exhibition in Chicago, 1893.

The specimens should be sent to the Department through the Inspectors and High School Principals not later than February 15, 1893, and will include the following:

LIST OF SUBJECTS.

- Kindergarten Work.
- Writing—Copy Books.
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—Commercial Forms.
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—Specimens of Freehand, Object Drawing, Industrial Designs, etc.
—Maps, plain and colored, Raised Maps—putting on papier maché, on slates, or cardboard.
- Specimen pages showing exercises, or answered papers in the various subjects of the High or Public School course.
- Natural Science—Specimens of Plants, Woods, etc., or Mammalia Birds, etc.
- Photographs—Buildings, Grounds, Laboratories, Gymnasiums, etc.
- Miscellaneous—Any special work of the pupils, as apparatus, etc.

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TORONTO, DECEMBER 1, 1892.

Vol. VI.
No. 14.

Table of Contents.

	PAGE		PAGE
PRIMARY DEPARTMENT—			
A Helping Hand.....	212	SCHOOL ROOM METHODS—	
Script and Print, Stories.....	212	How to Study Spelling.....	218
ENGLISH—			
An Etymological Quest.....	213	Common Sense Business Lesson.....	219
A Bit of Literature for the Younger Readers.....	218	LITERARY NOTES 219	
EDITORIAL—			
Ideal School Education.....	214	BOOK NOTICES, ETC. 219	
Prevention <i>versus</i> Cure.....	215	MATHEMATICS—	
SPECIAL PAPERS—			
High School Extension.....	216	Arithmetic	220
How best to Secure Regularity of Attendance in Public Schools	216	Correspondence.....	220
HINTS AND HELPS—			
Questions for Teachers to ask Themselves.....	217	EXAMINATION PAPERS—	
A Word on Discipline.....	217	Education Department, Ontario—Annual Examinations 1892.....	221
"Marking" for Teachers and Pupils.....	217	FOR FRIDAY AFTERNOON—	
A Point in Discipline.....	217	Contraryland.....	221
		Somebody's Mother.....	221
		Question Drawer.....	222
		EDUCATIONAL NOTES..... 222	
		EDITORIAL NOTES..... 212	

* Editorial Notes. *

ONE of the papers read at the Brandon convention condemned in terms vigorous, but not a whit too vigorous, the practice of too many trustee boards in advertising for a teacher, of saying "State salary required," thereby putting the education of the young up for competition in a Dutch auction. We know scarcely anything else which tends so much to keep salaries down to starvation limits, and to degrade the profession generally. It would be a good thing if all teachers would join hands in a resolution to answer no advertisement containing the objectionable words. Every self-respecting teacher should be willing to do so.

WE have received within the last few months, two or three communications touching the better observance of "Arbor Day." That day seems far off as yet, but we are thankful for suggestions, nevertheless. We shall be glad if teachers and others interested in the subject will send us any thoughts or recommendations enabling us to make the JOURNAL more useful to teachers in this matter. As the day approaches we will, at the proper time, give our readers the benefit of whatever material may be sent us. If teachers will kindly assist us in this way, the next Arbor Day number of the JOURNAL may be made fresher, more interesting and helpful than any of its predecessors.

"MANKIND," says Arthur Helps, "is always in extremes." One striking instance of this tendency to extremes is the almost

total neglect of memory-training which now characterizes some, perhaps all, of our best schools. In our own school days the memory was seemingly regarded as the chief mental faculty possessed by the child and was cultivated at the expense of perception, reason, and every other. We scarcely know which is the worse error. If it is true, as we had occasion to quote in our last number, that childhood is the period of sense-perception, it is no less true that it is the period when memory is in the ascendant. The fact is indisputable. Every child's memory should be stored with something better than mere fragmentary "gems."

AT the recent meeting of the Wentworth Teachers' Association, in Hamilton, an important resolution was passed at the suggestion of Principal Hill, of Dundas, recommending a change in the present regulations touching the Drawing course in the public schools. The resolution, a copy of which has been forwarded to the Education Department, recommends that, in lieu of enforced uniform adherence to the course outlined in the authorized books, which require free-hand drawing exclusively, an option should be allowed to pupils, on reaching the highest form, between free-hand and mathematical drawing. The option would apply to two books of the six constituting the course. The change would meet with favor from parents desiring to forward their children in geometrical drawing. For aught we can see, the change would not necessarily involve any loss, from the purely educational point of view.

DR. STANLEY HALL claims that every moment over a half-hour's attention exacted or sought to be exacted from the youngest children in the primary school is a mistake. He is undoubtedly right. The school hours for the younger pupils, in all our public schools, are altogether too long. The idea of expecting from a child of seven or eight years of age, five or six hours of brain-work per day is preposterous and the attempt cruel. True, we have improved somewhat upon the old methods in that, in all schools of the better class, the monotony and fatigue are, to some extent, relieved by the introduction of various exercises of a different kind, such as songs, marches, calisthenics, etc. Still, the hours spent in the school-room are too long by half for children under eight,

and too long in proportions varying with the age and other physical conditions for older children. It is this, among other mistakes in method, which causes so many children to hate what should be a delight. We often feel a profound pity for young children in this city, who are not only cooped up for five or six hours a day in the school-room, but are actually robbed of a large portion of their evening and morning play by being obliged to do a certain amount of home-work. Truly we need another humane society—one for the prevention of cruelty to children in the schools—cruelty inflicted under the sanction of law, and, in most cases, with the consent and approval of parents.

THE question of corporal punishment in the schools is still troubling the teaching fraternity in England. The action of the Jubilee School Board, noted in another column, has called forth a warm protest from the *Schoolmaster*, which urges the Board to reconsider their action. It styles the "C.P. regulations" impossible. "These young men," says the *Schoolmaster*, "have each practically the responsibility of a fairly-sized school at his back. They are, probably, working apart in what are to all intents and purposes separate school departments. Exactly those of their pupils who are naturally the most precocious are the ones first to find out that their teachers are crippled by regulations prohibiting them from laying the finger of wholesome correction upon their bodies. And what happens? The youngsters "try it on" to an extent that would turn the hair of an outsider gray in a week. If the teacher, driven to his wit's end, takes the law into his own hands, the pupil of any spirit is rendered increasingly refractory because he recognizes that his teacher "has no right to touch him." Truly those who are really anxious for a minimum of corporal punishment in our schools are those who advocate the investment of the certificated assistant with discretionary powers as to discipline. The moral effect of that investment and the deterrent influences of the rod *in terrorem* would minimise and rationalise punishment in the schools to an extent not yet conceived by most School Board members."

What strikes one as peculiar is the seeming total absence of any conception of a more excellent way of obtaining and maintaining control than the holding up of the rod *in terrorem*. The assumption is that the normal relation of teacher and pupils is one of war.

Primary Department.

A HELPING HAND.

BY ARNOLD ALCOTT.

School Street, Little Town,

End of Normal Term.

DEAR MISS SUNBEAM:—We have finished our term at the Normal School, Toronto, and have graduated. Do you know whom "we" includes? Well, Jessie Bright, Molly Quick, and myself. You remember we were "the trio" at the High School, and we have remained fast friends ever since.

There is such a difference in giving a model lesson to a strange class, and in taking charge of a crowd of boys and girls who are really one's own. We want to know if you will kindly give us a few practical hints for our work. You were so kind to us when we visited your class, that we make bold to write to you for suggestions.

Gratefully yours,

EVELINE JAY.

This little note Miss Sunbeam received when she returned home, about five o'clock one evening in June. She was busy, particularly so, as the examinations for promotion and the school closing were nigh. But as for that, she was always working. She had the greatest faculty for work that you ever saw. She was always helping some one. "Do something for somebody" was her motto, judging by her deeds.

So she penned a kind reply telling her young friends something like this:

Home Corner, Twilight.

DEAR FRIEND EVELINE:—You and the girls have my entire sympathy in your new undertaking and anything my hand can do to help. Will you come over to-morrow evening at seven and we'll have a cosy chat.

Ever your Friend,

LILY SUNBEAM.

To-morrow evening came, and the chums went over to Miss Sunbeam's. Were they afraid to tell her all their hopes and fears. Oh, no! She was one of those who always make one feel the better for having been in the company of a womanly woman. She was one who had taught for eight or nine years without having lost her feminine charms. She did not say, "Come whenever you feel like it and we'll talk over your note." Oh, no! Miss Sunbeam had more true earnestness and unselfishness in her nature than to repel and neglect those needing her guiding counsel and companionship at a new era in their lives.

"Well, Miss Sunbeam," said Molly Quick, "we have been told a great many times about the necessity of securing order at the start. And also about having rewards and incentives. We are told to get order by inspirational means, if possible, but if not, then by coercive means. Now we want to know of some new ideas for our classes, not the honour rolls, or the castles, or the hives, but some of your newest plans if you please.

The young girls were very eager, and Miss Sunbeam, laughing merrily, suggested something about thinking for one's self; but

she smoothed the remark by saying that oftentimes one idea gained hinted at another.

"Now, girls, I have some new ideas, and I am only too glad to give them to you. For the good boys and girls who are prompt and obedient, I have what I call "Our Golden Book." It is covered with gilt paper, and has a yellow bow on one corner. In this book are written the best names, and opposite these are placed stars or seals.

Then the moral idea throughout is developed by means of a black book in which are written those who have been found wanting.

The girls gave such approving glances at their friend, that she felt amply repaid for all her trouble.

"Do you think that idea would work nicely with my pupils? They are to be third class you know," said Jessie Bright.

Certainly, my dear, whatever pleases you will please your pupils, if you and they are the right kind of friends, Jessie.

That word friends sank deeply into the minds of these three, for, to speak frankly, they were not much taken with the idea of beginning to teach.

"I have another idea along similar lines. I have a narrow ribbon bow, tied to a gilt or silver letter cut from pasteboard. The letter would be "S" for Soldiers, "M" for Music, "A" for Arithmetic, etc. This forms a badge which is worn by the successful pupils for a certain period. It is a splendid plan for first or second book scholars.

"Thank you very much: may we come again?"

"Oh yes, I want you to come again, for we have just talked of one branch this evening, namely, incentives for order. But, one of the best means of securing co-operation in your work, is to have it thoroughly planned and mapped out. And I know of nothing more helpful in the modern class-room than the well made, handsome charts for every subject. So the next time you come over we'll talk about these."

As the girls said good-night, it was evident that the quiet, thoughtful influence which Miss Sunbeam had exerted on them had accomplished what a lecture course on discipline might have failed to do. She knew that if we understand life, it becomes our friend; if we misunderstand it, we destroy it.

STORIES.

BY ARNOLD ALCOTT.

THE promised dialogues are withheld as, they have been mislaid. They will appear in the next JOURNAL. Space permits of but two stories in this number. The following was written after a lesson on quotation marks:—

1. Harry was a little boy, only seven years old; One day his papa came home and said, "I must go to Scotland, would you like to come Harry?" "Yes, indeed, I would like to go very much because I never saw Scotland."—9 Years.

A NAUGHTY BOY.

2. Once upon a time there was a boy. And he was a very bad boy. He used to steal. One day he went to church and learned about God, and he never stole any more.

SCRIPT AND PRINT.

RHODA LEE.

IN connection with the work of the primary grades one hears not infrequently of the "transition from script to print, as though this were a difficulty if not quite insurmountable, at least of considerable proportions. The idea is erroneous, and if what we term phonic reading were taught properly, should be unknown and unheard of.

In certain circumstances there might be trouble with the print. A child might know all the powers of the letters and combinations, be able to read anything in script and at the same time having never seen printed matter, be almost if not entirely at sea, when introduced to the book. But when the script and print letters go hand in hand almost from the first, there can be no stumbling-block in the form of strangely shaped letters for the little folks to trip over.

If the printed form were what is used commonly in writing, we would teach the child to make this at the very outset, but as it is not, we teach him to write the script that he is going to use constantly, and train his eye to recognize the forms found in printed matter.

A word or two as to method. The first five letters taught are generally m, a, t, s and p. We stop with these five letters for a time until the children can use them in every way, recognizing automatically such words as stamp, mast, past, etc., making and changing words, etc. After this, every teacher follows her own order. Personation of the letter is a characteristic of phonic reading. The form of *m* we fix as the three walking-sticks, *t* the little boy with the wide collar, *p* the old man with the bundle on his back. We associate the sounds with things which are familiar to the children. For instance, the sound of *h* gives him the name of the tired letter, *f* and *ch* are the steam-engine sounds, *u* what the little girl said when she fell on the ice, *s* what the goose said. The vowels we call girls, the consonants boys and the capitals the grown-up letters.

As soon as the sounds of four or five letters have been taught, the children should have some printed book in their hands. Towards the end of the lesson at the board, they exchange their slates for the books. Suppose *s* to have been the new letter taught. The teacher leads the class to see the different formation in the book. This is a letter in which there is considerable change. Then as seat work, the children find all the words in the book containing *s*, and when possible *write* them on their slates. Every new letter taught is treated in this way, and so without any confusion the print keeps pace with the script, until the recognition of the words of the book becomes just as easy as that of the teacher's handwriting.

Hunting for words containing the new letter, never loses interest for the children. Other exercises, such as finding and writing words with two letters, three letters, etc.; words containing at, an, ot, etc., words ending in silent *e*. Every teacher has a number of plans for making the children familiar with the print.

"Can you get quick automatic recog-

tion of printed words when script is used in the phonic teaching" is a question often asked and discussed. An unqualified "yes," is my answer, provided the child has the book in his hand from the second or third week at school. This is absolutely necessary, and where there is difficulty with the print, it is because the child has not had the free use of the book from the first.

The subject of phonic reading is by far too comprehensive to be treated exhaustively in these columns. However we would like to hear of difficulties met with, and any question sent in to the department will be gladly received and answered to the best of our ability.

✻ English. ✻

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

AN ETYMOLOGICAL QUEST.

LANGUAGE is fossil poetry, says Emerson; the dearest word was once a brilliant picture. But not only are words fossil poetry, they are also fossil grammar, fossil history, fossil religion and superstition. Our language to one who has studied its history is as interesting as the strata of a country to the geologist. He sees in the silent letters—that grim horror to the spelling reformer—the relics of bygone pronunciations; he recognizes the old words under the new faces they assumed at different periods; he traces here the folly, there the piety, here the ignorance, there the learning of his nation. He reads the life of the people, the incursions from abroad, the civilization and pursuits of the invaders, the duration of their rule, the rise of learning, the spread of trade and commerce, the development of the arts and sciences; in short, as some one has said, he can read the whole history of the English nation in its vocabulary.

I do not intend, however, to make this paper a general discussion of etymology, but merely to bring forward the solution of an etymological and historical difficulty which had often perplexed me, though long ago known to scholars, and which may perhaps perplex others. And I take it that the few words with which I shall deal may stand as instances of how words may be fossilized grammar, fossilized history, fossilized poetry, fossilized religion and superstition. The words in question are the names of the days of the week. We have to see what they commemorate, in forms more lasting than bronze, of the language, history and beliefs of our fathers.

First let us look at what they tell us of the grammar of Old English. Everyone knows that in Tuesday, Wednesday, and Thursday, there is an *s* and that in the names of the other days there is none. Have you ever thought why it is so? Why not speak of Sunday, Monday? Let us look at these—they are pure Old English words. "Sun" in Anglo-Saxon was *sonne*, a feminine noun, and when the Saxons spoke of the sun's rays they said not sun's but *sonnan*; so when they spoke of their sun's day, they said *Sonnan-dæg*. *Sonnan-dæg* was shortened when inflections were lost into our present Sunday. Something similar happened with Monday. The Anglo-Saxons spoke of it as *Monan-dæg*, for their word for "moon" was *Mona*, which was declined like *sunne*, so that for Moon's-day our fathers said *Monan-dæg*. This, like *Sonnan-dæg*, when inflections were worn off, was shortened to Monday. Looking now at Friday, we find that the Anglo-Saxons call the day *Frige-dæg*, i.e. Frigga's day. The exact form of this goddess' name in Anglo-Saxon is not known, but it no doubt was *Frigga*, of which the possessive case would be *Frigge*,—never with a possessive *s*. Thus neither Sunday nor Monday nor Friday ever had an inflectional *s*. In these words, consequently, we have relics of a bygone system of inflection, by which a possessive case was indicated not by *s*, which has survived, but by *n* or *e*, which has disappeared. Tuesday, Wed-

nesday, Thursday are, of course, clearly *Tiwes-dæg*, *Wodnes-dæg*, *Thores-dæg*, (*Thurres-dæg*) the days of Tiw, Woden, and Thor, of which more hereafter. Saturday was in Anglo-Saxon *Sater-dæg*, originally *Saturnes-dæg*, i.e. Saturn's day. It was difficult to pronounce the four consonants that came together with the fall of the flectional *e'rnsd*, so that the *ns* was quickly dropt, just as to-day, for the same reason, we do not try to pronounce the *d* in *dns* of Wednesday. How the Anglo-Saxons came to take the Latin Saturnus as the name of one of their days brings us out of the region of fossilized grammar into that of fossilized history.

The division of time by periods of seven days is not due to the Anglo-Saxons, nor to the Romans, nor to the Greeks, but to the Egyptians. These early students of astronomy, it was, who consecrated each hour of the twenty-four to one of the planets in turn—Saturn, Jupiter, Mars, the Sun, Venus, Mercury, the Moon, and named the day according to the planet presiding over the first hour. The Egyptian week thus began on Saturday. Convenient as experience has proved this mode of reckoning time, it was not till about the reign of the Emperor Theodosius that it was introduced into the Roman calendar and through Rome into all Europe. So, following the Egyptians in the main, the Romans named the days *dies solis* (Sun's day), *dies lunæ* (Moon's day), *dies Martis* (Mar's day), *dies mercurii* (Mercurius' day), *dies Jovis* (Jove's or Jupiter's day), *dies Veneris* (Venus' day), *dies Saturni* (Saturn's day). How this calendar spread through the nations of Southern Europe we may infer from the present names of the days in French. With the exception of *dies solis*, for which the French substituted *dies dominica* (the Lord's day), we read the actual Roman calendar in the *lundi* (i. e. *lunæ dies*), *mardi*, *mercredi*, *jeudi*, *vendredi*, *samedi* of the people of Gaul. But among the Teutonic people, heathen in religion, tenacious of old customs, we find that while they were wise enough to adopt the Roman calendar, they were sturdily independent of the Roman gods. When, in the fourth century of our era, they adopted the seven-days' reckoning, they translated, as far as they could, the Latin into Teutonic, and substituted for Roman divinities, the gods of their own nation. Tiw for Mars, Woden for Mercury, Thor for Jove, Freia for Venus; but gloomy Saturnus, they, or most of them, retained. Sun and Moon took the place of Sol and Luna. So much for the fossil history that all can read through these names. What can we see of ancient faiths and superstitions?

It is to be lamented that we English know so little of the mythology of our fathers. While the heathen mythology of Rome and Athens is made familiar to every schoolboy, the stronger and purer mythology of our own race is never mentioned. Any schoolboy will tell you of the exploits of Jupiter or Venus and describe for you Olympus; but what notion has he of Woden, god of storms, or the glittering palace of Asgardhr, or the golden hall of Valhalla? Surely though we cast away our gods, we should not be blind to what they meant to our ancestors, and to what they show us of the Teutonic spirit in its purest form.

The oldest of the Teutonic gods was, as the Goths called him, Tuis; as the Norse, Tyr; as the Anglo-Saxons, Tiw. Tacitus describes—and his is our earliest account—the rites in the worship of Tiw among the Germanic tribes. How they selected a stately grove and there, in all reverence, did homage to the ruling god. He was the god of the light arch of heaven. An old German gloss gives *zio* as meaning the god of the whirlwind; the light streaming from the arch of heaven, like gleaming lances, made of Tiw a war god, armed with shining sword. In Scandinavian belief he ruled victory and gave aid unto brave men beset in battle. So in the main he was to the Teutons what Mars was to the Romans—the martial god.

Thunor or Thor was depicted as traversing the sky in a chariot drawn perhaps by goats. A mighty god in appearance, a flowing, fiery beard about his chin, in his hand a powerful hammer that returned to his hand after he had flung it. So swift did he speed through the air that the sparks flew from the hoofs of his steeds, and the wheels of his chariot ground in thunder. This was the God of Thunder, to whom the strong oak was consecrated, who guarded the domestic hearth, who blessed children, who lent to mankind strength and vigor. So in some respects, at least, he was for the Teutons the Jove, the Thunderer of the Romans.

But these gods were insignificant compared with the greatest of Teutonic gods, Woden, or as the Scandinavians called him Odhinn.* When Henjst and Horsa, landing in Britain, were asked by Vortigern to what gods they sacrificed, "to Woden and his wife Frea," said they. The German word *Wuth*, meaning rage, and our own old English word *wood*, meaning mad, show us the Woden was the storm-god. As such, he could be seen mounted upon a white horse, and clad in a flowing mantle, alone or with a great retinue, careering through the heavens. His retinue was the souls of the departed; often too he was accompanied by a pack of dogs, the spirits of the wicked. As god of storm and rain, his realm soon extended. He was the leader of souls, which escaped from the body as a breath of air. The stars were subject to him. Then he not only ruled the storm, he allayed it and repaired its damage. During the winter months he sat entranced, but after the winter solstice re-awakened to beneficent activity. In Scandinavian mythology, this, the All-Father, rules in Asgardhr, the palace of the gods. There the brightest hall is Valholl—Valhalla—gleaming with gold; there he receives in glory kings and heroes slain in battle; there they seat themselves to feast at the great banquet. Thither he led the souls of the departed—in a sense thus representing Mercury. When Christianity banished heathendom, we know how Woden and his sweeping train kept on in Germanic belief. He became the wild huntsman that the ballad poetry of Germany has so effectively commemorated; while his mythical sleep lives on in the legends of Charlemagne and Barbarossa. Woden, as the source of rain, was called Nicor; hence the water-nixies, or spirits of streams; hence too our term Old Nick, for to such base use did adversity bring the name of the ruler of the gods.

The wife of Woden was Freia or Friga, the Venus of the Romans. What Freia meant, we can see from the Gothic *frigon*, to love, or our own word friend. She was the Lady of the Air, a cloud chased by the storm-god. Again, she dwelt in an enchanted garden beyond the clouds, surrounded by eternal light. In her power are the sources of life, beauty, and fertility. A beautiful woman, the northern myth represents her, surrounded by a glow of light, fragrant amidst her troop of maidens. In the ever-blooming meadow, filled with the finest flowers and fruits, there is the youth-giving fountain, in which the old come to be new-born and return to life in the world. The Germans have not forgotten this attribute of Freia, for they still speak of Kindleins-Brunnen, whence children come to parents. Hence, too, Friday is in parts of Germany the favorite wedding day, for Freia is kind to lovers; possibly Christianity has made Friday unlucky, only to discredit poor Freia-Holda. Freia is then the benevolent goddess, of transcendent beauty—clad in white flowing robe and veil, with golden locks and fair white body. She sends the snow—casting out her bed feathers, as the Germans say—or plucking her geese, as I have heard Old Country people say. In her garden the souls of children, sipping honey from flowers, stay till they are born into the world. In her garden, with dazzling light, Freia dwells. We are told all this belief lives on in a little nursery rhyme about the lady-bird—though Canadian children corrupt lady-bird into lady-bug—in a nursery rhyme. I say, about the lady-bird, the little insect sacred to Freia.

Lady-bird, lady-bird! fly away home!

Your house is on fire, your children alone.

F. H. S.

(Continued on page 218.)

WE are never made so ridiculous by the qualities we have, as by those we affect to have.—*Roche-foucauld*.

ONLY what we have wrought into our character during life can we take with us to the other world.—*W. Humboldt*.

THE chief elements of the power of discipline are: ability to win the love of pupils; skill in appealing to good motives, and force of character to exercise moral constraint and restraint over those who cannot be reached by the first two.—*Dr. Thomas M. Balliet*.

*In old Norse an initial *w* falls before *a* or *u*; as *wolle* (wool) became *ull*, so *Wodan* became *Odin*.

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PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON, Manager.

* Editorials. *

TORONTO, DECEMBER 1, 1892.

IDEAL SCHOOL EDUCATION.

WE have recently been favored with a copy of "Education in the Twentieth Century," the paper read by J. E. Bryant, M.A., before the Ontario Teachers' Association in April last. The chief fault we have to find with the article is that there is too much in it. Mr. Bryant has crowded into a thirty-two page pamphlet the material for a large volume. This effort to compress has injured the style for the ordinary reader, and prevented the proper development of many of the larger themes touched upon. Nevertheless it is a most interesting and suggestive paper for the earnest teacher and for all thoughtful readers. A few hours spent in reading it, and a good many hours spent in struggling with the writer's views and positions, and in independent thought upon the burning questions discussed, would be a paying investment for every Canadian teacher.

The first and larger part of the pamphlet is devoted, by way of clearing the ground, to a review of the course of social and intellectual development in the century

now closing. This review, full as it is of facts accomplished and of resulting problems of the most intricate, and some of the most revolutionary character, we are unable to touch. We can only say that the subjects dealt with are worthy of the most careful thought of every one who has a mind to think. The thoughtful reader may not agree with Mr. Bryant at every point. Very many will no doubt demur and quarrel with him at a hundred points, but we make bold to say that those who have given most attention to the tremendous upheavals which are threatened in almost every department of industrial, social, moral and religious life, will be the last to scout the ideas and theories presented as uncalled-for or absurd. The teacher, as much as any other man or woman, and more than most others, should be a careful student of the characteristics and tendencies of the age, and one of the most earnest of those who are endeavouring to form right conceptions of the conditions and consequences of the wonderful sociological evolution which is going on all about us at the present day.

Meanwhile we cannot perhaps do better than turn at once to the conclusions to which Mr. Bryant's investigation and thinking along the lines indicated have brought him. These may be given in his own words:—

What, then, shall our primary and our university courses of study be, in order that they may meet the requirements of the times as preparations for life and citizenship, and be in harmony with that social and intellectual development which the closing years of the nineteenth century are fast evolving and which the coming century will see realized in the full?

With respect to primary education, the answer, I think, must be as follows:—

(1.) It should be *real education*—as far as possible inductively pursued, and not a mere memorization of either facts or principles. This involves the necessity of good, well-trained teachers, who have themselves been educated by inductive methods.

(2.) It should be as *simple and practical* as possible, going to no further length than the average child can accomplish in the time that he is at school, and bringing everything into as close relation as possible with the prospective needs of the child as a self-supporting citizen and a contributor to the social weal.

(3.) It might include *all that is taught now*, but so modified in extent as to make room for several other studies. Arithmetic should be reduced two-thirds; grammar, one-half; the time spent in oral reading might also be greatly shortened.

(4.) But it should be made to include a *plain statement of the commonly received principles of ethics*, as these are related to personal conduct, with such sanctions as the community in general can unite in finding. In this matter no time should be

lost by our educational authorities. It is imperative for the well-being and safety of society that the child be taught the difference between right and wrong and to understand and have a correct idea of his personal relations to his fellows as common units of the social structure, both as regards his privileges and his responsibilities. Religious instruction, properly so-called, to be of any value, should, for reasons specified in a former part of this address, be pursued in voluntary classes, under religious instructors of the parents' own choosing.

(5.) Furthermore, our Primary Education should include a brief but full course of instruction in *the elementary principles of government*: an explanation of the state as an organized community where the individual gives up a portion of his liberty for the good of the whole social organism. The process of law-making, of national and municipal taxation, of national and municipal control and support of social undertakings, such as roads, railways, schools, asylums, the post office system, etc., should all be made clear and intelligible; in other words, the child should not be left to acquire his knowledge of what is meant by citizenship and social rights and obligations after he has left school; but so far as possible he should be fitted for the duties of citizenship while he is yet under the pupilage of the State.

(6.) Lastly, there should be a *serious and definite study of nature and the laws of nature*, from the time the child enters the school until he leaves. There is no school age too young at which to begin this study; and instead of being considered as now a mere ornamental and practically unattainable part of education, it should be a fundamental and entirely obligatory part. The course should include an elementary study of the simple properties of bodies, and of the simple natural phenomena connected with heat and cold, and hence of those phenomena depending on ordinary atmospheric changes; also of those connected with light, sound and electricity; thereafter, of simple chemical action; thereafter, of the structure of the earth's surface and of its useful resources, including both plants and minerals; and finally it should include the attainment of some knowledge of animal physiology and of astronomy. As I have said above, this study should begin the moment the child enters school, and should continue incessantly during the whole course of his school career. It should be pursued entirely inductively, except where the teacher's aid or the text-book is necessary to make complementary explanations. This course will involve a new generation of teachers, and wholly different educational ideals from those we have hitherto been following; but, nevertheless, the demand for such instruction is an imperative one, and a community that neglects it does so at the peril of being left behind in the social development of the age.

The extract is lengthy and leaves us little space for comment or criticism. Paragraphs (4) and (5) are those which seem to us to demand special attention at the present time in Ontario. There is

obviously nothing within the whole range of educational and character-forming influences which stands so closely related to the well-being of society and of the State, to say nothing of even higher considerations, as the right training of the moral nature in childhood and youth. And yet, strange to say, there is in the much and, in many respects, deservedly lauded school system of Ontario, absolutely no provision for systematic and effective moral training in the schools. The teacher is told, of course, that it is a part of his duty "to encourage his pupils to entertain kindly feelings toward one another, to respect each other's rights, to form habits of honesty and truthfulness, to obey all persons in authority over them, to cultivate a patriotic interest in their country and to discountenance quarrelling, cruelty to animals, and the use of profane and other improper language." Some teachers, we have no doubt, manage to find time and opportunity to do a good work along these lines. But in the absence of either place in the timetable, suitable text-books, or any other adequate provision for such work, is there not reason to fear that very little of it is really done?

PREVENTION VERSUS CURE.

THE Prisoners' Aid Association of Canada is doing a noble work. Its objects are the reformation of offenders, their welfare when discharged from prison, the prevention of crime, and prison reform. It was probably owing largely to the influence of this Association that the Prison Reform Commission was appointed by the Ontario Government. The Report of this Commission contains many excellent recommendations, which will, no doubt, be carried into effect at an early day. Among the reforms recommended are the compulsory establishment of one or more day industrial schools in every city and large town; the rigorous but judicious enforcement of the provisions of the Ontario Truancy Act; the prevention of the running at large of children on the streets in cities, towns and villages after dark; the removal of the Reformatory for boys to a more suitable locality, where the cottage system, a proper classification, a thorough system of industrial training, and other approved methods may be introduced; somewhat similar provisions for the establishment of an industrial school for girls of less than fifteen years of age, who have entered upon a dissolute career, etc.

Perhaps the most important of all the recommendations is that for the immediate erection of industrial schools, sufficient for

the accommodation of all children whom it may be found necessary to place in such institutions; with suitable provision for careful industrial, moral and religious training. Where the burden in a district in which there is no large city would be too heavy for one county, it is recommended that certain counties, having geographical proximity, be grouped together for the purpose.

We have long been convinced that in this direction lies the simple and common-sense method for the repression of crime and the promotion of public morality. In nothing is the shortsightedness—we had almost said imbecility—of modern civilization more apparent and astonishing than in the complacency with which the many are accustomed to look on or pass by the hundreds and thousands of children in the streets and lanes of the cities, towns and villages, who, growing up in idleness and ignorance amidst vicious and degrading surroundings are in training for lives of vice and crime—compared with the vindictive energy which the same communities display in the detection and punishment of the developed criminal. We seem to be just beginning to realize that the proverb, "An ounce of prevention is worth a pound of cure," applies most forcibly to our modes of dealing with the young.

We congratulate the Prison Reform Association on the success which has attended its work and the prospects of still greater success. The Society deserves the sympathy and aid of all good citizens. To none do its aims more strongly commend themselves than to those who are engaged in the work of public education.

It is evident that the written-examination craze has nearly run its course, and that a reaction is setting in in the direction of a more rational method. The remark is just now suggested by a circular which lies before us, addressed by the superintendent of public schools in Minneapolis to the teachers under his inspection. This circular lays down the rule that "pupils shall be promoted and classified on their proficiency in the several branches of the course, as shown by the teachers' estimate of their daily work, and that these estimates are to be made by the teachers 'without the daily markings of the pupils and without the use of regular or stated examination.'" Teachers, are expected, however, to keep such memoranda of the pupil's daily work as is deemed needful, and principals are to apply such oral and written tests as they find necessary. Care will probably be needed to prevent the pendulum from swinging too far in the opposite direction, but the method proposed is, on the whole, a sensible one.

* Special Papers. *

HIGH SCHOOL EXTENSION.*

ADAM HARKNESS.

IN offering a few suggestions concerning a possible extension of our High School system, I do so with a great deal of diffidence, because, except a few years' attendance at a Public School in early youth, I have had no personal experience of the workings of our school system, whether as student, teacher or trustee, and everything I may have to say will be but the result of the observations of an onlooker interested in and desirous of promoting the educational progress of the country.

We in Ontario are, and I believe justly so, proud of our schools, and are willing to accord a full meed of praise to those who have had most to do in bringing them to their present state of efficiency. But just as changed conditions may make it necessary for our agriculturists to adopt new methods of farming, so may it become necessary to modify our system of teaching to meet the changing social conditions among the people. If we find that a continuance on the lines on which we are at present moving is putting us out of touch with a large class in the community, we should hasten to so change our course as to bring it fairly within the reach of all. Besides it is just possible that in contemplating the fruit borne by our educational tree we may be giving too much credit to the cultivator, and not enough to the soil in which the tree was planted. To any one at all acquainted with the early settlers in Ontario, and the conditions surrounding them, it must be obvious that—to again use a farm simile—it was only necessary "to tickle the soil with a light plough to produce an abundant harvest." Whether they came from Ireland, from Scotland, from the State of New York, or from New England, they had learned in early life to value education, and one of their first cares was to provide the means of educating their children so they would not have to go through life altogether unlettered. This in general required considerable exertion and self-sacrifice, and not only taught the people to regard the educating of their children as a part of the real business of life, but caused them to value it as they never would have done had it come to them in a less difficult way. It was under conditions such as these, when education was in great demand, but, especially higher education, very difficult of attainment, that the boon of free schools was granted, and the most of our High Schools established. It is not surprising that the people responded enthusiastically, and that the results so far have been highly satisfactory.

But within the last few years we have heard complaints that the High Schools are becoming less accessible to the mass of the people; that they are either mere feeders of the universities, or trainers of school teachers; that a course in the High School unfits any young man for the farm or the workshop; and that, while these schools draw a large contingent from the best of our country population, they return very few to raise the general standard of intelligence in the community, and force many who cannot find employment in the learned professions to seek homes in a foreign country, where their acquirements may be in greater demand.

While not in full sympathy with this view of the case, I yet think there is that about the admission to, and training in the High School that leaves an important educational want of the community unsupplied.

Our Public Schools are, and must continue to be, very largely primary schools. In communities almost wholly agricultural, where the population is necessarily thin, it is impossible to maintain in them a standard sufficiently high to meet all the wants of our young men and women who do not propose to acquire an education as a means of making a living; but who desire, and should be able to secure, a greater degree of culture than can be obtained in the ordinary Public School. Even were the standard of these schools sufficiently high, it would be impossible to procure in them the stimulus of competition, the contact with a wider culture, and the many other aids that may be found in a well conducted High School, and that, taken together, have so great an influence in informing and enlarging the mind of the student.

Access to our High Schools is obtained only through competitive examinations embracing a wide range of studies, and the curriculum of the High School is so arranged as to include nearly everything taught in the Universities. This is very well so far as it affects pupils who can spend the first twenty years of their lives at school; but these are the years that, to a great extent, form the character of the individual, and in which we prepare ourselves for our life work. If spending these years at school does not unfit the individual for the work of the farm or the shop, it deprives him of the opportunity of learning a trade or acquiring that knowledge of, and experience in, farming that is necessary to insure success in after life. Besides, there is, and always will be, but a small percentage of our people who can afford to keep their children at school sufficiently long to get the benefit of the prescribed courses at the Public and High Schools, unless as a preparation for some profession or calling by which a living may be obtained. The consequence is, that extremely few of those who are intended for the farm or shop get sufficient education in early youth to enable them to enter a High School at all; and if they do, the course embraces so many subjects—some of them little more than mental calisthenics—that little progress can be made unless more time can be devoted to the work than the average young man or woman can afford. The results are such as might be expected. Those who seek an education as they would a handicraft, for the purpose of earning money, struggle for and obtain an entrance to the High School, while all others, not the children of wealthy parents, are practically confined to the Public Schools. I am sure the teachers here to-day will bear me out in saying that there are many young men and women between the ages of fifteen and twenty-five in this country who would be greatly benefited by a course of two or three winter terms at some school where they would be brought into contact with a higher culture and wider opportunities than can be afforded by any ordinary Public or Primary School, but who will not go back among the small children to acquire the qualifications for entrance now exacted, and who, if they did, would find no course in the High School suited to their special needs.

It is to supply this want that we propose what has been called "High School Extension," in the belief that it can be made the means of raising the standard of education among those who follow the ordinary avocations of the country, especially the farmers; and that will not only not draw them from their farms, but will make them better farmers, and make farming more attractive by dissociating it from the stigma now, to some extent, attaches to men who follow that calling.

Our climate is such that for four or five months in the year there is comparatively little work done on the farm, and there are few farmers who could not spare to each of their sons and daughters approaching manhood or womanhood two or three winters. These, devoted to a few subjects that are of everyday application, and that could be taught to best advantage in connection with the High Schools, would, we believe, produce greater and more satisfactory results for the labour and expense entailed than any other branch of our educational system.

It is not proposed to interfere with the system at present established in the schools, but to add to it an additional course for the winter term, to meet the wants of another kind of pupils. This course should include the most necessary of the branches taught in our Agricultural Colleges, some commercial training, and a knowledge of the constitution and history of our own country at least; and the qualification for entrance should be such as not to exclude any of ordinary intelligence, with sufficient elementary education to enable them to pursue their studies with advantage. This would, of course, require additional departments, or at least one additional department, in each school, and a reinforcement of the teaching staff during the winter; but as the whole school would be under the supervision of trained and efficient High School teachers, there should be little difficulty in procuring the necessary assistants.

We know it has been proposed to establish secondary or intermediate schools throughout the country, but these could hardly be used as mere winter schools, and the cost would be much greater. Besides, it would be impossible to secure the same efficiency as in the High School. The whole of

education does not consist of the mere learning of lessons; the better scientific apparatus, the larger and more complete library, the accumulated intelligence of a whole staff of teachers and other adjuncts of the High School, must create an atmosphere more favourable to mental development than anything it would be possible to procure in intermediate country schools.

It would also be of great advantage to the High Schools by extending their influence throughout the country. Every student loves his *Alma Mater*, and every young man who returned to his farm or his shop with an acquired taste for books and study, and feeling that his connection with the school not only increased his capacity for enjoyment, but improved his chances in life, might safely thereafter be numbered among its friends.

Feeling that I am speaking to trained teachers, who understand most phases of this question much better than I can pretend to, I have merely outlined the subject; you can fill in the spaces. My only excuse for saying anything is that I feel the necessity of not only maintaining, but improving the standard of intelligence in the community, and that just as an effort is being made to extend the influence of the universities throughout the country we should supplement it by giving as large a number of the people as is possible an opportunity to profit by our High Schools.

IROQUOIS, October 14th, 1892.

HOW BEST TO SECURE REGULARITY OF ATTENDANCE IN PUBLIC SCHOOLS.

BY MISS E. C. MIX.*

LADIES AND GENTLEMEN,—We have been considering the various methods by which our teaching may be rendered attractive and instructive, not only to the receptive mind, but to the dull one as well.

We read our periodicals and professional literature, we study the methods of the greatest of all teachers—Nature, we prepare our work in such a manner as to make it palatable and easily digested, and then sigh to see the vacant places in the classroom and the non-attendance blanks on the monthly pages of our register.

The most skilful teaching will fail utterly in its great object—reproduction and mental training, if given to empty benches and vacant air. Let us then deliberate for a short time on some of the best methods of securing regularity of attendance. For we will all agree that without it no teacher, however earnest and enthusiastic, can make the most of the teaching hours. Were you to ask me the greatest social force we have I should tell you that

APPRECIATION AND SYMPATHY

are twin sisters that go hand in hand and occasionally join hands again to enclose us in their circle of love. Like begets like. Let your pupils know and feel that you appreciate them and their efforts, and rest assured they will sympathize with you in your efforts in their behalf. Establish this bond, strengthen it from day to day by the many little opportunities which present themselves, and you have in your hands and heart the motor power that will draw not only your children, but all men towards you. "That is all very well in theory," says one of Canada's fair daughters, with a queenly poise of her youthful head. Yes, sister teacher, it is well in theory; but just a word in your ear! Come down from the pedestal of your dignity and put it into practice and you will find it better. If we would deal successfully with child nature, we must come down—after all, is it down?—to their little plane, and little by little, gently and patiently lead them up. Gather them about you at recess, or on a rainy day, and let them know that you can entertain with something else than the complications of the alphabet and the multiplication tables. Once every child under your control feels and responds to this magnetic influence, the initial letter of your success is boldly traced against the horizon of the possible.

Next, bring attractive methods to bear. By bright, breezy presentation of the subject, let the pupil feel the actual

PLEASURE OF LEARNING

for the very love it daily unfolds to his mind. The phenomena of nature, the literary gems of our

*A paper read before the Northumberland Teachers' Association at Cobourg on October 21st, and published by request of the Association.

*A paper read before the Dundas Teachers' Association.

Readers, the appetizing problems of calculation, history, fascinating with deeds of chivalry and renown, all may be woven in such a manner as to make the child sigh regretfully when the lesson is over. What better reward can a teacher ask for a little extra trouble in preparation than the flushed cheeks and sparkling eyes of the future men and women of this Canada of ours. But alas! I fear too many of us regard our poor little pupils as mere sausage skins to be stuffed with dry facts and rules, leaving all or much of the beauty, the wonder, the romance and natural deductions, in the effort to hurry along, save time and perhaps please the short-sighted parents, who are so pleased when Johnny can go into the next book. If the pupil is allowed to do enough of his work himself to feel victorious when the task is mastered, he then begins to realize—in a dim way, perhaps—what he loses by remaining away. Treading directly on the heels of methods of presentation, comes

REPRODUCTION,

for unless the work can be reproduced in a fairly intelligible way, the teaching is incomplete and imperfect, the subject not grasped and consequently no pleasure is felt in its pursuit, and the moment our pupils lose interest, we lose ground. I think we all feel, especially ungraded school instructors, that lack of time is the weight that fetters us, until we either become calloused to or sink under the accumulated weight of the various lessons of eight or nine different classes. But with a full knowledge of the great value of reproduction, the teacher has at hand a source of power that economizes time and trains the child along many lines at once. Vary the monotony of school life. Do not let the time table rule us with a rod of iron—so unbending, that the poor children fairly ache when they think of the school room and its treadmill's never ceasing round of sameness. Reward the earnest endeavor with a smile or a word of praise. Oh, that we would all be as liberal with our smiles as our frowns! The offering of prizes might form an incentive to regular attendance and should you begin to argue against their demoralizing influence, I would ask you plainly, "What are we all working for?" It is reward of some kind or other, and the more we value the reward, the greater the effort. Yes, I would commend

THE REWARD SYSTEM,

whether prizes, merit cards, marks, or merely a little well earned praise, be the system adopted. Do not be afraid of too much sunshine. Some little lives are gloomy enough with trials that are as real and far more engrossing than your own. Without regular attendance, the foundation of education, thoroughness, must needs be laid upon a shifting and sandy foundation, liable to be undermined by the first wave of penetration that detects the weak spot. So much for indoor methods; but what of outdoor methods, that we will all agree are so important and yet oftentimes so trying, for I maintain that unless you know a child in his home life, understand his environments and home influences, you cannot bring the wisest tactics to bear on the plastic mind and immortal soul of the being given you to teach and mould. Every home should be visited at least once a term. Where the section is a rural one, this presents many difficulties and occupies much time, but like every other class of laborers, the teacher finds his lot by no means a flowery bed of ease. By this home visiting, so much can be accomplished. The parents see that you are interested and then your work and its importance are thus kept before them. I read an article a short time since, entitled, "Don't talk shop," and teachers were urged not to bore the public with school affairs. Probably that was written by an old bachelor or child hater. I believe in talking school. Let the parents know that if you have a hobby, it is school. If their children are losing ground by irregular attendance, tell them so kindly and pleasantly and by some cleverly introduced anecdote or conversational ruse, point out their responsibility in the matter, for often the parents are more to blame than the children. The end in this case will justify the means. All this requires

PATIENCE;

Yes, and not only patience, but patience supported on all sides by tact, enthusiasm and a determination to succeed, cost what it may; patience in the school room, patience with the blindness of the parents, patience with ourselves, for "He that hath no rule over his own spirit is like a city that is

broken down and without walls," and is thus pregnable at all points. I despise the man or woman who says, *all this* requires too much effort! I honor the boy or girl, however young he or she may be, who puts a shoulder bravely to the wheel and does his or her best. What are we taking the people's money for, if not to give our best in return? What if the salaries are low? We agree to take them and teach in return. Let us teach in the truest, highest and best sense and then our standard cannot fail to rise. We will find by working for that most necessary element in school, regular attendance, we have strengthened ourselves, and built up our school, whether by exercising the spirit of appreciation and sympathy, which, "like pebbles into water thrown, dilates a ring of light," developing our own and pupils' perceptive and imaginative powers by attractive methods and living in the sunshine of reward rather than under the cloud of fault-finding, which, unlike most others, has no silver lining; persistently insisting on that greatest of character-moulders—thoroughness, and using all means of interesting and in many instances enlightening the parents in and about our work. Let us not become careless of the magnitude of our work. It may be our lot to strike the chords of some great mind, now in its infancy, and cause to vibrate through all the centuries to come, feelings, thoughts and truths that shall sway the future human race, for "a little one shall become a thousand and a small one a strong nation."

Truly—

"Our echoes roll from soul to soul
And grow forever and forever."

* Hints and Helps. *

QUESTIONS FOR TEACHERS TO ASK THEMSELVES.

BY ALFRED CROSS, MITCHELL SQUARE, ONT.

- (1.) Do your punishments lessen or kill out the germs of evil that exist in your school-room?
- (2.) When you use corporal punishment, can you say as the boy or girl leaves you, "God bless the boy (or girl)?"
- (3.) Do you use mottoes, written upon the board or otherwise, for each day in the month?
- (4.) Do you ever scribble or write very carelessly before your pupils, where their eyes are almost constantly upon you, and then ridicule them for doing their work in a slovenly manner?
- (5.) Do you ever speak harshly when there is no need for it?
- (6.) Do you *love* that bad boy, and does he know it?
- (7.) Do you get the refractory pupils to help you?
- (8.) Do you visit the parents of your pupils frequently?
- (9.) Is your school like a *limited* or an *absolute* monarchy?
- (10.) Do you assign lessons by pages and neglect teaching pupils how to study them?
- (11.) Have you studied thoroughly the life, nature, methods, success, etc., of the best and greatest of all teachers—Christ?

A WORD ON DISCIPLINE.

ELIZABETH S. FOSTER.

"What shall I do to have better order in my school?" This is the question over which hundreds of young teachers, and not a few older ones, are perplexing themselves daily. They read in educational journals and are told by successful disciplinarians that *tact* is what they need, that rules for governing a school cannot be given. This is certainly true, but to those teachers who feel that they fail in discipline, let me say a few words of encouragement.

In the first place, a poor disciplinarian may develop into an excellent one. This has been proved in some instances that have come to my knowledge. A true teacher, one whose heart is in her work, may fail for a time in producing that orderly condition which she ardently desires, but if she does not lose heart it is sure to come.

I have made an earnest study of this matter of discipline, and in many cases I have found that lack of interest on the part of the pupils was the result of the same lack—often entirely unconscious—on the part of the teacher.

Do you not find John's lessons dull? Then can you wonder that he also finds them so? Do you not dread the hour for hearing a certain recitation? That is the one for which you must study and plan to find illustrations and *make* interesting.

To have the seat work methodical is a very important point. Know every day exactly what you want accomplished. Make the amount reasonable and *have it done*. Let John understand that his work is to be finished before he leaves the school-room, and adhere to what you say.

Attend to none but necessary requests. See that all are provided with materials for work before beginning a recitation, and allow no interruption. It is possible to go through an entire day without one request.

Conquer the little spirit of indolence which tempts you to neglect your preparation for the day's work. Resist the inclination to rely on the spur of the moment for an idea, but be sure to use an inspiration if you have it. Commend good work, but do not hold poor work up to ridicule.

Above all, be sure you *feel* with each one of your pupils. Make it apparent to all so that they cannot fail to know it. If you have not the sympathy you can cultivate it. You cannot be a true teacher without it.

Be confident of success and you will succeed.—*Popular Educator*.

"MARKING" FOR TEACHERS AND PUPILS.

BY JOHN M. PIERCE, CARBONDALE, ILL.

THOSE who are disposed to look on marks, credits, rewards, and per cents. as not even properly childish things, and at any rate to be put away by men, are not in the line of the higher education. These incentives and symbols are to the student what degrees are to his teacher, and the struggle for them is as praiseworthy in the one case as in the other. Sometimes the head of a school, being further removed from direct contact with the pupils, tends to set up a more abstract principle before the pupils; but the teacher who is most with the children is glad to have some tangible and immediate recognition of good conduct and work, with an equally tangible and immediate consequence of the opposite course, and to have such proofs of approbation or disapprobation come as the settled policy of the school and not as the expression of his own feeling. Rewards and punishments there must be in every school, as in every society, and they should come from such a source and in such a manner as to give them dignity and impartiality.

But the marking system has another important use beside showing the pupil how he is running up a record to stand for or against him; it is also a record of the teacher's work, showing how methodical it is. Nowhere is there more need for a check upon desultory and inspirational work than in the school-room. How many teachers are there who would be willing to have all their talk for one day reported and preserved? Every teacher is better for not being altogether a law unto himself.—*Journal of Education*.

A POINT IN DISCIPLINE.

"How do you get along so well with Louise in school?" said the mother of a six-year-old girl to the teacher who had her in charge in her first school days. "She has never minded me well, and I have had so much trouble with her," she resumed, "but I never hear of a bit of trouble at school. I wish you would tell me how you manage with her."

"Why, I don't manage at all," answered the teacher. "I always expect her to obey me, and she does."

"But doesn't she ever refuse to do her work when you give it to her?" persisted her mother.

"I never look to see," replied the teacher. "I take it for granted that my children are going to do what I ask of them and never watch them to see if they do. Time enough for that when they fail to do it. But they do *not* fail. It is not always well done, but it is done at the time I ask for it. I should not want to be watched and suspected if I were in their place, and so I try to let them see I believe in them."

The mother went away a little puzzled, but feeling certain that if this teacher should ask her to do anything, with that bright, confident way of hers, she should certainly do it.—*Exchange*.

* English *

(Continued from page 213.)

A BIT OF LITERATURE FOR THE YOUNGER READERS.

BY AUSTINE I. CAMP.

CHILDREN, what have I in my hand? [The teacher shows a bouquet of wild daisies, from which she gives each child a flower.]

Do you know how this flower's name was first written? Look! [The teacher writes upon the blackboard, "Daisy—Day's-eye."]

What is the day? What is its eye? Why call the sun the eye of the day? What about the daisies you hold is like the sun? [The yellow disk and white rays.]

Is day's-eye a good name for this flower? Which do you think the prettier name, daisy or day's-eye? Why? How do you suppose the name became so changed? I think a poet named the flower. Can you tell me why? Poets have always loved this flower, and have said much about it in their beautiful fashion.

Now I am going to read you something about the daisy. I am going to read to you very much the same things about the daisy from each of these three papers; but if you listen, you will find that they are told in three different ways. You may tell me, when I have done reading, which way of telling about the daisy you think the prettiest. Here is the first way:

A small yellow and white flower grows in the fields. It is to be found on rainy and sunny days. You can pick its blossoms during every season of the year, and wherever you go you will find the daisy growing. Year after year it brings forth its pretty flowers.

This is the second way:

I've seen a pretty little flower
With yellow centre and white rays;
It blossoms, whether sun or shower,
And opens on bright days.

In spring we find it here and there,
In summer fields it buds and blooms;
In autumn, too, 'tis found, with care,
And 'mid cold winter's glooms.

The daisy fair will ope in shade.
Along the road, upon the green;
Though other flowers so soon do fade,
Its buds will e'er be seen.

Here is the third way:

There is a flower, a little flower
With silver crest and golden eye,
That welcomes every changing hour,
And weathers every sky.

It smiles upon the lap of May,
To sultry August spreads its charm,
Lights pale October on his way,
And twines December's arm.

On waste and woodland, rock and plain,
Its humble buds unheeded rise;
The rose has but a summer reign;
The daisy never dies!

How many like the first way of telling about this daisy best? Which two ways seem something alike? Why? Which way has no measure, as music has? In which are their no rhymes? [The teacher uncovers the three forms written upon the blackboard.] What shall we call the first? the second? third?

Now I want to know in which, what is said about the daisy, is told in the prettiest words? Is it not prettier to talk about "silver crest and golden eye" than "yellow centre and white rays?" Which will the poet say? A writer of verses tells things in quite common words, but with a bit of music and rhymes.

Now, what is number one? Why? Which is the poetry? which the verses?

Now we will talk about the poem. Who writes poems? Name a poet. Should you like to know who made this poem about the daisy? If you will

tell me where to write his name, so that whoever comes in will know who made the poem, I will write it. [The teacher writes the title of the poem, "The daisy," and the author's name, James Montgomery, above the poem.] What did I write, beside the poet's name? What short word shall I write before the poet's name? Why?

Children, name a flower larger than the daisy. One smaller. How many have seen the sunflower? Why is it so called? How is it like the daisy? How is it different from the daisy? How might a poet call the color of its "crest" and "eye?" [Golden and velvet.] What is the daisy's "silver crest?" What else have poets called silver? [Moonlight and water.]

What does "welcome" mean? Did anyone ever bid you "well come?" What will the daisy welcome? How? Do little boys and girls always do all that they can with what is given them to work with? The daisy can teach older people a lesson in this, too. What do you think it is, children?

How long is an hour? What, that a daisy would mind, may happen in an hour? Name all the kinds of sky which you have seen and of which you have heard.

Who talk about "weathering?" What does the sailor mean by "weathering a gale?" Does the daisy have its eye open in all kinds of weather? How does the daisy "smile?" What is the "lap" on which the daisy is seated? its color? How long after May comes August? What kind of days are dog-days? Who can guess what "sultry" means? [The teacher shows the children both bud and blossom of daisy.] What is done to the blossom that has not been done in the bud? How does the poet say this?

How many months in the year? If the months were to become people for fun, which would carry an umbrella? which would wear a wreath of flowers? which would be old and gray? which would carry a sickle? which a powder-horn.

Is the sunshine as bright in October as in June? Why not? How does the poet tell us this? If this little flower is the day's eye, what ought it to do? Who can "twine" my arm? Which is prettiest, "waste," "woodland," or "plain?" Within which would you choose to live? On which, "waste," "woodland," "rock," or "plain" will the daisy love best to grow? Why? Why are the daisy's buds more "humble" than its blossoms? Are they more humble than other flowers' buds? For what do flowers blossom? Do you feel unheeded when your questions are not answered? Does the daisy feel unheeded if no one picks its blossoms? Ought it? Do you know what flower is called the queen of the flowers? What do queens do that other people do not? How long does the poet say the rose is queen? If the rose is queen of the flowers, what shall we call the daisy? Does the "daisy never die?" What does the poet mean, then?

Now let us read and learn our pretty poem. Mary, read the first line. All repeat it. John, read the first two lines. All repeat them. Fanny, read the first three lines. All repeat them. [The teacher, at discretion, may take up the whole poem after this fashion, or each stanza separately. It is an excellent way in which to memorize poetry.]

Children, make a list of all the things you have learned about the daisy. [The teacher may act as scribe for the class, and work at their dictation, if thought best.]

What are three pretty things which the poet says about the day's eye? In eight words tell me what the poet says the daisy does, in the second stanza. —*The American Teacher.*

SUFFICE it, that we know
What needs must ripen from the seed we sow;
That present time is but the mould wherein
We cast the shapes of holiness and sin.

—Whittier.

Too much of the bread-and-butter sentiment in education, certainly tends to destroy even the inclination to form or to strive after ideals. And take away the ideal far-off possibility, toward which the artist soul does yearn, and we take out of life the great factor in the progress of civilization. What is it, if not the fancy, the ideal-worship, that is forever at work, shaping new models, bringing out new designs, greater fulfilments, higher achievements? —*Mary L. Pratt.*

School-Room Methods.

HOW TO STUDY SPELLING.

If you walk home behind a group of teachers to-night, you will probably hear one say, "I kept the whole school for spelling to-night." Another interposes, "Well the lesson could not have been as bad as the one in my room to-day;" and a third avers, "The spelling in my room will drive me wild. I don't know what to do."

Why do not the pupils learn their spelling lesson? One will say, "Because they did not study long enough." Another will answer, "Because they did not study hard enough." A third, more thoughtful and philosophical says, "Not because they did not study long enough, or hard enough, but because they did not study intelligently and profitably." We are supposing, of course, that the lesson was a judicious one as to length and difficulty and that the words belong to the pupil's vocabulary.

HOW DO THEY STUDY?

When you ask a child to study his spelling what does he do? He may keep his eye on the page and assume the semblance of total oblivion to everything outside of that lesson, while, in fact, his thoughts are far, far away and he does not see a word on the page. This course is pernicious because it is a deception, whether intentionally so or not. He may, however, good, faithful soul that he is, begin at the first word and go conscientiously and laboriously down to the bottom and then back to the top, down and up, down and up, until the study hour is over. This is honest but stupefying. Unfortunately, this method is the conventional one handed down from our fathers and deeply rooted in the creed of the pedagogue. It does not accomplish the end in view, but he still holds to it with a persistency and fidelity beautiful to behold. From day to day he continues to say, "Study these words through ten times," or "Study for twenty minutes," and the deceptive process, or the stupefying process, begins.

A BETTER WAY.

Supervisor Metcalf, of Boston, in a recent talk, gave some admirable suggestions for studying the spelling lesson. Some of them are as follows:

1. Give only words that are already in the child's vocabulary, or those just coming up over the horizon and soon to be incorporated into his vocabulary. A teacher should have the privilege of drawing her lead-pencil through any word in the speller which she honestly believes should not be given at the present stage. Do not attempt to teach this year what a child may need next year. Sufficient unto the year is the spelling thereof.

2. Now the lesson is assigned either from the book or from a list on the board. We are ready to study. What is it to study a spelling lesson? It is to look at a word so intelligently and carefully that a correct mental picture of it is formed.

DIFFERENT WAYS TO AID THIS PROCESS.

1. Ask the pupils to arrange the words on their slates alphabetically. To do this they must look not only at the first letter, but often at the second, perhaps at the third or fourth. This helps to form the mental picture.

2. Ask the pupil now to arrange the words according to the number of syllables, putting all monosyllables in one column, all dissyllables in another, trisyllables in a third, etc. He must look at them thoughtfully, ponder upon them. Will it not help to form the correct mental picture?

3. Next let him arrange them according to accent, putting in one column all the words accented on the first syllable, in another, all accented on the second syllable, etc. If he needs to use a dictionary in doing this, by all means let him do so.

4. Other variations of this plan will suggest themselves; as, selecting all words containing the long sound of "a," or the short sound of "i," etc.; all containing double consonants, as, "ll," "tt," "pp," all containing silent letters.

It is not necessary to use all these methods in preparing one lesson, but simply a sufficient number to ensure a careful scrutiny of each word. In this way, spelling will be robbed of much of its horror both for pupil and teacher. —*Intelligence.*

COMMON SENSE BUSINESS LESSON.

HOW TO WRITE A NOTE.

EVERY boy and girl, man and woman, should know how to write a note. The following directions and forms are from Congressman Brunner's excellent treatise on book-keeping. Let teachers make use of them.

NOTES.

A *non-negotiable* note is one that is made payable to a person named in the note without giving him authority to transfer it to another party; such a note cannot be used in trade.

A *negotiable* note is one that is made payable to bearer or to the order of a person named in the note, and may be passed from one person to another in the purchase of merchandise or the payment of a debt.

A note in order to be valid must have six specific statements:

1. Place and date.
2. Time.
3. To whom payable.
4. How much.
5. For what (value received.)
6. Name of the maker.

NON-NEGOTIABLE NOTE.

\$80.00. Boston, May 3, 1890.
Four months after date I promise to pay to H. C. Miles eighty dollars for value received.

Benjamin King.

NEGOTIABLE NOTES.

1. *Note on Demand.*

\$45.00. York, Pa., Aug. 2, 1890.
On demand I promise to pay to the order of William Calburn forty-five dollars for value received.

Wallace Dalton.

2. *Usual Promissory Note.*

\$160.00. Reading, Pa., May 7, 1891.
Ninety days after date I promise to pay to the order of C. G. Long, at the *Neversink Bank*, one hundred and sixty dollars for value received.

M. R. Rogers.

3. *Principal and Surety Note.*

\$96.00. Leesport, Pa., April 14, 1890.
Sixty days after date I promise to pay to the order of Albert Haines ninety-six dollars for value received.

John Huntsman, *Principal.*
L. O. Judson, *Surety.*

4. *Joint Note.*

Fleetwood, Pa., July 1, 1890.
Thirty days after date we promise to pay to the order of Silas Johnson two hundred and fifty dollars for value received.

Peter C. Miller.
Daniel Holmes.

5. *Note with Interest.*

\$500.00. Bethel, Pa., Nov. 1, 1890.
Six months after date I promise to pay to the order of Nathan Baker five hundred dollars with interest for value received.

Joel J. Manly.

Nearly all notes given by business men take the form of Negotiable Note No. 2, and are made payable at bank where the maker keeps his money on deposit. Notes similarly written do not bear interest. If the receiver of the note desires interest he must have the fact stated in the note, (see No. 5.) The note referred to is made payable to C. G. Long, Aug. 10, 1891, including three days of grace, at the bank named. C. G. Long can retain the note until it matures, or he can have it immediately discounted at bank and receive the proceeds (\$157.52), in cash, the discount being \$2.48, or he can pass it to any one of his creditors in payment of a debt. Whoever may have the note when it approaches maturity will not fail to deposit it in the *Neversink Bank* before Aug. 10, 1891, for collection. M. R. Rogers lost sight of the note at the time when he gave it to C. G. Long and does not follow it in its circuitous route to the bank. The only concern that he has about it is to have a sufficient amount of money in bank on Aug. 10 to pay for it.—*National Educator.*

We simply say that the best teacher is he who has to the highest degree the disposal of intellectual and moral qualities; he who on the one hand has the most knowledge, method, clearness, and veracity of exposition, and on the other is the most energetic, the most devoted to his task, the most attached to his duties, and at the same time has most affection for his pupils.—*Compayer's Journal.*

* Literary Notes. *

THE complete novel in *Lippincott's Magazine* for December, "Pearce Amerson's Will," is by Colonel Richard Malcolm Johnston, and is said to be one of his finest productions. In the *Journalist Series*, Major Moses P. Handy tells how he was present at the surrender of the *Virginus*, having got ahead of all the other special correspondents. Among other contents of this number are "Paul H. Hayne's Methods of Composition," as recounted by his son, William H. Hayne, with two portraits, and Mrs. Bloomfield Moore on "Keeley's Present Position." M. Crofton, in "Men of the Day," handles Herbert Spencer, Victorien Sardou, Robert T. Lincoln, and Phillips Brooks. "As it Seems" talks of Renan, Tennyson, and other matters.

Littell's Living Age is particularly well adapted to the needs of the busy American whose leisure for extended reading is greatly restricted. Its prospectus for 1893 presents some special attractions and is well worth attention in selecting one's reading matter for the new year. Reduced clubbing rates with other periodicals are given, and to new subscribers for the year 1893 will be sent gratis the two October issues, containing a powerful story by Frank Harris, editor of the *Fortnightly Review*, and also the numbers of 1892 published after the receipt of their subscriptions.

THE Christmas number of *Scribner's Magazine* is made notable by the great richness and variety of its illustrations, including a novelty in magazine pictures—a coloured frontispiece—reproducing in fac-simile the rich effect of a water-colour painting, made for this magazine by L. Marchetti. The literary quality of the number is indicated by the distinguished list of contributors, including such names as Thomas Bailey Aldrich, Archibald Forbes, George W. Cable, Frank D. Millet, H. H. Boyesen, Octave Thanet, George A. Hibbard, Will H. Low, and Kenyon Cox. The articles present a striking group on certain phases of modern art. The fiction of the number is remarkably bright and happy in tone, and full of delicate sentiment. It represents a wide choice of subject and background.

THE high character of the *Popular Science Monthly* is well sustained in the December number. Some of the subjects treated of are: "From Magic to Chemistry and Physic," "Deafness, and the Care of the Ears," "Modern Instances of Demoniacal Possession," "Recent Glacial Discoveries in England," "Canine Morals and Manners," "The Symmetrical Development of Our Young Women," "The Environment of Grecian Culture," "Fallacies of Modern Economists," etc.

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

Heroes of Unknown Seas and Savage Lands. By J. W. Buel, author of "The Living World," "The Story of Man," "Russia and Siberia," etc. World Publishing Co., Guelph, Ont.

The above is one of the series of costly subscription books published by the above named enterprising company. It is handsomely bound, printed and illustrated, and is, on the whole, one of the most attractive of its class. It contains a record of the finding of all lands, descriptions of the first visits made by Europeans to the wild races of the world, comprising a history of the discovery of America by the Viking Sea-Rovers, and its settlement by the Scandinavians in the ninth century, supplemented with thrilling narratives of incidents and adventures by sea and land.

A Higher Algebra. By Prof. G. A. Wentworth, 521 pp. Ginn & Co., Boston.

The author is well known by his *School, College, and Complete Algebras*, and as the co-editor of

Algebraic Analysis, to which Mr. Glashan, of Ottawa, and Dr. McLellan, of Toronto, contributed. This work is intended to give a thorough preparation for colleges and scientific schools. The chapters on Choice and Chance state the principles of permutations and combinations, and of probabilities in a very happy manner; the exercises are copious and not too hard, and solved examples are numerous. Geometric interpretations receive a good deal of attention, the grading is very carefully done throughout, and the volume forms on the whole a very satisfactory hand-book for intermediate students.

Syllabus of Mechanics. By President Loudon, M.D., with *Exercises and Examples* by C. A. Chant, B.A. Pp. 83. Rowsell and Hutchison, Toronto, 1892.

This little book gives an outline of the work dealt with in the junior classes at Toronto University. It is short and clear and makes elegant use of graphical representations.

Chemical Theory for Beginners. By Dr. L. Dobbin and Dr. J. Walker, of the University of Edinburgh Pp. 240 cr. octavo. Macmillan, 1892.

This is a very timely and useful book, which will be of considerable service to our high schools. It has a fine chapter on the periodic law of the elements, copious quantitative questions, and a considerable number of experiments. Graphic formulæ and graphic representations are freely used.

Education in the Twentieth Century. By J. E. Bryant, Toronto.

A paper read at the Ontario Teachers' Association April, 1892.

Les Frères Colombe. By Georges de Peyrebrune; *La Fee* (the comedy). By Octave Feuillet. Edited with notes and vocabulary by Fred H. Sykes, M.A., and E. J. McIntyre, B.A. Toronto: The Copp, Clark Co., Limited.

This little volume contains the text of the French literature prescribed for the Leaving Examinations of 1893, each of the two selections being preceded by a portrait and a short sketch in French of the life and works of its author. To these are added grammatical and other explanatory notes, and a copious vocabulary, prepared by two well-known and experienced High School masters, whose reputation as scholars is in itself a sufficient guarantee of the accuracy of their work. Vocabulary and notes would appear to have been specially prepared for the use of candidates who cannot attend High School classes or afford the expense of private tuition. Such will find almost all the assistance they could ask for in the carefully compiled vocabulary, giving the meanings of all words found in either text; in the explanatory notes supplying valuable information by no means easily obtained, but quite necessary to the proper understanding of the author's meaning, and finally in the grammatical hints and frequent references to the French grammar. If intended, however, for the use of High School classes in charge of specialists, these notes might very well have been greatly abridged by the omission, not only of a good deal of matter which pupils should be required to find for themselves in the grammar, but also of numerous paragraphs suggesting elegant translations, which every good teacher is quite able, and would greatly prefer to bring out himself in the class, or calling attention to points in grammatical construction of the use of words which no specialist is likely to miss or fail to bring up at the proper time and place. Instead of the exercises for translation into French, some teachers would have preferred to find a series of questions in French based on the text and to serve as models for such oral drill as that illustrated by Mr. McIntyre at the last Association.

It is very much easier to find a score of men wise enough to discover the truth than to find one intrepid enough, in the face of opposition, to stand up for it.

* Mathematics. *

All communications intended for this department should be sent before the 20th of each month to Chas. Clarkson, B.A., Seaforth, Ont.

ARITHMETIC.

The following paper will furnish a suitable test for pupils who are going up for the Public School Leaving, or for the Primary Examinations in Ontario:—

1. Add together and simplify $\frac{1}{4}[\frac{2}{3} + \frac{1}{2}(\frac{1}{3} - \frac{2}{5})]$ of £1, and $\frac{1}{2}$ of $1\frac{1}{2}$ of $14\frac{1}{7}$ of a penny. Answer to be reduced to £ s. d.

2. Express the square root of $(.0864 \times 753) \div .00391$ correctly to the nearest integer.

3. Express $(1.5476 \times 10.618) \div 2.6547$ in simplest form.

4. A reduction of 20% in the price of apples would enable a purchaser to obtain 120 apples more for \$1. How many apples can be bought for \$5 at the first rate?

5. Divide \$100 among a man, a woman, a girl, and two boys, so that the man may have as much as the girl and the two boys, the woman and the girl as much as the two boys, and the man and the girl half of the whole sum.

6. A merchant lays out £1,000 in buying cloth in England at 3s. per yard; he takes the cloth to France at an expense of 3d. per yard for freight, packing, etc., and pays a duty of 42 centimes per metre. He sells $\frac{1}{2}$ the cloth at 8 francs, and $\frac{1}{2}$ at 6 francs per metre. Find his profit in sterling money, taking £1 = 25 francs; 1 metre = 39 $\frac{1}{2}$ inches.

7. The interest on a sum of money for 2 years is \$349.58, and the discount for the same sum for the same time is \$310.74; simple interest in both cases. Find the rate per cent. and the time.

8. A dealer sent 5,000 bushels of wheat to his Montreal agent to be sold at \$1.20. For his service the agent deducts a commission, and also a 4% commission in advance on the ensuing purchase of silk which he ships to his employer. The two commissions amounted to \$500; find the rate of the first one.

9. A cylindrical vessel contains 3 cub. ft. of water and its depth is 18 in.; find the diameter of the base.

10. A perpendicular 10 yd. long drawn from the right angle of a triangle divides the hypotenuse in the ratio of 1 to 4. Find the area of the triangle.

The solutions to this paper will appear hereafter.

CORRESPONDENCE.

M. F., Penetang, sends the following question, to which, no doubt, some one will kindly supply the answer:—

A gives B a note of \$100 on Jan. 1st, payable one year hence, with interest @ 6%. B has the note discounted at the bank on April 1st at 6%, and the proceeds of note left in bank to his credit. Give B's journal entry.

Miss D.J.B., Wolverton, would like to see solutions of the following examples in High School Arithmetic, viz., page 159, Ex. 7; p. 163, Ex. 43; p. 164, Ex. 49. She has forgotten the imperative rule that the questions as well as the references must be sent to secure attention.

Miss L.D.D., Auburn, asks for the solution of the following questions in the High School Arithmetic:—No. 223, p. 121; No. 19, p. 251. No deviation from the above rule can be allowed, as otherwise a great amount of time would be wasted in searching for questions.

F. AYKROYD, Kepler, wishes to know the daily rotation of the earth at our latitude. This may be found by taking 360 times the length of a degree of longitude. At the equator this is 69.16 statute miles, at latitude 20° it is about 65.015 miles, at latitude 30° about 59.944, at 40° about 53.053, and at 50° about 44.342. These figures are taken from the American Cyclopædia. In a mathematical work dated 1888 the decimal figures are given a little larger, viz., 65.018, 59.948, 53.056, 44.545.

For latitude 44° the length of the degree is 49,833 miles. If this be $\times 360$ and divided by 23h. 56m. 4.09s., the mean length of a day, the quotient will not be very far from the true result.

A SUBSCRIBER, London, says some kind things about THE JOURNAL, and asks for the solutions of the following:—

A and B were candidates for election in a constituency of 2,700 votes. The votes polled by A were to those polled by B as 23 to 25, and B was elected by a majority of 10. How many persons did not vote?

Ans.—300 voters.

A tradesman reduces the marked price of his goods by a certain per cent. He gives the same rate per cent. off this reduced price for cash. The cash price is now $\frac{12}{11}$ of the original marked price. Find the rate per cent.

Ans.—9 $\frac{1}{11}$ %.

A merchant, after reducing the marked price of an article by three successive equal rates of discount, sold for \$21.87; the marked price being \$30. What was the rate of discount?

Ans.—10%.

What rate of discount taken off twice in succession is equivalent to 20 and 25% off?

Ans.—22.5+ %.

This correspondent writes on both sides of the paper.

MR. JOHN IRELAND, Dracon, sends another of his remarkable discoveries in mathematics. He wishes the world to know that if three cubes, as 3³, 5³, 7³ be given, it is possible to find three other cubes whose sum is identical with the sum of the first three cubes. The demonstration, he tells us, covers several pages, and as the numbers run up into tens of millions he does not send it for publication. We notice that this discovery has already been given to the world through the daily press. Mr. I. says he was nearly used up after working at this problem for several days. He ought not to ruin his health and shorten his life even for the sake of these discoveries.

MR. W. S. HOWELL, Sombra, solves the pulley question on p. 156 as follows:—

The belt = $x + y + z$ when $y =$ twice the distance from centre to centre of the pulleys used. $y =$ the semi-circumference of the two pulleys taken together, $y =$ twice the difference between the hypotenuse and perpendicular obtained when the base is one-half the difference between the diameters of the two pulleys, and the perpendicular is the distance from centre to centre, the hypotenuse being the belt in part. It is only when the pulleys vary considerably in size and their distance apart is comparatively small that z need be considered. In the case submitted z may be omitted as too inconsiderable and indeterminate, as the distance apart is not taken into account (and so nearly equal in each case). As x is constant and indeterminate, it may be cancelled out.

$$y = \left(\frac{C}{2} + \frac{F}{2}\right) \times 3.1416 = \left(\frac{B}{2} + \frac{E}{2}\right) \times 3.1416 = \left(\frac{A}{2} + \frac{D}{2}\right) \times 3.1416.$$

By cancelling the common factors, $C + F = B + E = a + d$, and as $C + F = 8 + 10$, $B + E = 10 + 8$ and $a + d = 12 + 6$, that is, $E = 8$ and $D = 6$.

This problem resolves itself into a question of simple addition and subtraction, and

∴ the sum of the diameters of the two pulleys taken together must be equal to the sum of any other two so taken, which is the formula required.

REMARK.—Of course, if we agree to neglect the fact that the belt covers more than the semi-circumference, or less than the semi-circumference of the pulley, as the case may be, this solution is probably approximately correct. But in actual construction the belt weight for keeping the belt tight would most likely make up for any small fraction that the belt might be too long; whether it would do so when the belt happened to be too short is a point we cannot dispose of without more practical knowledge of machinery. Perhaps some one in our circle knows more about this and will take the trouble to put the matter in a clearer light.

MR. R. C. WILMOTT, Cobourg, contributes the following on the method of explaining the relation between the pyramid and the sphere, which will be useful to some of our readers who have to teach

the mensuration of the sphere, pyramid, cone, etc.:—

We can readily imagine a number of isosceles triangles with very short bases, placed side by side with their vertices, all on a common centre, thus producing really a polygon, but practically a circle, if the number of triangles be very great. On the other hand, we can conceive of a number of right pyramids so placed, with apices all at a common point, and their bases fitting closely, thus producing really a polyhedron, but practically a sphere if the number of pyramids is very great.

Given a sphere. Let us imagine it cut into a vast number of pyramidal segments by many planes all passing through the centre. It is now evident that the altitude of these segments is equal to R , and that the sum of the area of their convex bases is $4\pi R^2$.

Granted that the volume of a cone or pyramid is one-third of that of a cylinder or prism of the same base and height, to deduce a formula for the volume of a sphere.

For a rough calculation, we will disregard the convexity of the bases.

$$\begin{aligned} \text{Sum of area of bases} &= 4\pi R^2 \\ \text{Altitude} &= R \end{aligned}$$

Therefore volume of segments (or that of original sphere) = $\frac{4\pi R^2 R}{3} = \frac{4}{3}\pi R^3$.

M. F. asks:—“Can you recommend an algebra that covers the work for Senior Leaving Examination?”

It is rather difficult to answer this question without appearing to assume infallible prescience. “Hall and Knight's Larger Book” covers the ground pretty well, but it does not contain many questions as hard as some that are generally set for Senior Leaving. The “High School Algebra,” perhaps, errs on the other side, and contains scarcely enough questions that a student might be expected to do without any assistance from a teacher. “Potts' Algebra” is a perfect storehouse of examples: any one who does half of them will readily pass the examination, more especially as several questions on the paper are likely to be taken from this book, which contains the cream of twenty or thirty years at Cambridge. On the other hand, with all respect to the dead, many of Mr. Potts' solutions are elephantine and mechanical, and show that he was not in touch with esoteric circle at his own university. The latest book that has come under our notice is “The Principles of Elementary Algebra,” by Prof. Dupuis, Kingston, Ont. He calls it an intermediate algebra, intended as a stepping-stone for those who have already gone over an elementary course. There are 296 pages, containing an excellent presentation of the theory, a fair number of type-solutions, and a rather moderate supply of examples, which, however, run from very easy to pretty difficult. It is somewhat larger than “President Loudon's Algebra,” and is done in very much the same masterly style. We propose to obtain the consent of both these gentlemen to quote a number of the finest solutions in these books for the benefit of readers like M. F., who are “toiling upward through the night” in the face of many discouragements and difficulties. If our correspondent is determined to have a categorical answer we are bound to say, like some Jews we once read of, “We cannot tell.” The subject is long and hard; there is no royal road to algebra; there is no one book that will make a student master of even the most elementary part of the science. The “one-grammared” boy knows very little of grammar, and the “one-algebraed” student knows only a little of algebra. “Potts' Algebra,” “McLelland's Hand-book,” and “Dupuis' Principles,” taken together, would form a strong combination. They all throw the light clearly, but at different angles of vision; and they are all sold at low prices. With these books and \$15 or \$20 worth of assistance from a good teacher, M. F. would find the path as smooth as it can be made to a person in his circumstances.

This brings us to another landing place, and the clock of time once more strikes XII with the retiring year. We have a number of papers lying in a certain pigeon-hole waiting their turn, but we have this time given free swing to our correspondents,

as we might do every month in the year. To those who have assisted to make this column useful and successful we tender thanks on behalf of the thousands they have helped and encouraged in their studies. We hope to retain them all on our list of correspondents, and to add to their number during the year 1893. To those who have sent questions for solution which have not received the prompt attention desired, or which have, alas, gone into the black pigeon-hole, we apologize for our apparent shortcoming, and venture to hope that they will cheerfully acquiesce in our decision, and still work faithfully to extend the influence of THE JOURNAL, and believe that all its editors have the best interests of the teachers near their hearts.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
ANNUAL EXAMINATIONS, 1892.

THE HIGH SCHOOL PRIMARY.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: { W. J. ALEXANDER, PH.D.
J. E. BRYANT, M.A.
F. H. SYKES, M.A.

NOTE.—In Section A candidates will take numbers 1, 2 and 3, and any two of numbers 4, 5 and 6. In Section B candidates will take number 7 and either 8 or 9.

A.

Pansies, Lilies, Kingcups, Daisies,
Let them live upon their praises;
Long as there's a sun that sets,
Primroses will have their glory;
Long as there are violets,
They will have a place in story;
There's a flower that shall be mine,
'Tis the little Celandine.

—Wordsworth's "To the Small Celandine."

1. Analyze the above sentence so far as to show the various clauses of which it is composed. Indicate the grammatical relations of the clauses, and assign to each clause its appropriate grammatical name, showing why it is appropriate.

2. Describe clearly the grammatical relation of:—

"Pansies" (line 1), "them" (line 2),
"sun" (line 3), "there" (line 5),
"They" (line 6), "mine" (line 7),
"T" (line 8), "Celandine" (line 8).

3. (a) Define what is meant by "phrase" in grammar.

(b) Pick out the phrases to be found in the extract (other than the verb-phrases). Show clearly what grammatical functions these phrases respectively perform. Attach to each phrase selected its appropriate grammatical name, showing clearly why it is appropriate. Where possible give for each phrase a one-word equivalent.

4. (a) Define what is meant by "verb-phrase." Why are verb-phrases needed in English?

(b) Pick out the verb-phrases to be found in the extract. Describe the particular grammatical function which each verb-phrase in the extract performs. Thence assign to each verb-phrase used its appropriate grammatical name.

(c) Write out a scheme, using the verb *to strike*, showing to what extent verb-phrases are used in English. Give to each verb-phrase in your scheme its appropriate name, and show why it is appropriate.

5. (a) Show by comparing the meanings of "will" and "shall," as used in lines 6 and 7, and also by comparing the meanings these words have when they are interchanged in these lines, what is the difference between the correct uses of "will" and "shall" generally.

(b) Supply the word or words necessary to make plain the connection in thought between the last two lines of the selection and the preceding portion of it. When this ellipsis is supplied, explain whether the grammatical relations of the clauses of the selection are altered or not.

(c) In line 7 the verb *to be* is used in two distinct

senses: one, "relational;" the other "notional." Point out and explain these differences of use; and also point out in the selection the other examples of the same difference.

6. *their praises* (line 2). (a) Show clearly what is the grammatical function of "their" as here used. Hence give to the word an appropriate grammatical name, showing why it is appropriate. Why is it that "their" and some other words like "their" are sometimes spoken of by grammarians as being of one part of speech, and sometimes spoken by them as being of another?

(b) Show by a paraphrase that the relation of "their" to "praises" is *objective*. What would you say of the relation in this respect of "their" to "glory," in line 4?

(c) Give a reason why the poet writes "Lilies," "Kingcups," "Daisies," "Violets," "Celandine," with capital letters.

B.

I was always fond of visiting new scenes, and observing strange characters and manners. Even when a mere child I began my travels, and made many tours of discovery into foreign parts and unknown regions of my native city, to the frequent alarm of my parents and the emolument of the town-crier. As I grew into boyhood, I extended the range of my observations. My holiday afternoons were spent in rambles about the surrounding country. I made myself familiar with all its places famous in history or fable. I knew every spot where a murder or robbery had been committed, or a ghost seen. I visited the neighboring villages, and added greatly to my stock of knowledge by noting their habits and customs and conversing with their sages and great men. I even journeyed one long summer's day to the summit of the most distant hill, when I stretched my eye over many a mile of "terra incognita," and was astonished to find how vast a globe I inhabited.

This rambling propensity increased with my years. Books of voyages and travels became my passion, and in devouring their contents I neglected the regular exercises of the school. How wistfully would I wander about the pier-heads in fine weather, and watch the parting ships bound to distant climes—with what longing eyes would I gaze after their lessening sails, and waft myself in imagination to the ends of the earth.—*Washington Irving, in "The Sketch Book."*

7. (a) Give in a word or phrase (i) the subject of the whole extract; (ii) the subject of each of the various parts into which the selection may be divided.

(b) Show that Irving follows a regular order of development in presenting the thoughts of the selection.

(c) (i) What is the object of paragraph divisions? (ii) On what principle are paragraph divisions made? (iii) Justify the paragraph division as made above.

8. (a) Point out what is peculiar in the meaning of the following phrases as used in the selection.

(b) Why is the author justified in using these phrases as he does?

(i) "tours of discovery,"
(ii) "foreign parts,"
(iii) "a ghost seen,"
(iv) "their sages and great men,"
(v) "terra incognita."

(c) Show the difference in meaning between the following words:—

(i) "emolument" and "profit,"
(ii) "observations" and "observances,"
(iii) "rambles" and "wanderings,"
(iv) "habits" and "customs,"
(v) "conversing" and "talking,"
(vi) "wistfully" and "eagerly,"
(vii) "lessening and departing."

9. (a) Select from the following rhetorical terms those which in your opinion best describe the nature of the style of the selection:—Simple in thought, simple in diction, abstruse, clear, obscure, concise, verbose, picturesque, varied, monotonous, lively, lofty, humorous, witty, elegant, melodious, pathetic.

(b) With each one you select, give briefly the grounds for your judgment.

WEST MIDDLESEX PROMOTION EXAMINATION.

FROM 3RD TO 4TH CLASS.

JUNE 29TH AND 30TH, 1892.

GRAMMAR AND COMPOSITION.

1. TELL the part of speech to which each word in the following sentence belongs—give reasons *once* in each case:—His father, who was of a very steady temper, put the same question to him seventeen times, and each time John made the same answer.

2. What is a clause? How do you distinguish between clauses and phrases?

3. Select the clauses and phrases in the following sentences, with reasons in each case:—

They who die in a just cause never fail.

I cannot tell how I managed to lose it.

The book lying on the stand came from the city.

The grass on the lawn is wet.

4. Form derivative nouns from belief, sense, and good, and tell what a *derivative noun* is.

5. Form sentences using each, both, few, some, as (a) adjectives, (b) as pronouns, with reasons.

6. Correct:—

Who did you give that letter to?

Her and me were invited to dine.

The boys had a horrid day.

The boy was exceedingly popular at school.

7. What is the difference between the use of *who* and *which*? Between the use of *what* and the other relative pronouns?

8. Write the contracted forms of *he does not*, *you are*, *I shall not*, *I will not*.

9. What are Interrogative Adverbs? Compose four sentences containing Interrogative Adverbs.

10. Write a letter to your cousin describing a visit to your aunt's.

11. Write a composition of at least six lines about summer.

For Friday Afternoon.

CONTRARYLAND.

SING hey, sing ho, for Contraryland,
Who'll sail on a voyage to Contraryland?

The winds are all steady,

The ship is all ready,

The cargo is filling.

Who's willing, who's willing,

To set sail for Contraryland?

And whom shall you find there?

They are all of a kind there,

That great famous band in Contraryland,

That all sit in corners, like little Jack Horners,

And wait to be teased into saying they're pleased.

Their mouths all droop down,

Their eyebrows all frown,

They sulk and they pout,

And they whine and they fliout.

And they steadily say,

All the day, all the day,

"I won't," and "I can't,"

And "I don't," and "I sha'n't,"

"It's too high," "it's too low,"

"It's too fast," "it's too slow,"

For a dweller in Contraryland."

Sing hey, sing ho, for Contraryland,
Who'll sail on a voyage to Contraryland?

The winds are all steady,

The ship is all ready,

The cargo is filling,

Who's willing, who's willing,

To set sail for Contraryland?

—C. R. Tunis, in *Youth's Companion*.

IT is not so much the being exempt from faults as the having overcome them, that is an advantage to us.—*Swift*.

THERE is no greater enjoyment in the world than to take a real part in its work, and to feel one's self a finger in its hundred-handed frame—*Cornhill Magazine*.

SOMEBODY'S MOTHER.

THE woman was old, and ragged and gray,
And bent with the chill of the Winter's day.
The street was wet with a recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long ;
Alone, uncared for amid the throng
Of human beings, who passed her by,
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
Glad in the freedom of "School let out,"
Came the boys like a flock of sheep,
Scattering the snow piled wide and deep.

Past the old woman, so old and gray,
Hastensd the youngsters on their way,
Nor offered a helping hand to her,
So weak, so timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crush her down in the crowded street.

At last came one of the merry troop—
The gayest laddie of all the group—
Who paused beside her and whispered low,
"I'll help you across, if you wish to go."

She lifted her tired eyes to meet
The pitying glance of his brown eyes, sweet,
As her aged hand on his strong young arm
She placed. And so, without hurt or harm,
He guided the trembling feet along,
With the steady step of his own, so strong.

Then back again to his mates he went,
His young heart happy and well content.
'For she's Somebody's Mother, boys, you know,
For all she's aged, and poor, and slow.

And I hope some fellow will lend a hand
To help my mother, you understand.
If ever she's poor, and old and gray,
And her own dear boy perhaps far away."

And "Somebody's Mother" bow'd low her head
In her home that night, and the prayer she said
Was—"God be kind to the stranger lad,
Whose heart can pity the old and sad ;
And guide and lead till life's journey is done,
The kindly boy who is Somebody's Son."

—Mary D. Brine.

* Question Drawer. *

E. U. would take it as a favor if some teacher of a rural school would give an outline description of his or her method of conducting an examination at the close of the term.

"TEACHER."—(1) By "Forms II, III, and IV," in the Prize Competition Announcement, are meant classes using the Second, Third and Fourth Readers respectively.

(2) By "application of the decimal system in Addition and Subtraction," is meant the theory of what is called "borrowing" and "carrying." What is wanted is a model lesson bringing out the reason for these processes, so as to make it clear to children.

C. M.—It would be difficult, probably impossible, to find any journal suitable for children of all grades in a public school. *St. Nicholas*, you say, is too expensive. *Harper's Young People*, is an excellent paper for all but the very young. *Little Folks*, Cassell Publishing Company, New York ; *Treasure Trove*, E. L. Kellogg & Co., New York ; *Youth's Companion*, Perry, Mason & Co., Boston ; *Babyland, Our Little Men and Women, The Pansy, Wide-Awake*, all by the D. Lothrop, Co., Boston ; *Our Little Ones*, and *The Nursery*, Russell Publishing Company, Boston, etc., are all excellent for the ages for which they are designed. You had better write to the publishers for sample copies, mentioning the EDUCATIONAL JOURNAL, and then make your selection.

K. MCL.—In "Charles's Wain," *wain* has the capital W because it is the name of an individual object. The two words together constitute the name given to this particular constellation.

L. E. T.—The law provides for the quarterly payment of teachers, and no doubt the salary could

be collected quarterly. For the other questions you had better address the Educational Department. They are matters of business routine. We know nothing of the song in question.

BUSHWHACKER.—(1) The authorized holidays are "every Saturday, every public holiday, and every day proclaimed a holiday by the authorities of the municipality in which the school section is situated." (2) We know of no regulation permitting a teacher to take a holiday to visit other schools. He is expected to attend the Teachers' Institute. (3) We do not suppose that any teacher has a right to take any holiday other than those prescribed, unless in case of sickness, or other necessity. What the Trustees could and would do in case of his taking a holiday without leave, would depend on circumstances. He cannot make up any lost time in teaching on holidays or in vacation. Stopping the day's pay would hardly meet the difficulty. If you think of doing anything of the kind you had better write to the Department.

CONSTANT READER.—For answer to your request, see article on Phonics, by Rhoda Lee, in Primary Department.

C. D.—(1) The Banks of Newfoundland probably at one time formed part of the North American Continent. We have only to conceive of a vast plateau three hundred miles in length, and formed in the same manner as any other plateau still existing at a high level, becoming submerged by the subsidence of the land until covered with fifteen to eighty or ninety fathoms of water.

(2) The generally accepted derivation of *coward* is from Latin *cauda*, through French *coward* (old Fr. *coue*, a tail,) with allusion either to the short tail of the timid hare, or perhaps to a cowed dog or lion with its tail between its legs. The word has been associated in English with "cow," (hence *cowherd*, *cowheard*, *cowheart*, etc.,) perhaps through the influence of a wrong derivation.

(3) We are not aware that comets have been shown to have erratic courses. So far as known they move about the sun in either parabolic or elongated elliptical orbits. The term "erratic" sometimes applied to them, probably had its origin before the courses of any of them had been ascertained. There is still a good deal which even astronomers do not know about comets.

(4) We could not account for the absence of an atmosphere in the moon, even were we certain of the fact, save as we should account for the presence of one in the earth.

Educational Notes.

SERIOUS trouble has arisen in connection with the Jubilee Board School, Tynemouth. It appears that the Board has recently issued the following in the form of a circular to its teachers:—"Corporal punishment—Regulations of the Board. Rule 31.—No corporal punishment shall be administered in any schools of the Board except by the head teachers. Certified assistant teachers, pupil teachers, and uncertified assistants are not allowed under any circumstances to strike a child. They must try to interest the children in their work, and in cases of difficulty must appeal to the head teacher. Any teacher infringing this rule will, in future, be severely dealt with by the Board. We, the undersigned, each for ourselves, certify that we read the above extract (Rule 31) from the Board's regulations and received a copy of the circular thereon, and we hereby promise [to try] to abide by the same, as witness whereof we append our respective signatures." The five assistants at the Jubilee School, in the first instance, refused to sign the circular at all, but afterwards appended their signatures with the addition of the words *to try* as inserted above. Certain members of the Board view this as a piece of "insolent insubordination," and it has been decided to dismiss five assistants and advertise for others in their stead.—*The Schoolmaster*.

THE *Empire* of November 19th, Toronto, says: Mr. J. W. Johnson, F. C. A., principal of the Ontario Business College, Belleville, and first-vic president of the Ontario Society of Chartered Ac-

countants, delivered a lecture in the public hall of Upper Canada College on Friday afternoon before the assembled school. His subject was "Joint Stock Companies." The lecture was of a most interesting character, dealing with partnerships and the formation of companies. He also dwelt at some length on the banking system of the Province, and explained clearly the changes made in the banking law of 1891. He explained to the boys what was meant by letters patent, illustrating what he meant by exhibiting one that contained the signature of the Hon. John Beverley Robinson, the Lieutenant-Governor of the Province. Mr. Johnson's style of lecturing is fluent, clear and concise, and his somewhat dry subject was handled in such a way as to render it replete with interest even to young boys.

EAST VICTORIA TEACHERS' ASSOCIATION.—Two teachers' institutes under the direction of the above association were held, the one at Bobcaygeon on Friday, October 16th ; the other at Kinmount on Friday, October 21st. The attendance of teachers was good, and the subjects discussed interesting. Mr. S. McClelland, Chairman of the School Board, Bobcaygeon, presided at the evening entertainment in that village, and Mr. J. H. Knight, Public School Inspector, at all the other sessions. Mr. J. C. Brown, Public School Inspector for the County of Peterborough, attended all the meetings at Bobcaygeon, and at the morning session at Kinmount. Dr. Curry, Public School Inspector for the County of Haliburton, attended at Kinmount during the afternoon. Several teachers from the counties of Peterborough and Haliburton were present. The evening entertainments were well attended. The following subjects were discussed: 1. What literature should be taught in the second class? 2. Public school examinations and exhibitions. 3. Pronunciation. 4. Uniform promotion examinations. 5. Relation of words. 6. Writing. 7. Circles on the terrestrial globe. 8. Fractions and compound rules.

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The November number begins a new volume and contains the first chapters of a powerful novel of New York society, called "Sweet Bells out of Tune," written by Mrs. Burton Harrison, the author of "The Anglomaniacs." In this story the fashionable wedding, the occupants of the boxes in the Metropolitan Opera House, the "smart set" in the country house are faithfully reflected, and the illustrations by Charles Dana Gibson, *Life's* well-known cartoonist, are as brilliant as the novel.

In this November number begins also a great series of papers on "The Bible and Science," opening with "Does the Bible contain Scientific Errors?" by Prof. Shields, of Princeton, who takes decided ground that the Bible does not contain scientific errors of any moment, and who most interestingly states the case from his point of view. Other articles in this series will include one in the December (Christmas) number, "The Effect of Scientific Study upon Religious Beliefs."

An important series of letters that passed between General Sherman and his brother, Senator John Sherman, is also printed in November, which number contains also contributions from the most distinguished writers, including an article by James Russell Lowell, which was not quite completed at the time of his death. The suggestion which Bishop Potter makes in the November *Century* as to what could be done with the World's Fair if it were opened on Sunday, is one which seems the most practical solution of the problem yet offered.

The December *Century* is to be a great Christmas number—full of Christmas stories, Christmas poems, and Christmas pictures—and in it will begin the first chapters of a striking novel of life in Colorado, "Benefits Forgot," by Wolcott Balestier, who wrote "The Naulahka" with Rudyard Kipling.

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