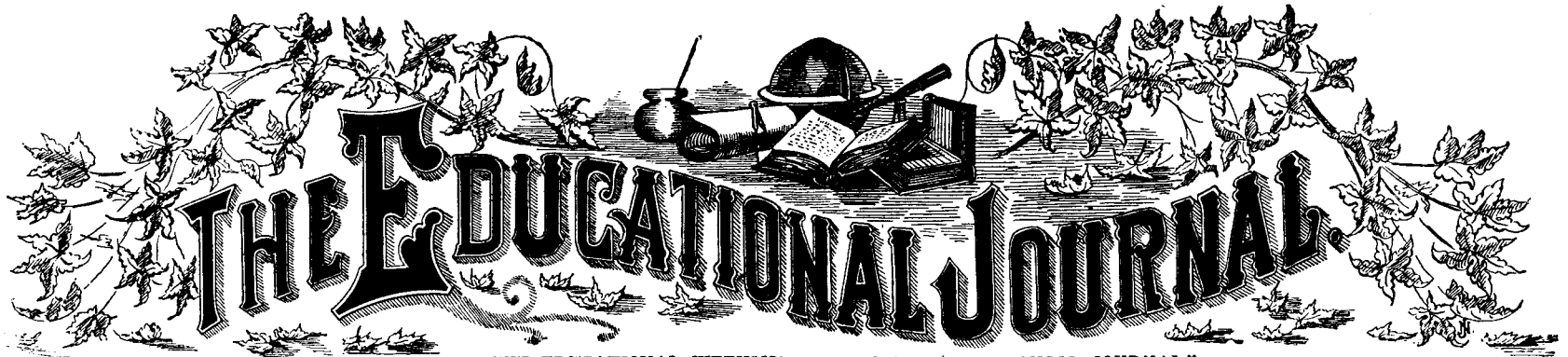


Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |



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

Subscription, \$1.50 a year.
In Advance.

TORONTO, JULY 15, 1893.

Vol. VII.
N. 7.

The Cosmopolitan Magazine



AND THE Educational Journal

Both for \$2.50 a Year.

THE GREAT ILLUSTRATED MONTHLIES have in the past sold for \$4.00 a year. It was a wonder to printers how The Cosmopolitan, with its yearly 1,536 pages of reading matter by the greatest writers of the world, and its 1,200 illustrations by clever artists, could be furnished for \$3.00 a year. In January last it put in the most perfect magazine printing plant in the world, and now comes what is really a wonder:

We will cut the price of the Magazine in half for you.

Think of it, 128 pages of reading matter, with over 200 illustrations—a volume that would sell in cloth binding at \$1.00,

FOR ONLY 10¹/₂ CENTS.

We will send you THE COSMOPOLITAN MAGAZINE, which has the strongest staff of regular contributors of any existing periodical, and THE EDUCATIONAL JOURNAL,

BOTH FOR ONLY \$2.50 A YEAR.

Send CASH WITH ORDER to

The Grip Printing and Publishing Co.,
201-203 Yonge St., TORONTO.

Woman's * Medical * College

In affiliation with Trinity and Toronto Universities. TORONTO.

1893 Summer Session Opens April 24th
ELEVENTH Winter Session Opens October 2nd

Apply for announcement, giving full information, to

Dr. D. J. GIBB WISCHART, Secy., 47 Grosvenor Street, Toronto.



INK

"WORLD'S FAIR"

The exhibit of Duckett & Co., Ink Makers, Sheffield, England, takes the form of a counter supplied with requisites for trying the Writing Inks made by dissolving "Duckett's Dry Inks" in cold water. Ladies and gentlemen interested in schools being supplied with best and cheapest Black School Ink known should visit "Duckett's Dry Inks" stand in Manufacturers' Building, close to British Office. Samples of "Duckett's Dry Inks" free by mail to school officials.

Agents for Canada:
THE COPP, CLARK CO., TORONTO.
W. DRYSDALE & CO., MONTREAL.
D. & J. SADLER & CO., MONTREAL AND TORONTO.

DUCKETT & CO., Chicago Exposition
(As preceding).

Isaac Pitman

Shorthand
School . .

Warriner

College of
Commerce

For Teachers

Special session
Special rates

Correspondence and patronage solicited.
Teachers and facilities unsurpassed.
Toronto, 1 Bloor East.

W. A. Warriner
PRINCIPAL

ATTEND THE BEST—IT PAYS.

CENTRAL
Business College

Cor. Yonge and Gerrard * Cor. Market and Erie
TORONTO. STRATFORD.

ONLY school in Canada continually advertising "Satisfaction guaranteed or money refunded."
Stratford students transact business with the Toronto store.

These schools are undoubtedly FIRST in magnitude, FIRST in elegance of equipment, FIRST in popularity, FIRST in genuine merit.

WRITE FOR CIRCULARS.

Fall term begins Monday, September 4.

SHAW & ELLIOTT
PRINCIPALS.

NORTHERN
Business College

OWEN SOUND, ONTARIO

Is the Very Best Place in Canada to get a
Thorough Business Education

TAKE A ROUND TRIP and visit all other Business Colleges and Commercial Departments in Canada, then visit the Northern Business College; examine everything thoroughly. If we fail to produce the most thorough, complete, practical, and extensive course of study; the best college premises, and the best and most complete and most suitable furniture and appliances, we will give you a full course FREE. For annual announcement, giving full particulars, free.

Address, C. A. FLEMING, Principal.

QUICK STUDY. LATIN and GREEK at sight, use our "Interlinear Classics." Sample pages and Catalogue of School Books, free. C. DESILVER & SONS, Pubs., Phila., Pa. Address all orders, wholesale or retail to The BAKER & TAYLOR CO., 740 Broadway, N. Y.

"EVERYBODY'S LAW BOOK,"

Is the title of the new 768 page work prepared by J. Alexander Koonen, LL.B., member of the New York Bar.

It enables every man and woman to be their own lawyer. It teaches what are your rights and how to maintain them. When to begin a law suit and when to shun one. It contains the useful information every business man needs in every State in the Union. It contains business forms of every variety useful to the lawyer as well as to all who have legal business to transact.

Inclose two dollars for a copy, or inclose two-cent postage stamp for a table of contents and terms to agents. Address BENJ. W. HITCHCOCK, Publisher, 385 Sixth Avenue, New York.

ELITE LETTER WRITER.



A complete guide and assistant for polite correspondence. Containing rules and directions for writing on various subjects, together with original specimen letters on Friendship, Relationship, Love, Congratulation, Condolence, Favor, Advice, Travel, Miscellaneous suggestions for letter writers. Postal Laws, List of Abbreviations, Latin, French, Spanish and Italian Words and Phrases.
No. 5. Price.....25 cts.

Grip Printing and Publishing Co

PAYNE'S BUSINESS POINTERS



A handy encyclopedia of information necessary to business success. Comprising New Tariff complete, Population of U. S. 1890. Passport regulations. Rates of foreign postage. Naturalization laws. How to indorse checks. Wages table. Interest laws of U. S. Interest tables. Table of weights and measures. List of abbreviations. Marks and rules of punctuation and accent. DICTIONARY OF SYNONYMS. Patent law. Legal forms used in business, private marks of prices. How to measure land. Rates of postage in U. S. Worth its weight in gold.
No. 1. Price.....25 cts.

Grip Printing and Publishing Co

DELSARTE

College of Oratory

FRANCIS JOSEPH BROWN, President.

(President of the Elocutionists' Association of Canada)

The Largest and Most Advanced School of Oratory in Canada.

DEPARTMENTS:—School of Voice Culture, School of Physical Culture, School of Dramatic Art, School of Literature.

FALL TERM, SEPT. 12.

For Catalogue, giving full information, address the President.

FRANCIS JOSEPH BROWN,
Y.M.C.A., Toronto.

WHEN YOU WANT

SCHOOL * SUPPLIES

Write SELBY & CO.

42 Church Street, TORONTO

Ask for Illustrated Catalogue of Bradley's School Aids and Kindergarten Materials.

OFFICIAL CALENDAR

—OF THE—

EDUCATIONAL DEPARTMENT

EXAMINATIONS 1893.

July:

- 15. Public School Trustees Semi-Annual Reports to Inspector, due, [P. S. Act, sec. 40 (13).]
- 20. Reports on the High School Entrance Examinations to Department, due.
- Reports on the Public School Leaving Examinations to Department, due.

August:

- 1. Notice by Trustees to Municipal Councils respecting indigent children, due. [P.S. Act, sec. 40 (7); S. S. Act, sec. 28 (13).]
- Estimates from School Boards to Municipal Councils for assessment for school purposes, due. [H. S. Act, sec. 14 (5); P. S. Act, sec. 40 (8); sec. 107 (10); S. S. Act, sec. 28 (9); sec. 32 (5); sec. 55.]
- High School Trustees to certify to County Treasurer, the amount collected from county pupils. [H.S. Act, sec. 14 (5).]
- High School Trustees to petition Council for assessment for permanent improvement. [H. S. Act, sec. 33.]
- 8. Last day for receiving applications for admission to the Ontario School of Pedagogy (Second session.)
- 15. Provincial Normal Schools open (Second session.)
- Last day for receiving appeals against the High School Entrance Examination.
- 21. Rural Public and Separate Schools open. [P.S. Act, sec. 173 (1); S.S. Act, sec. 79 (1).]
- 25. Applications for admission to County Model Schools to Inspectors, due.
- 28. High Schools open, first term. [H.S. Act, sec. 42.]
- Public and Separate Schools in cities, towns, and incorporated villages open. [P. S. Act, sec. 173 (2); S.S. Act, 79 (2).]

September:

- 1. County Model Schools open.

E. N. Moyer & Co.,

SCHOOL FURNISHERS,

60 YONGE ST., TORONTO.

Get our Prices and you will get our Goods.

Teachers *

* If during mid-summer holidays you want profitable employment write us.

WINSTON, PHILLIPS & CO. Cor. Bay and Richmond Sts., TORONTO, ONT

Teachers Wanted If you intend to fill in the summer holidays by taking an agency of any kind, give us a call before settling on your article. We control an article (made in Canada now) with which many teachers and students in the States make big money during vacation. Address—

TARBOX BROS., TORONTO, ONT.

FIFTH EDITION

Indispensable in every live Teacher

Practical *

Problems

IN Arithmetic

For First, Second and Third Classes

By JAMES WHITE, Public School Teacher.

EDMONTON, ONT.

This book has been prepared specially to suit the convenience of Public School Teachers. It contains about 700 Practical Problems suitable for First, Second and Third Classes in Public Schools. It is very carefully graded, and each principle required to be taught is introduced in logical order. It receives the hearty approval of Teachers and Inspectors.

Read their Opinions.

From ALLAN EMBURY, ESQ., Inspector, Peel.

I have examined this little book of Arithmetical Problems, and can give it an unqualified endorsement. The questions are carefully graded, and are specially suited to the wants of our over-worked teachers who have not always the time to devote to the preparation of exercises upon various subjects in the school curriculum. The questions are not stated in the form of propositions; but their statement is incidental, leaving the inner connection of the problems to be discovered by the pupil himself; and in this important feature lies their special adaptability as an educational force. I heartily recommend this book to all teachers wishing to economize time and labor in their preparation for ordinary school work.

From E. TROUGHT, ESQ., Teacher, Member County Board of Examiners, Inglewood.

I have examined with some care Practical Problems in Arithmetic for First, Second and Third Classes, by Mr. White, Edmonton. Without the slightest hesitation I say they are the best I have ever seen—the best in selection, the best in grading, and above all, the best for developing the reasoning powers of the child, and for exercising his ingenuity. A special feature of the grading is that the principles which have been introduced are being constantly made use of in the succeeding problems which are in their turn introducing new principles, so that the whole work may be said to be one unconscious review. It is a great boon to Teachers.

Price, Bound in Cloth, 25 cts.

Grip Printing & Publishing Co.

We Believe that steady, solid gains secured by legitimate effort on right lines mean progress such as we should desire, and not those gains secured at high cost by the booming process which appear to-day and are gone to-morrow.

We Know that a well sustained onward march, such as we have been making, will enable us to accomplish the best results attainable in our business and will bring us to the goal of our ambition and make OUR COMPANY



Not the Biggest, but the Best
Not the Greatest in Magnitude
But the Greatest in Genuine Merit

The Temperance and General Life Assurance Company

Good Positions as Agents for Good Men.

Our Best Agents Have Been School Teachers

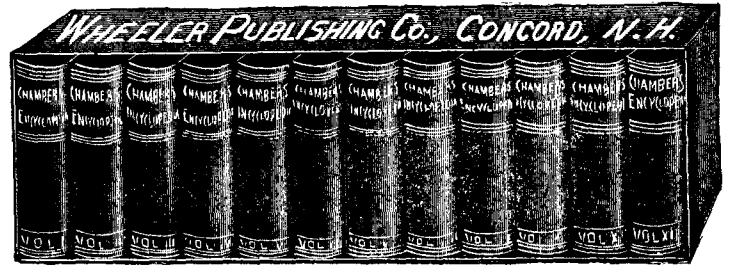
MONEY TO LOAN ON EASY TERMS

HON. G. W. ROSS, President - - H. SUTHERLAND, Manager

Head Office: Manning Arcade, Toronto, Ont.

... THIS \$16.00 SET FREE! ...

CHAMBER'S AMERICAN ENCYCLOPEDIA



12 Volumes, bound in gilt cloth, well illustrated.

Contains 12,214 pages of important information to every Student of History and the present times. A valuable addition to your library, occupying 24 inches of shelf room.

WE have arranged with the publishers of this latest edition of "CHAMBER'S ENCYCLOPEDIA" to furnish us with a limited number of sets for our subscribers at a price within the reach of all.

If you will send us \$8.00, we will renew your subscription for one year, and send this library to your nearest freight or express office. Or, if you will send us 20 new subscribers, we will send this entire set absolutely free.

Address at once, while this offer holds good.

Grip Printing and Publishing Co.

201-203 YONGE ST., TORONTO

OUR NEW CATALOGUE



—OF—

SCHOOL SUPPLIES

Will be issued in August. Be sure and write for it.
GRIP PRINTING AND PUBLISHING CO.,

201-203 YONGE ST., TORONTO.

The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1 50 a year.
In advance.

TORONTO, JULY 15, 1893.

Vol. VII
No. 9

Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 99	LITERARY NOTES.....106
ENGLISH—	BOOK NOTICES, ETC.....106
Tennyson's Use of the Classics.....100	FOR FRIDAY AFTERNOON—
SCIENCE—	A Wonderful Artist.....107
A Science Student's Note-book.....101	Music-Mad.....107
Something about the Dandelion.....101	CORRESPONDENCE—
Nature's Provisions for Seed Dispersal.....101	The Whispering Question.....107
Answers to Correspondents.....101	The Dominion History.....107
EDITORIALS—	HINTS AND HELPS—
Improving the Vacation.....102	The Playhour in a Country School.....108
Public Education in Quebec.....102	Experience with Boys.....108
The Question of Salaries.....103	TEACHERS' MISCELLANY—
SPECIAL PAPERS—	Sound Words on Education.....109
Is Teaching a Profession?.....104	Drumming of Grouse.....109
	PRIMARY DEPARTMENT—
	Albert: A Sketch from Life.....110
	Summer Treasures.....110
	To My Benefactor.....110
	Why Tommy Did Not Speak His Piece.....110
	Golden Keys.....110

Editorial Notes.

THE next number of the EDUCATIONAL JOURNAL will be dated September 1st, 1893.

THE following definition of a teacher, by the late Principal Thring, is worthy of being printed in letters of gold over the front entrance of every schoolhouse in the land: "A teacher is one who has liberty, and time, and heart enough, and head enough, to be a master in the kingdom of life; one whose delight it has been to study mind, not in books, but in strange realities of dull and ignorant pupils; one who has found joy in darting a ray of light into dark corners, and wakening up hope and interest in the sacred lesson-learners who have not learned."

WE do not know to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, prevails in Canadian public schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public schoolmaster's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned. A prominent American educator has said: "Permanent tenure in Germany has made teaching a profession, with us it is a trade."

A PRACTICE which is, it seems to us, better honored in the breach than in the observance, is that of nationalizing literature for study in the schools. There just now meets our eye in an American exchange an article on the "Study of American Masterpieces in Grammar Grades." Surely literature, like religion, should know no political boundaries. Every child engaged in the study of literature, to say nothing of masterpieces, is entitled to have set before him for admiration and imitation, the very best of the particular kind that is available, without regard to the country of its origin. To divide literature for educational purposes into English, American and Canadian, or on any other artificial lines, is, to our thinking, to degrade the subject and wrong the pupils.

WE invite attention to the new clubbing offer made by the publishers in this number—the offer, namely, of the EDUCATIONAL JOURNAL and the *Cosmopolitan Magazine*, at the remarkably low rate of two dollars and fifty cents for both. The lowering of the price of the *Cosmopolitan* to such a figure as makes this possible, is as its publishers justly claim, one of the most radical steps ever taken in periodical literature. The *Cosmopolitan* promises to surpass its best previous record in 1893. The best plan will be for each subscriber to the JOURNAL to procure a sample copy of the magazine and then judge for himself whether the offer is not one of the best ever made for those who wish to obtain the educational paper of the province and a first class magazine for a trifle above the price of either.

AMONG the interesting and valuable original articles to be found in this number are one on "Tennyson's Use of the Classics," by A. Carruthers, B.A., Classical Master in the Jameson Avenue Collegiate Institute, and a discussion of the question, "Is Teaching a Profession?" by Richard Lees, M.A., Science Master in the Brampton High School. Mr. Carruthers makes it very clear that the influence of the great poet's classical studies powerfully affected both the style and thought of his immortal productions. Mr. Lees, we are sorry to say, does not find himself able to show with the same certainty that teaching in the public schools of Ontario has the earmarks of a learned profession. He is compelled to point out that it is lacking in some important features, among which are permanency of tenure, adequate remuneration,

and social recognition. Both articles are worth careful reading, and the remedies proposed by Mr. Lees merit the teachers' special attention.

IN an article in the *Educational Times*, (Eng.) the Rev. William Burnet, M.A., presents some important and startling statistics which have been gathered to show the effects of high pressure in European schools upon the physical health and growth of children. One result of these inquiries at Stockholm was the following: "At the end of the first school year seventeen per cent. of the children medically examined were found sickly or ailing; at the close of the second year, thirty-seven per cent. were so; and after the fourth year, the number of sufferers had risen to forty per cent. Similar results were reported in Denmark. In both countries the cause appeared to be the same, the mental strain augmenting in proportion as the scholars advanced in the classes, although the hygienic conditions were unchanged. This was found to be especially the case with the girls, sixty-one per cent. of whom evinced signs of chronic ailments, more or less serious, and ten per cent. had curvature of the spine. The excessive length of the hours of study, at least in the colleges, seemed to fully account for this state of things."

IN France the state of things was found no less unsatisfactory. No wonder! The primary schools are open for thirty hours in a week of five days (Thursday being a holiday), and in addition the children have to prepare home-lessons in the evenings. In the Lycees and other secondary schools the case is even worse. There the boys generally enter at nine years of age, and they, as well as their seniors, are doomed, on an average, to ten hours' work daily in class, or in preparation for class, with only four intervals for recreation, amounting in the day to three hours for the lower classes, and two hours for the higher. The regulations vary, indeed, in different places; but these, according to Dr. Rochard, are the hours in most. What, then, are the results? The same writer states that it has been shown from statistics that, of the young men exempted from military service on account of weak health, those who have taken a Bachelor's degree are the most numerous. He also says, from his own observation as a physician, that nervous affections, brain diseases, dyspepsia, myopia, are largely prevalent in school. The only comment which suggests itself, for which we have space, is, "What fools these mortals be."

English.

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

TENNYSON'S USE OF THE CLASSICS.*

BY A. CARRUTHERS, B.A., CLASSICAL MASTER, JAMESON AVENUE COLLEGIATE INSTITUTE, TORONTO.

I do not intend here—even were I equal to the effort—to enter into a learned discussion of the form and general style of Tennyson's compositions, for which he in common with other great English writers owes so much to their illustrious Greek and Latin forerunners and models, but rather to confine myself to a few of the salient features which are patent to the casual reader.

Now, the most obvious use to which a modern bard may put the Greek and Latin poets is to make their works serve as materials for translation into the vernacular, and consequently we are not surprised to learn that it was the intention of Tennyson in his earlier years to make a complete poetic translation of Homer one of his highest ambitions. Fortunately, however, he changed his mind in favor of more original work, leaving us only a brief specimen of what might have been produced, a translation in blank verse of a passage from the 8th Iliad.

From a classical standpoint—though not from that of poetry and literature in general—it is perhaps to be regretted that Tennyson did not persevere in his original intention, for it seems to me that he would have given us a grander and more life-like rendering of the great Epics than any that has yet appeared in our language.

He possesses and exhibits when necessary, in an eminent degree, that rapidity of movement, that plainness and at the same time nobleness of thought, that simplicity of diction, that exquisite melody of rhythm—in a word, all those qualities which go to make a poem distinctively "Homeric."

Yet, notwithstanding the fact that Tennyson has left behind him a translation of no complete work, we find in many of his poems—even in the most English of them—passages translated or paraphrased from Greek and Roman writers (notably from Virgil and Theocritus), a fact that shows clearly the powerful influence of the classics on the English poet's mind.

In the next place Tennyson has made use of a great many classical subjects, comprising some of his finest works, and these he has dealt with in his own grand, inimitable way. The broad modern spirit infused by the mighty master-mind makes the old stories seem fuller and richer from his treatment. It is, perhaps, not too much to say that no one but a classical student can appreciate these poems to the full; to be thoroughly comprehended and felt they must be read and compared with their prototypes, and those legends, characters and descriptions which form their foundation, and to which they owe their existence.

And what a list of classical poems has Tennyson left us, and what variety! *Ænone*, *Lucretius*, *The Lotus Eaters*, *Ulysses*, *Tithonus*, *To Virgil*, *Teiresias*, *Demeter* and *Persephone*. *The Death of Ænone*—but why continue the catalogue?

Again, in the writings of Tennyson, we find innumerable allusions and references (between forty and fifty in *The Princess*, alone), which can be readily and satisfactorily understood only by the student who is familiar with the literatures of Greece and Rome. The general reader, it is true, may, with the help of a classical dictionary, struggle along with a hazy and imperfect idea of the author's meaning, but he cannot enter into the spirit of the passage in the same way as a reader to whom the allusion in its every bearing is familiar before he takes up the English poet to find the use that the latter has made of such allusion.

But the average non-classical reader often

finds himself helpless in the presence of passages where the poet very cruelly and inconsiderately has failed to furnish a proper name as a solvent of the difficulty with which the said reader is confronted. For instance, take these examples which are by no means the only ones of their kind:—

"Two great statues, Art
And Science, Caryatids, lifted up
A weight of emblem, and betwixt were valves
Of openwork in which the hunter rued
His rash intrusion, manlike, but his brows
Had sprouted, and the branches there-upon
Spread out at top, and grimly spiked the gates."

"And all
Her falser self slipt from her like a robe,
And left her woman, lovelier in her mood
Than in her mould that other, when she came
From barren deeps to conquer all with love."

"At length I saw a lady within call,
Stillter than chiselled marble standing there;
A daughter of the gods, divinely tall,
And most divinely fair."

and so on through a dozen stanzas of this poem.

Besides these longer descriptions and references we find many brief allusions and suggestions, often in a single word, or translations of single lines that might easily pass unnoticed, the various uses of words and idioms peculiar to Greek and Latin writers, sometimes words used in their classical acceptation, at other times words literally rendered into the vernacular, giving the English words a meaning not usually attached thereto. Some unclassified examples of such peculiarities are given, which may be of interest to the reader, if he is classical, and of use to him, if otherwise.

"What is she, cut from love and faith,
But some wild Pallas from the brain
Of demons!"

"He stood
This way and that dividing the swift mind
In act to throw."

Recalling Virgil's
Atque animum nunc huc celerem nunc dividit
illuc,

And Homer's
ἔν δέ οἱ ἦτορ . . . διάνδιχα μερμήριξεν.

"Away we stole and transient in a trice
From what was left of faded woman-slough
To sheathing splendors."

"All the lands that lie
Subjected to the Heliconian ridge."

"Fling him far into the middle mere."
(Eum longe in *medium lacum* abjice).

"There where the long street roars hath been
The stillness of the central sea."

"The crowd
Dividing clove an advent to the throne."

"Yourself and yours will have free adit."
"Not in this frequency can I lend full tongue."

"Thou comest much wept for; such a breeze
Compelled thy canvas."

"The placid ocean plains" (*placida aquora*); so
"The shaming levels of the lake."

"The measured pulse of racing oars" (*pulsus remorum*).

"To shroud me from my proper scorn," that is,
scorn of myself, self-contempt.

"Thy ransomed reason change replies
With all the circle of the wise."

Compare *ἀμείβεσθαι ἐπέεσσι*.

"Fluent heat," "Cyclic storms."

"I took the thorns to bind my brows,
I wore them like a civic crown."

In connection with this example I may say that the point came up for discussion in a Tennysonian class to which I had the honor of belonging, and one of the members, an English

gentleman, a little weak in his Classics and unacquainted with the *Corona Civica*, though intelligent enough in every other respect, held firmly to the view that the poet's reference was to some peculiar hat worn by the Lord Mayor of London at the inaugural ceremonies of that functionary.

The northern morning o'er thee shoot
High up in silver spikes."

"The great brand

* * * * *
Shot like a streamer of the northern morn
Seen where the moving isles of winter shock
By night, with noises of the Northern Sea."

"Heroes tall
Dislodging pinnacle and parapet
Upon the tortoise creeping to the wall;
Lances in ambush set."

In a certain other class organized for the study of Tennyson's works, when this stanza was reached there seemed to be a general consensus of opinion that the "heroes tall" might have been engaged in some more manly and profitable occupation than heaping useful and ornamental at the same time unnecessarily ponderous parts of the city on the devoted back of an unsuspecting and defenceless member of the *testudinata*.

"We gained the mother-city thick with towers,
And in the imperial palace found the king."

"And yet myself have heard him say
That not in any mother-town
With statelier progress too and fro
The double tides of chariots flow
By park and suburb under brown
Of luster leaves."

Of course *mother-city*, *mother-town*, is a literal translation of the Greek *μητρόπολις*, yet some sciolistic Bentleys of English criticism (members of the class aforesaid) thought surely there was a printer's error in this place and suggested *other city*, *other town* by way of emendation, while the rest of the class, taking the reading to be correct, concluded that the meaning was any city in England, that is, in the mother country.

Lastly I might refer to the influence of Greek Philosophy on Tennyson's writings, even where there appears to be no reference or allusion to the Classics. I am well aware that I am here treading on uncertain ground, as latter day philosophical teaching is so closely interwoven with the ancient that it often becomes a matter of doubt whether the views expressed by a writer such as Tennyson represent the philosophic thought of his own day or are directly traceable to the ancient originals.

However that may be, I have no hesitation in saying that to me at least it seems that Tennyson's teachings harmonize with those of Socrates, Plato and Aristotle and their followers, rather than with the materialism of modern writers such as Locke and Hume and Spencer, so far as I am competent to judge of the respective views of the above-named philosophers.

To Tennyson the things of sense and time count for little; the things of the spirit and of eternity are everything. This seems to be his doctrine always, and especially in his greatest poems, "In Memoriam" and "The Idylls of the King."

While the general drift and scope of his teachings correspond in such a marked degree to those of the great men of old, modified, of course by, and infused with, the spirit of modernism and Christianity, we find in almost every poem and on almost every page echoes of stray thoughts and sentiments from his classic models. The honor classical student will have little difficulty in referring to their originals the thoughts expressed in the following quotations:

"Virtue must shape itself in deed, and those
Whom weakness or necessity have cramp'd
Within themselves, immersing, each, his uru

*From a paper read before the Classical Association at the Easter Session, 1893.

Science.

Edited by W. H. Jenkins, B.A., Science Master, Owen Sound Collegiate Institute.

A SCIENCE STUDENT'S NOTE-BOOK.

SCIENCE students should know not only why certain phenomena under observation occur, but how their occurrence can be best illustrated. Carelessness in experimentation leads to inaccurate results, so carelessness in recording facts leads subsequently to confusion of ideas, and if a note-book indicates nothing but generalizations or "conclusions," the student's mind becomes perplexed when reviewing his work by vaguely formed images of the mechanical details required in the experimental verification of each general truth. So many pictures crowd before him that he has no clear impression of any. The plan to be followed must vary of course with the science studied. Those subjects requiring accurate measurements and experimental knowledge, demand a different method from the science of observation simply. The following plan followed in physics, though by no means an ideal one, has been found to give very satisfactory results. A full page of an ordinary scribbling book is reserved for each experiment or for the series of experiments pointing to the one conclusion. At the top of the page is carefully stated the problem, for example, "To find the effect of ringing a bell in a vacuum." Immediately following this is a neat drawing of the apparatus employed and a concise statement of the manner of using it. Then follow the observations made and the statement of the general truth or conclusion. Space should be left and the pupils encouraged to suggest other apparatus and how it can be employed to establish experimentally the same fact. Wherever sources of error are liable to occur these should be carefully noted and their probable effects indicated. The ingenuity of the student should be exercised at every point. It should extend beyond the squares and rectangles of our chemical, botanical and physical "note-books." A note-book more than any examination will test the growth of the student. It is the best safe-guard against resting on authority.

SOMETHING ABOUT THE DANDELION.

(FOR THE PRIMARY CLASSES).

PUSSY is very fond of meat. Look at her teeth; how does she make the piece of meat small enough to swallow? The lion is pussy's big cousin and has teeth very similar to her. The word Dandelion means tooth of lion. Now look carefully at a complete dandelion plant to see if you can find what part of it has teeth like the lion.

Has no one found it?

Then get a good large leaf and spread it quite flat, now you can tell where the lion-like teeth are.

Do you know why the dandelion is found almost everywhere and in such great numbers?

Look for a plant where the bright yellow flower has disappeared. What has taken its place? What happens when you blow gently in the little puffy ball?

As the little balloons go flying away catch one. Do you know what the little brown knob at the end of the little stalk is? If you were to plant it you would get a fine plant next spring. Now you know what it is.

When the wind blows what becomes of all these little tufts with their knobs? Do you know now why the dandelion is so common?

NATURE'S PROVISIONS FOR SEED-DISPERSION.

In the latest edition of Dr. Gray's Manual of the Botany of the Northern United States, it is stated that there are known to be 405 species of plants not native to this region. How have they been introduced? Of this number twenty-five are credited to the Cruciferae, twenty-two to the Caryophyllaceae, nineteen to the Leguminosae, thirteen to the Umbelliferae, fifty-one to the Compositae, eleven to the Borraginaceae, fifteen to the Scrophulariaceae, Labiatae thirty-three, Polygonaceae thirteen, Graminae forty-six, the remainder being distributed among many orders. Why should these orders be especially large? It will be observed that many of the Cruciferae, Labiatae, Leguminosae and Graminae form species of special value to man for many domestic purposes, and their introduction can

be regarded very largely as due to commercial relations. While this cause may operate to some considerable extent, it is further to be noted that the seeds of the above named four families are in the majority of cases extremely small, and thereby lend themselves the more easily to transportation by nature. The downy tuft of many of the Composites has undoubtedly been of marked value in dispersion, the parachute attachment offering the needed provision for the wind. In the Borraginaceae there are special developments of prickles over the surface of seeds which serve for attachment to objects with which they come in contact. An interesting case of this is on record of the transportation and dispersion by foreign railway navvies. Among many other cases of importation, special structures serving this purpose, such as wings, bracts, etc., might be mentioned. The whole question is one of great interest, and demands greater attention than can be given in this column. Young students should be requested to devote some of their attention to this department of Botanical work.

ANSWERS TO CORRESPONDENTS.

J.K.—Question.—Where should I look for Chara and the Liverwort?

Answer.—Chara can generally be found along streams near the edges in the water. Look for Liverworts in any damp woods or swamps.

A.H.D.—Question.—What equipment would be required to teach the physics required for the Primary Examination?

Answer.—Write to the Education Department, Toronto, for the official list of apparatus required for experimental science.

B.C.—Question.—I have often observed in the paper reports of what are called "Outings of the Field Naturalists' Club." What is the purpose of such clubs and how are they carried on?

Answer.—The object of such societies is to encourage the knowledge and love of nature in all her aspects. For the manner of conducting such an outing you will gather much useful information from any of the Reports of the Ottawa Field Naturalists' Club, one of the best in Canada. Write the secretary for a copy.

A FEW STATISTICS ABOUT THE WORLD'S FAIR CITY.

To-day, careful estimates place the population at 1,400,000, and the probability is that it is above rather than below that figure. The area within the city limits is 181 square miles. There is over \$200,000,000 invested in manufacturing industries, producing annually upward of \$550,000,000 worth of goods, and paying employees more than \$100,000,000. The wholesale business of the city aggregates more than \$500,000,000 and its commerce more than \$1,500,000,000. Its meat products alone are valued \$130,000,000. The bank clearings are nearly \$5,000,000,000 a year. Over \$60,000,000 has been invested in public schools, whose maintenance costs from \$5,000,000 to \$6,000,000 a year. There are 800 private schools, 350 seminaries and academies, and four universities. The public library contains nearly 200,000 volumes, and has a circulation greater than that of any other in the United States. The other libraries of the city are estimated to contain over 3,000,000 volumes. There are over 900 daily and weekly papers and periodicals, and 700 literary organizations. There are about 600 churches. Over \$300,000,000 has been expended in the construction of buildings since 1876, and the annual expenditure for this purpose is between \$45,000,000 and \$55,000,000.

I have said that there is something like destiny in this unexampled development. So there is; but destiny is merely another name for natural law.—*July St. Nicholas.*

HAVE you ever felt that one of your best classes has somehow lost all of its brightness, and become dull and stupid? Have you grown irritable or sarcastic because they fail to see the things which seem to you so simple? Probably every teacher has more or less experience of this sort. What is the matter? What the cause? It appears evident that in some way, the teacher has lost his hold upon the class, and a little consideration will make it quite as evident that he alone is to blame. Now, if the teacher has not lost his hold by indifference or neglect, it is probably that the depressed condition of the class is owing to the unsuitableness of the work they are doing.

In his own well, draw solace as he may."
"Fairer thy fate than mine, if life's best end
Be to end well!"

"Turning to scorn with lips divine
The falsehood of extremes."

The extent of the influence of this doctrine of the "mean" on Tennyson may be observed in his expressed views on politics, temperance, freedom, morality generally, art, etc., as found throughout his writings.

"Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.
Yet not for power (power of herself
Would come uncalled for), but to live by law,
Acting the law we live by without fear;
And because right is right, to follow right
Were wisdom in the scorn of consequence."

"But he forgets the days before
God shut the doorways of his head.
The days have vanished, tone and tint,
And yet perhaps the hoarding sense
Gives out at times (he knows not whence)
A little flash, a mystic hint."

"Eternal form shall still divide
The eternal soul from all beside,
And I shall know him when we meet."

"That God which ever lives and loves,
One God, one law, one element,
And one far-off divine event
To which the whole creation moves."

In this concluding stanza of "In Memoriam" Tennyson has given us, consciously or unconsciously, Aristotle's four universal elements or causes (*αιτιαι*) of Being—the moving or efficient cause (*η αρχη της κινήσεως*) the formal cause or essence (*ουσία, είδος*), the substratum or material cause (*η ύλη*) and the end or final cause, or the good (*το τέλος, το αγαθόν*).

These few examples taken at random from his works show to some extent the immense influence exerted on Tennyson's mind by the Greek and Latin writers, but to appreciate that influence to the full, the classical reader is recommended to make a careful study of the poet's works, where he will find not only other references and allusions innumerable, but also a reproduction of the very form and spirit of Virgil and Theocritus.

FUNNY DEFINITIONS.

ACCORDING to The Schoolmaster, "stability" was recently defined as being "the cleaning up of a stable," and an answer to some question about insurance had this passage, "The money is provided by the company to defray the expenses by the birth of members in pecuniary distress." In summer, it seems, "the day is longer owing to expansion by the heat;" and that season itself is thus explained: "Once a year we have the whole bright side of the sun turned towards us. Then it is summer. The sun is in the solstice and stands still."

"What comes next to man in the scale of being?" enquired an examiner. "His shirt," was the reply. Asked to give the distinction, if any, between a fort and a fortress, a boy nicely defined them: "A fort is a place to put men in, and a fortress is a place to put women in." On being asked what the chief end of man was, another boy without hesitation, said, "The end what's got his head on."

A teacher asked a juvenile class which of them had ever seen a magnet. A sharp urchin at once said he had seen lots of them. "Where?" inquired the teacher, surprised at his proficiency. "In the cheese."

Being asked what conscience was, a boy replied, "An inward monitor." Asked what a monitor meant, the ready answer was, "An iron-clad vessel."

Another lad was asked what he understood by "celerity," and "perhaps from experience," says the contemporary account, he described it as "something to put hot plates down with."

The Educational Journal

PUBLISHED SEMI-MONTHLY.

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

J. E. WELLS, M. A., EDITOR.

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

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

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

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

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

Renewals of all subscriptions should be made promptly.

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

Rates of advertising will be sent on application.

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

PUBLISHED BY

The Grip Printing & Publishing Co.

T. G. WILSON,
MANAGER.

GEO. A. HOWELL,
BUSINESS MANAGER.

Offices: 201 and 203 Yonge Street, Tor. nto.

Editorials.

TORONTO, JULY 15, 1893.

IMPROVING THE VACATION.

WE do not suppose that many of our subscribers are waiting with very intense anxiety for advice as to the way in which they shall spend their vacation. Moreover we hope that they all will have entered upon the full enjoyment of it long before these lines meet their eyes. If it were otherwise and we felt that we had a mission to tender such advice, we think that perhaps the first word of it would be a caution to avoid extremes. In our opinion it is about equally unwise to attempt too much work and to yield all the days and weeks to utter and purposeless idleness. The first extreme robs the physical system and the brain of the recreation and rest which are essential to their well-being, and thereby defeats its own end. It is impossible for the mind which is perpetually jaded to do the best work of which it is capable. But the man who fails to do the very best brain-work of which he is capable fails to make the best use of himself and contravenes the highest laws of his mental and moral being. The other extreme superinduces an indolence which may easily degenerate into a fixed mental habit and extend its baleful influence over the whole future career. The one who goes to this extreme ignores, too, the salutary law which experience proves to hold good in the realm of mind as well as in that of matter, viz., that the

most effective rest is often that which comes through change of occupation, not from the utter absence of all occupation.

To our thinking the waking hours of the ideal vacation will be largely divided between sensible physical recreation in the open air and reading. The alternation of the two will make either enjoyable as it could never be in the absence of the other. A moderate mental fatigue, which should in no case be carried to the point of exhaustion, will fit one to enjoy a few hours' outing, and to profit by them too, as could not be done by a mind in perfect vacuity, if we may so say.

If we were to say a word by way of indicating our opinion as to the best kind of reading for a teacher during vacation, we should be inclined to suggest an alternation between the works of the best English writers in prose and poetry, and some standard fiction. The bow bent too often or too long loses its elasticity. We attach a high value in the proper place to what is called light literature, by which we do not understand trashy novels, but works of fiction, of which there is happily an abundance, which is fitted at the same time to amuse and to instruct, and which while carrying the reader along without will effort by the interest of style and plot, at the same time keeps lofty ideals of character and action constantly before him. The field of choice is ample and the selection may be varied in accordance with the individual taste. For our own part we are disposed to pity the pupils of a teacher who never reads a work of imagination or fiction.

As is no doubt well understood, the EDUCATIONAL JOURNAL is not published during the month of August. We shall hope to greet all our old readers and many new ones promptly on the first of September; and we trust that at that date both we and they may be prepared to take up the work of another year with renewed energies and a determination to do better work than ever before.

PUBLIC EDUCATION IN QUEBEC.

AN important discussion is just now being had in the Province of Quebec with reference to the system of education in the public schools and colleges of that province, or rather of the Catholic majority in it. As our readers are no doubt aware, the public schools of the sister Province are under the control of a Council of Public Instruction appointed by the local Government. This Council is subdivided into two sections or committees, to one of which is entrusted the management of the Catholic, to the other that of the Protes-

tant schools of the Province. So far as we are aware the Protestant schools are pretty efficient. At any rate, no specific complaint is being made with regard to them. Not so with regard to the Catholic schools, which are under the direction of the Catholic Committee of the Council of Public Instruction, the majority of which committee is composed of the clergy of the Catholic church. Under the management of this committee the schools are largely taught by members of the different religious orders which are so numerous in the Province. These teachers, having themselves received merely a religious education, and being for the most part without either professional or business training, their teaching naturally is largely of a religious or semi-religious character. It is complained by its critics that the teaching is almost wholly of a kind suited to the few who are to enter the priesthood, but is lamentably deficient in everything related to the affairs of business and every-day practical life. Indeed, some of the leading French-Catholic papers, believed to represent the opinions and wishes of the bishops and clergy, do not hesitate to maintain with outspoken clearness and energy that this semi-religious education is what is needed in these days to counteract the sceptical tendencies of the time, and to insure that the children shall grow up to become good citizens and faithful Catholics. On the other hand, some of the more progressive lay members of the Education Committee realize the great disadvantage at which the young people educated in these schools are placed in all the relations of business and industrial life.

A sharp discussion took place a few weeks since in the Committee, on a motion made by one of most influential lay members to the effect that all teachers in the schools and colleges be henceforth required to possess certificates. This reasonable motion was defeated by the unanimous vote of the bishops on the committee, supported by that of two or three lay members.

This incident has given rise to the earnest and vigorous discussion in the press above referred to. Among the ablest advocates of a reform in the public schools and other educational institutions of the province, is Mr. Frechette, the well-known French-Canadian poet and *litterateur*. Mr. Frechette argues ably in favor of better methods and a more practical curriculum, in order that the French-Canadian children may be better fitted to meet the conditions of practical and business life in this age of intense activity and fierce competition. He points out the great disadvantage at which the children of French parents are placed by

want of a good knowledge of English, which is the language of business and commerce in all parts of the Dominion and the continent. It is now said that one of the cleverest and most progressive bishops of the province fully endorses Mr. Masson's and Mr. Frechette's views. Most of the better class of French newspapers support them. There is good reason to hope that the time is near for a great educational forward movement in the Province, such as will bring the schools into line with those of Ontario and other progressive provinces, and give a powerful impulse to the forces which are at work for the overthrow of mediævalism, and the spread of modern educational ideas and methods in Quebec.

THE QUESTION OF SALARIES.

JUST as we are making ready for press, and too late for it to appear in our correspondence columns, we have received the following from one whose assurance we can readily accept that it is "written out of the fulness of the heart:"

"The educational system of Canada is undoubtedly fine, but in at least one line it is susceptible of improvement. I refer to the salaries of teachers. While in everything pertaining to the training and preparation of teachers for their very important duties, great and rapid strides in advancement have been made since the foundation of our public school system was laid; yet, in many places we find the most primitive method of engaging and paying this hard working class of people to prevail. When these methods involve so much that is derogatory to the dignity of the profession and utterly opposed to that spirit of love of our neighbor which it is the first duty of teachers to inculcate in their pupils, it is a matter of wonder that the abuse has been allowed to continue so long and that even yet it attracts very little notice.

What becomes of the nobility and honor of a profession whose members are supposed to attain the privilege of exercising their talents by a species of tendering and underbidding that would not be tolerated among thieves? And what must be the effect on a school of impressionable children of the life and character of one who takes advantage of the chances allowed by a false system to violate the golden rule?

When a school board finds itself in need of a teacher there should be some better method of securing one than to advertise for "applications with testimonials, stating salary." In how many instances is the emphasis not on the last phrase, but on the one immediately preceding? How many an anxious applicant has tortured his brain "groping blindly in the darkness" after that unknown and unknowable quantity of dollars and cents which should be the highest possible under that to which some other not less anxious soul has fixed his fate? Since all teachers deplore this state of things, why should it be allowed to

remain without at least an effort after a better?

Another grievance which presses upon only a part of the great body of teachers, yet a part which I venture to assert contains the majority in numbers, and I may add falls not below in the ability and efficiency of its individual members, is the marked difference which generally is made between the salaries of male and female teachers doing the same class of work. Why this should be I cannot see. The only reason I have been able to imagine for it is that *it is so*, and according to Pope or some other fatalist, "Whatever is, is right." But the afflicted portion of our body professional might, with true regard to the eternal fitness of things and with much advantage to itself, take exception to this maxim and make the "Whatever is" such a fact as will not involve an absurdity when coupled with the remainder of the equation.

When no school board in all the land will to-day undertake to prove that woman's brain is inferior to man's, or that her moral influence on a community is not apt to be as elevating and refining as his, surely lady teachers have a good case and lay themselves open to a suspicion of weak-mindedness only on this very point of tamely submitting to be ranked a degree lower than their nature and qualifications place them.

What is the remedy for these evils?

It seems to me that both might be wiped out of existence by having the whole question of the remuneration of teachers decided by law: as the holidays, school-books, school hours, etc., are decided. Let the schools of the Province be graded on some just basis, and salaries, irrespective of the sex of the teachers drawing them, be ranked accordingly.

Mr. Reazin, I. P. S., West Victoria, in his paper read before the Provincial Teachers' Association, touched upon this matter of grading the public schools, but he does not go far enough. A minimum salary should be fixed for each grade, and female teachers should not be excluded from the principalship of even first rank schools. To do so would be to act in opposition to that spirit of justice which every one has a right to demand. To argue for justice for a system and withhold it from a living creature is very inconsistent.

The *law* says salaries shall be paid quarterly, but it is a dead letter in many places because the teachers do not insist upon its being carried out. So while it is necessary that the law should be enlisted on the behalf of teachers, it is not the less necessary that they themselves should rise to the position of knowing their rights, and knowing them, of maintaining them like the men and women those should be who lead the way for multitudes of little feet through the wrongs of this world up to the great eternal right."

J. K.

The question with which "J. K." deals is one of the greatest importance to all members of the teaching profession. (Notwithstanding the too potent fact stated in Mr. Lee's article, let us continue to call

it a profession, by way of marking the goal for which we should all earnestly strive).

We have often expressed our indignation with the kind of advertisement in which "state salary expected," is used as an invitation to candidates to underbid each other in the competition, after the manner of a Dutch auction. The pity is that all teachers could not agree to boycott such advertisements and apply for no position in which the School Board refuses to state clearly the salary they can afford and are willing to pay.

Whether there is any good and sufficient reason why a woman should be paid less than a man for doing the same work is to our thinking, a more difficult question. We should like to take unequivocally the position which seems to our correspondent, and to very many others who have given thought to the subject, the only just and right one, viz., that there is no such valid reason whatever. But that depends, it seems to us upon the prior question, whether the circumstances and needs of the person performing a given work should enter as one of the factors in the determining of the just remuneration. If not, the argument might be turned into a plea for cutting down the salaries of men to a level with those of women, as well as for levelling up those of women. As the matter now stands, seeing that the average woman can afford to do a certain amount of work, or rather, to give her time and energies to it, for a smaller remuneration than the average man, we should very much fear that a law compelling the payment of like salaries to teachers of both sexes occupying similar positions would result either in a "levelling down" process to the great injury of the men, without benefitting the women, or in the employment of the former in preference to the latter. This last mentioned result might, and we fear would occur, not necessarily from the belief—though many have that belief—that, other things being equal, male teachers are the most desirable, but, from a kind of unreasoning conviction arising out of the past, that there is something unreasonable in paying a single woman for her services a sum that would suffice for the support of a man's family. Time might lessen the force of this notion. We doubt whether it would wholly eradicate it.

"J. K.'s" proposition to have the schools graded for the purpose, and a minimum salary affixed to each, irrespective of the sex of the teacher, is at first rather startling. The idea it suggests of interference with "freedom of contract," would at first be startling to political economists of the old school. But it is not easy to see why the fact that the Province contributes part of the salary should not give it a right to make such a condition. We may return to the subject.

Special Papers.

IS TEACHING A PROFESSION?

BY RICHARD LEES, M.A.

IT HAS become fashionable now-a-days to speak of the teaching profession and the profession of teaching. It may be well, however, for those of us who belong to this so-called profession, to consider for a short time whether teaching is really a profession, to what extent it is, and the reasons for its not coming more fully under that designation. In order to answer the question I have set for myself, it will perhaps be profitable to consider what constitutes a profession. To do that we shall look at some of the recognized professions. The dictionaries define a profession briefly as an occupation or calling, especially one requiring advanced scholarship and special preparation. In this restricted sense we sometimes speak of the learned professions, and that is the sense in which the term is used in this paper. Take law, medicine or theology, which are the universally recognized examples of professions, as standards. The man who enters one of these, besides possessing a certain standard of literary scholarship, must spend several years in special preparation for his chosen calling. This, then, gives us the first characteristic of a profession. Then, again, there would seem to be the idea of permanency connected with a professional life. How many, for instance, who enter the legal profession ever give it up for anything else. True, an occasional lawyer may, on account of distinguished service rendered to his country, be rewarded by appointment to an office that necessitates his giving up the practice of his profession, and so with the medical profession, but the number is comparatively small.

What about teaching in these respects? That it answers to some extent the conditions laid down, no one will attempt to deny, but that it answers them fully, or even to nearly the extent that law, medicine or theology do, no one, I think, will contend.

The literary qualification of the teacher may be looked upon as being on the whole about equal to that of the lawyer or doctor, for although third-class teachers do not now possess as high a literary standing as is required in either of these professions, it is only a few years since the same standard was recognized as sufficient, and all other teachers possess higher literary qualifications than are required of either doctors or lawyers.

As to the length of time spent in special preparation, the advantage is very greatly on the side of law and medicine, for in order to enter either of these professions a man must spend five years in special study, after having proved himself to be possessed of the requisite literary training. In order to become a teacher fifteen weeks of such special preparation are necessary, and the highest grade of certificate issued in the province requires only some seven months of special training besides a couple of years' actual experience.

As to permanency, there is no comparison at all. While it is very exceptional to find a doctor, lawyer or preacher quitting his profession for anything else, it may be looked upon as the rule among teachers. There were employed in the public schools of the province in 1881, 6,922 teachers; while in 1891 there were 8,336, the increase for ten years being 1,414. There have been granted during those ten years 11,443 third-class certificates, 4,525 second-class, 366 first-class, and 3,216 district and temporary certificates. Counting only the temporary district and third-class certificates, as the others were probably granted to persons already teachers, there have entered the profession during ten years no less than 14,659 persons. As the increase has been but 1,414, there must have left the profession more than 13,000, or an average of over 1,300 per year, which is about one-sixth of all the teachers.

A question of vital importance to the educational interests of the province is, how can this annual exodus from the teaching profession be prevented? No doubt some of these who constitute the annual 1,300 have been removed by death and old age, or other disability, but only a comparatively small number. Teachers, as a rule, do not die or get old, or, at any rate, they cease to be teachers before they do. What are the reasons why so many quit the profession?

Doubtless there are a variety of reasons. To begin with, sixty-four per cent. of the teachers at present employed in the schools are ladies, and as all, or at least the great majority of the ladies are open to an engagement of another kind, they probably do not enter the teaching profession with an intention of remaining permanently in it. This is, I fear, a hopeless feature of the case, for the lady teachers, like all other ladies, will continue to get married when what they consider suitable opportunities for doing so occur. Nor would I blame them. Every rightly constituted woman looks forward to the time when she shall be mistress of a home rather than of a school, and notwithstanding the avowal of a few to the contrary, it would be a sign of weakness rather than strength for her not to do so. It is through the home that woman has always exercised the most potent influence on the affairs of the world, and it is there she will continue to do so, and not in the school-room, or even at the polling-booth. But, you ask, would I do away with female teachers? By no means. I think that in many positions ladies do better work than men could possibly do. But while I say this, I am just as strongly of the opinion that there are other positions in which they do not. On the whole I think it a matter for regret that there is so large an increase in the number of females as compared with male teachers. Ten years ago the numbers were about equal, while now the ladies are about two to one of the men. I am aware that there are many who contend that the change has been in the interests of education. The increase in the number of female teachers has occurred largely in the country schools, and I am convinced from my own observations, as well as from intercourse with others who have opportunities of knowing, that the general feeling among trustees and ratepayers in the country is that male teachers are to be preferred, especially where the schools are at all large. Why, then, do they not employ male teachers? Simply because they cost more, and the average country trustee will generally take the cheapest teacher, provided the other is not his own son, daughter, nephew, aunt, or something else of that kind. I am perfectly convinced that were the ladies able to secure legislation requiring that they should be paid salaries equal to the men, in a very short time there would be only a few ungraded schools in which female teachers would be employed.

However, it is not the female teachers alone that leave the profession, for of the 11,400 third-class certificates granted in ten years, 4,500 were granted to male teachers, and no doubt a similar proportion of the district and temporary certificates were to men also. It will thus appear, when we consider the decrease in the number of male teachers, that about 600 a year must have left the profession. In proportion to the number employed the exodus is even greater than among the ladies. Now, why is this? One reason, no doubt, is the smallness of the remuneration. There are only a comparatively small number of public school positions in which the salary paid is sufficient to enable the men to take a partner, establish a home, and assume the duties and responsibilities of a citizen. The income of even the best positions is a miserable pittance compared with the best positions in law, medicine or theology. Are the men who occupy these so superior in ability or scholarship to the men who occupy the highest positions in the teaching profession, that their remuneration should be three, four, or even five times that of the latter? If they are, it is simply because men of ability shun teaching as offering too poor a field for the exercise of their powers. It is not to these higher positions, however, that what has been said on the subject of salary especially applies, but to the great mass of schools in which salaries are paid ranging from \$200 to \$500. It does not require a very large share of ability or scholarship to obtain a third-class certificate, and yet it requires more than is possessed by every one. We can all remember cases in which some Solon, not half so wise as he thought himself, envious of the easy time and big pay of the teacher in the neighboring school, has grown ambitious and resolved to become a teacher. Filled with this laudable ambition he started to school, succeeded in passing the entrance examination, spent a year or perhaps several of them at the high school, but never got into his contracted cranium enough learning to pass the third-class examination. So that I say that even the holder of a third-class certificate, besides possessing a degree of scholarship above the average, possesses, in most cases at least, an

amount of natural ability that will secure for him a remuneration better than that of a farm laborer in almost any other calling than that of teaching, hence the likelihood that he will turn his attention to something else.

There is another feature of the case, and that is the social. Why does the teacher not rank as high in the social scale as the preacher? Why is he not as welcome a visitor in the homes of his flock? Why is he not made as much of when he goes to these homes or meets with the people. Is it because the preacher is engaged in a more important work? Is it because he performs his work more faithfully and earnestly? Is it because he is a man of higher attainment or better character, or is it because he is better paid and wears a better coat?

I leave these questions with you, confessing my inability to answer them. All I know is the fact. In the towns and cities do the teachers rank on an equality with lawyers, doctors, bankers or merchants? How many of you ever knew a teacher to occupy a seat in a municipal council? I have known only two such cases. What is the reason? Are they unfit for such positions? Or are they looked upon by the community as a sort of outsiders—as a species of parasite that could be very well dispensed with? When I had been in Brampton about three years and had got acquainted with a few people, I was talking on one occasion to a certain prominent man in town—who, by the way, I believe, was once a teacher himself—about an appointment in which I was indirectly interested, and was told that he thought the appointment should be given to some one belonging to the town. I said no more, I was afraid to, lest bad feeling might result. Of course, I and my family did not belong to the town. The question then occurred to me: where did I belong? and after serious consideration I failed to locate myself. I concluded that I must be in the blessed condition of being "in the world, but not of the world." I mention this incident because it serves to illustrate forcibly the attitude of most people towards the teacher. He is an outcast; a wanderer on the face of the earth, tolerated in the community where he happens to be simply because the law requires it.

Another and perhaps the most serious objection to the choice of teaching as an occupation for life is the fact that, when a man reaches middle life, or perhaps sooner, he is at a discount. We have all observed in the cases of teachers who have passed the meridian of life the lack of respect with which they are treated, especially by those who come into most intimate relationship to them. I know a few elderly teachers who would be honored and respected on account of their ability, learning and genuine worth were they in other professions, but where they are they are simply Old Jones, or Old Thompson, or perhaps Old Jimmie or Old Billy as the case may be. Nor is that all. Who has not heard people of standing and intelligence speak of old teachers as being "behind the times," "out of date," "fossils," "fogies," contend that it was time for them to give way to younger men, etc. In short, to be turned adrift without any means of livelihood simply because they were unfortunate enough to be born too long since. A teacher who is looked on in this light by the community generally loses much of that moral support which he ought to have. His work becomes more difficult on that account, his efficiency decreases, and by-and-bye he is told in the most kindly and considerate manner imaginable that the board would be relieved of a pressing difficulty if he would just give them his resignation before next meeting. And so his living is gone. His lengthened service as a teacher has in many cases unfitted him for business or other occupation. His reputation and standing are gone, and it is in most cases needless for him to seek another situation. He has given the vigor and prime of his life to the service of his country, has been paid a salary that in most cases precluded the possibility of his laying by anything for old age, and this is his reward.

Is this picture overdrawn? You may perhaps imagine that it is, but I do not think so. True, we do not often meet with such cases, but the reason is that few persons remain teachers long enough to become examples of the operation of this tendency.

For these reasons men shun teaching, and when they have entered the profession those who are wise leave it before it becomes too late to turn their hands to anything else.

In connection with this matter there are some questions of sufficient importance to demand

serious consideration. For instance: Can this state of affairs be remedied? If so, how? Can the remuneration of the teacher be increased? Would it be wise from an educational or national standpoint to increase his remuneration? Would such an increase make teaching a permanent occupation and keep in it the best men? Can this permanency be secured without an increase of salaries? Would raising the qualifications secure it? I shall, in answer to some of these questions, briefly outline what I think would be the result of movements in these directions. And, first, I am of opinion that raising the qualifications would result in greater permanency, especially if the increased qualification were in the direction of more thorough professional training. When a man has to go to the expense of spending a considerable time in special preparation for any calling, he is likely to consider carefully before he undertakes it, and when he has completed his course he is not likely to throw away carelessly what has been secured at the cost of time and labor. "What would I propose?" I imagine you saying. Well, you will probably consider my proposals somewhat radical. To begin with, I would require all candidates for certificates to pass the junior leaving (in other words the second class non-professional) examination instead of the primary as at present. Then I would increase the term of professional training to a year. I would require four months of that to be spent at the Model Schools, as at present, and six months to be spent in getting experience. I do not know that I am prepared at this moment to give details, but I feel confident that they could be arranged. I would have the candidates employed as monitors in schools throughout the county that had been approved by the P. S. Inspector on account of the experience and efficiency of the master in charge. Then they would be required to observe the methods of organization and discipline employed and assist in the work when the opinion of the master such assistance would be mutually beneficial to the school and the monitor. Of course this plan could not be introduced all at once, and in some counties it is possible that it never could be carried out fully, but in others it could, and I believe to advantage. At the end of this year, on passing a suitable examination and being favorably reported by the teacher under whom they have been, candidates could be granted third-class certificates good for say five years, after which, on attending the Normal School and furnishing proofs of success, they might be granted permanent certificates without requiring any higher literary qualification. That this would lead to increased permanency I think there can be no doubt. As things are at present, many teachers begin with third-class certificates. At the end of three years they have either to quit or else spend a year or probably more in preparation for a second, and many drop out who would not otherwise do so. That it would lead to greater efficiency I think no one will deny. Every competent judge is of opinion that the establishment of model schools was a great step in advance, and did much to increase the efficiency of the public schools. I think the time has arrived for another step to be taken, and I think it ought to be in the direction indicated. To the average layman, of course, all this would be simply a teachers' scheme to increase salaries. Let us look at this phase of the question for a moment. Would this result in any great permanent increase in salaries. I think not; and that is in my opinion an objection to it. It would certainly at first produce a scarcity of teachers and an increase in salaries unless introduced gradually. It would also, I have no doubt, keep some from becoming teachers who would otherwise do so. But, on the other hand, those who did become teachers would remain so much longer in the profession, that in a few years matters would be balanced, and if any increase in salaries followed it would not be more than would be warranted by the increased efficiency. This result is beginning to manifest itself in the case of High School masters, as a result of the establishment of Training Institutes and subsequently of the School of Pedagogy. Formerly any young man who graduated from a university could step into a high school and teach for a year or two before going on to prepare for his chosen profession. The establishment of the Training Institutes made it probable that most persons of this class would not take the extra trouble and spend the extra time and money necessary to qualify unless intending to teach for some time. The result was that for a time there was a brisk

demand for high school assistants and salaries rose. They have now reached an equilibrium, the demand for teachers has subsided, and the present indications are that there will be a fall in salaries, although not nearly so many are qualifying as formerly. I doubt not that the same result would follow in the case of public school teachers.

It now remains for me to consider whether or not a remedy can be offered for the unsatisfactory social and other features of the teacher's life that attention has already been called to. Of course it is unreasonable to expect any great measure of permanency in the profession till the rank and file are paid higher salaries than are now paid the average public school teacher. And, notwithstanding the democratic character of this country, it still remains a fact that men whose pay is on a level with that of laborers, who do not receive on an average more than half as much as skilled mechanics, will not occupy a position in the social scale much higher than laborers or mechanics, no matter what may be their literary qualifications. But, while this is so, I think there is another side to the question that ought to not be overlooked. Are the teachers, as a whole, to blame to any extent for the small share they take in the public concerns of the communities in which they live? Do they always take that lively and intelligent interest in public affairs that their scholarship and ability entitle them to take, nay, even demand that they should take? No doubt it is quite true that in most cases for the teacher to become a politician for instance, would be for him to take his head in his hands. Besides that, I should be very sorry to see the teachers becoming politicians in the sense in which the term is generally used. What I mean is, that he should be acquainted with the public affairs of the nation at large, but not that only. He should know the affairs of his own locality, should be ready to forward by every legitimate means the interests of the community in which he resides, should be foremost in the promotion of every movement for the advancement of education or morality, whether it be inside the school room or out. He should show by his public acts that he considers himself a part of the community, whether it has adopted him or not. While a teacher's first and most important duty is to fulfil faithfully his obligations to his pupils, his duty does not end there. He is, or at least ought to be, qualified to be a leader of thought in his locality, and he should lead to nobler ideals of life and to higher conceptions of duty. He should have a share in everything that tends to advance the cause of Christ and humanity. Perhaps you say this is a high standard. It may be, but not too high. How many of us have ever made an honest effort to attain to it?

While suggesting remedies, let me again refer to a matter already dealt with at some length—the desire to get rid of the old teachers. While I believe that in some cases there is ground for the desire, I believe that in others there is not.

Can teachers do anything to remedy this matter? What is the reason that an old teacher is not as good as a younger one? First, no doubt, you will say his physical vigor is gone. Well, I grant that, though it is possible that he might have done more than he has to preserve it. But look at other callings. Is it not true that physical vigor is as necessary to the doctor or merchant as the teacher? And yet we never hear of a doctor losing his practice or a merchant his custom because he is past the meridian of life. In both these callings, and many others that might be mentioned, experience, maturity of mind, ripeness of mental faculties are supposed to more than compensate for decaying physical vigor. Why not with the teacher? Does he gain nothing by experience? Do his mental faculties become dwarfed or blighted and not develop into a richer fullness like those of other men? Some people tell us that they do; that there is so much sameness and routine about the teacher's work that he gets into a rut. That constantly dealing with minds younger and less developed than his own there is a tendency to be dragged down to their standard. Now perhaps it would be presumption for me to say that I believe that this can be guarded against. I am not old yet, and by the time I get to be I may be as great a fossil as any one, perhaps, but if I am I have no hesitation in saying that it will be to a large extent my own fault. How am I going to prevent it? By being a student. By coming into contact with other minds than those I meet in my classes. By making myself acquainted with the latest thought and most advanced

research in my chosen department, besides doing a little to keep posted on the general progress of knowledge. Have you ever noticed with how much more vigor and enthusiasm you can teach a subject in which you yourself are a student? What relish it gives to an old lesson you have taught a dozen times to find that you did not know all about it though you supposed that you did—to find that what you have thought over and over again is not perhaps just right, that you will have to amend your teaching. Every true teacher knows that to be such he must be a diligent and careful student. I believe that here lies the reason why so many old teachers get out of date. This is an age of progress, and any man of the age of three score years will be behind the times by more than a quarter of a century if he has not been a student, I care not what his calling may be. I sometimes ask my young friends among the teachers what they are studying and am often sorry to get the reply, "Nothing in particular, it takes me all my time to do my school work." Remember this; preparation for your school work is of two kinds—special and general. If circumstances are such that the preparation for your classes is in itself a course of study for you, it may be justifiable for you to do no more; but if not, and you desire to excel in your chosen calling, see to it that you at once begin some systematic course of study.

I have thus briefly discussed the question I set myself at the beginning; have found that teaching can only to a limited extent be called a profession; have shown wherein it falls short of a standard, and have endeavored to show how some of these defects may be remedied, with a few words as to the desirability of having them remedied. If I shall have thrown out a hint of value or said anything that may be helpful or encouraging to any one of you, I shall have the satisfaction of not having appeared here in vain.

ON ASKING QUESTIONS.

THE daily school routine finds not "The child on the Judgment Seat" but "The child on the Witness Stand." Quiz, search, probe, cross-examine him, tangle him up if you can: if all goes well for the side of the prosecution, perhaps you can get the child to contradict himself. How would it do for a little while to let the Answerer to Questions step down out of the witness box for a few minutes and stretch his legs under the table of the Asker of Questions? Let him essay this role for a while, not for the sake of asking foolish or meaningless questions, but for honest thoughtful work. If you feel disposed to try the experiment, several suggestions may be in order.

At night, for instance, the teacher may say, "In the morning, I would like each pupil to bring in writing three good questions in Grammar. They may be on text-book work, definitions, or principles, or better still, points in analysis, or construction, or illustration." The teacher will be surprised at the array of excellent questions obtained in this way, and points will be brought out which had been omitted in the teaching. The teacher may retain these papers and put the questions to the class. A better plan is to distribute the papers to the class and let each pupil answer the questions that fall to his lot. If this latter plan is used the teacher should first examine the papers and cross out any unprofitable queries.

Another method relegates the questioning prerogative to the pupils as follows: The boys and girls are told to be ready in the Grammar class to ask questions upon a certain part of speech—verbs, for instance. A pupil is called upon; he asks his question, and then calls upon some one whom he wishes to answer it. If he can do so, he may then have the privilege of asking a question and naming a pupil. And so the game goes on—questions being tossed backward and forward as a ball. On another day the pupils may be allowed to quiz each other on pronouns. The scope of the questions is limited in order that they may not be too scattering and promiscuous.

This method is valuable in Geography drill and in quick work in Arithmetic. I saw a class not long ago where the scholars were giving each other problems in quick work—as: $8+7 \times 2+10-7+5+11 \div 7 \times 12-14 \div 10-3 \times 25=$ how many 10's? The children were happy as they played their game, and if any one had suggested that it was *work*, or a *lesson*, they would have scouted the idea.—*Intelligence*.

Literary Notes.

THE opening article in the July number of the North American Review is by Professor Briggs, whose recent trial for heresy created such excitement in theological circles, and is entitled "The future of Presbyterianism in the United States." The all-important question, "Should the Chinese Be Excluded?" is considered from two different points of view, first by Col. R. G. Ingersoll, who replies in the negative, and, secondly, by Congressman Geary, the author of the Chinese Exclusion Law, who answers in the affirmative. In "How Distrust Stops Trade" Edward Atkinson, the well-known economist, points out the baleful effects of the free coinage of silver. The ex-Director of the Mint, Hon. Edward O. Leech, contributes a valuable paper on "Silver Legislation and its Results;" Judge Albion W. Tourgee discusses "The Anti-Trust Campaign;" the Countess of Aberdeen writes on "Ireland at the World's Fair," and Prof. H. H. Boyesen sets forth the causes of "Norway's Political Crisis." The recent launch of the "Pilgrim" furnishes occasion for an interesting article on "International Yachting in 1893" by her designer, George A. Stewart; while the paper entitled "The Fastest Train in the World" by Col. H. G. Prout, the Editor of the *Railroad Gazette*, is specially timely in view of the establishment of a new twenty-hour service between New York and Chicago. A paper on "The Family of Columbus" is contributed by the Duke of Veragua. The article entitled "Divorce Made Easy," by Professor Brun, of Palo Alto University, is in the nature of a reply to M. Naquet's article on "Divorce, from a French Point of View," which appeared in the December number of *The Review*. Under the caption of "Natural History of the Hiss" Dr. Louis Robinson writes instructively and entertainingly on serpent lore. The Marquise de San Carlos discusses "French Girlhood," and the Hon. Stuart Erskine furnishes an interesting selection from "The American Correspondence" of his illustrious ancestor Lord Erskine. The Notes and Comments include an "Unpublished Speech of Abraham Lincoln," with an introduction by Representative Hitt. Other topics discussed are "Australian Women," by Julia F. Nicholson; and "The Weakness of Mr. Davis's Strength," by T. C. De Leon.

It is surprising that Charles Egbert Craddock whose new serial "His Vanished Star," begins in the July number of the *Atlantic Monthly*, can continue to write about Tennessee Mountain life, and also continue to be intensely interesting; and yet that is precisely what she does in this new novel. She has never written with greater mastery than now. There are a great many good things in the number, among them some to be specially looked at,—for instance, Isabel Haggood's paper on "Passports, Police, and Post Office in Russia;" "Problems of Presumptive Proof," a protest against the sentimental sympathy shown to criminals convicted on what is loosely termed "merely circumstantial evidence," showing that circumstantial evidence is sometimes the only evidence available, and that there are grave perils in direct evidence. It is written by James W. Clarke. Edward S. Morse discusses the question "If Public Libraries, why not Public Museums?" Sir Edward Strachy has a delightful paper on "An English General Election," and Mrs. Catherwood a story called "The Chase of Saint-Castin." Miss Edith Thomas's paper, interspersed with poetry, called "In the Heart of the Summer," is as graceful and charming as whatever is written by this writer is sure to be. The papers on Petrarch and on Governor Morton and the Sons of Liberty, must not be forgotten. —Houghton, Mifflin & Co., Boston.

The *Canadian Magazine* for July. This new and most creditable Canadian periodical well maintains in its July issue the high character it has held from the first. A popular science article of great interest is "The Birth of Lake Ontario," in which Prof. Willmott, of McMaster University, shows the ancient drainage of Lakes Huron, Erie and Ontario, then river valleys, through the Hudson River to the Atlantic. Mr. E. J. Toker's article, "Our Forests in Danger," is a well-written, interesting and powerful appeal for systematic forest conservation. Attorney-General Longley furnishes a thoughtful article on "The Greatest Drama," the drama

of each man's life. John S. Ewart, Q.C., Winnipeg, the eminent counsel who defended the claim of the minority in the Manitoba School question before the Supreme Court, enters a powerful appeal for tolerance of isms, in his article, "Isms in the Schools." Rev. Prof. W. Clark's "Kingsley's Water Babies" is written in the charming style of that prince of Canadian literature. Public School Inspector Hughes, of Toronto, in "Humor in the School Room," tells of many humorous incidents, mostly apparently of Canadian experience. "The Battle of Stony Creek," an illustrated article by E. B. Biggar, of Montreal, is a most valuable and painstaking contribution to Canadian history, full of interest throughout; and much of it novel in information and treatment. Mr. Tipton's "At the Mouth of the Grand" is another illustrated article, and treats artistically of the Grand River of Ontario as it appears at and before its sluggish entrance into Lake Erie. "The Automatic Maid-of-All-Work," by Mrs. M. L. Campbell, of Ottawa, is very amusing, and Miss Florence Ashton Fletcher's conclusion of her powerful story, "The Chamois Hunter," well maintains the interest of the first part. Altogether the number is a strong one, and will no doubt meet with a wide appreciation. The *Canadian Magazine* is published by the Ontario Publishing Co., Ltd., Toronto. Subscription \$2.50 per annum.

THE chief feature of the *Century* for July, and one of interest in connection with the Extradition Treaty with Russia, is a continuation of the discussion of the internal affairs of the Czar's empire. This consists of two rejoinders to the paper contributed to the February *Century* by the Secretary of the Russian Legation at Washington, Mr. Pierre Botkine, entitled "A Voice for Russia." Of these articles one is by George Kennan, under the title of "A Voice for the People of Russia," in which the writer takes issue with Mr. Botkine's main propositions and cites a large number of authorities in support of his contentions with the Russian secretary. The other article is contributed by Joseph Jacobs, in behalf of the Russo-Jewish Committee in London; it is entitled, "The Official defense of Russian Persecution," and is confined to the special consideration of the attitude of the Russian government toward the Jews of the empire. Among the artistic features of the number is a series of medallions of "Famous Indians" from the Northwest, including Chief Joseph, Lot, Young Chief, Moses, Poor Crane, and others. These were made by the sculptor Olin Warner, and are remarkable for the power and beauty of the heads selected for representation. The accompanying text is written, from personal knowledge of these chiefs, by Lieutenant C. E. S. Wood, late of the army and of General Howard's staff. Another leading artist, Mr. John LaFarge, contributes a bundle of "Artist's Letters from Japan," significant for their impressions of Oriental art as it appears to a distinguished American painter. The stories include the eighth part of Mr. Balestier's novel, "Benefits Forgot," the second instalment of "The White Islander," Mrs. Catherwood's serial of Mackinac, with illustrations by Day; "The Intoxicated Ghost," by Arlo Bates; and two of Miss Grace King's "Balcony Stories,"—"Anne Marie and Jeanne Marie" and "A Crippled Hope,"—illustrated by Bacher and Sterner.

SPECIAL prominence is given in *St. Nicholas* for July, to patriotic effusions and stories suggested by the "Glorious Fourth," which have less interest for Canadian readers. For those young girls who are looking forward to college, Miss Soper's sketch of "Festival Days at Young Girls' Colleges," will tend to make still keener the longing to take part in the glorious ladylike larks here recounted. Mrs. Clara Doty Bates tells the delights set forth in the "Children's Building" at the Columbian Fair; Julian Davidson contributes an illustrated record of certain great waterspouts recently encountered upon the high seas; and funny verses are interspersed with funny pictures all along the line. Felix Leigh shows in an animated rhymed dialogue how the celery feels aggrieved in that he is less honored than the lily, though of purer whiteness; and the complaint is echoed by the bee: whose redness is no wise inferior to that of the rose. Jack Bennett, "of Chillicothe" shows darkly in verse and silhouette the history of "Abijah's Fourth;" and P. Newell has, as usual, an entirely original study in natural history.

This time it is a revelation of the agitation of certain vegetables at the approach of one of the animal creation. It is decidedly funny, as are also his "Inanimate Things Animated" in another part of the same number. Mrs. Jamison and W. O. Stoddard, two favorite authors for the children, write the serials, and the departments present much that is quite as good, in its way, as anything found elsewhere in the magazine.

Book Notices, etc.

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

Later Canadian Poems, edited by J. E. Wetherell, B.A., pp. 188. Toronto: Copp, Clark, Co.

If anything were needed to dispose of a Canadian favorably to the productions of his native muse the handsome volume before us would so dispose him. The excellent printing, the choice paper, the artistic binding with its happy use of the maple leaf are in every way a credit to the publishers. Yet—tell it not in Gath—when editor and publishers have done so much, the reader of the volume can only regret that the Canadian poets have done so little. Canadian poetry, whether because of our colonial position, or the absence of that enriching of the national mind that comes with a long-continued national life, or for some less obvious reason, has so far failed to strike the universal note. It languishes yet in imitation, in reminiscence, in academic exercises, in local picturings. Not that its imitations are not skilful, its reminiscences not pleasing, its exercises not clever, and its descriptions not well drawn. Far from that, as we shall see. But the universal touch that with inevitable skill reaches elemental human nature—the source of tears and pure joy—this, Canadian poetry, and one regrets to say it, has not yet reached. Civil servants safely immured in the departments of government, or scholars in the professorial chair, or reverend gentlemen in the study may find the fount of poetry, but English poets from Marlow to Browning found it in freedom alone. This quality absent, Canadian poetry is not of the first rank, or of the second, or of the third rank.

In unhappy compensation for this quality that one would like to see present comes a characteristic that one would like to find absent. Poetry that lacks the insight of the genial nature naturally abounds in imitation and reminiscence. Our later Canadian poets—and we take it that Cameron, Campbell, Carman, Lampman, Roberts, and the two Scotts, whose work forms the bulk of our volume, represent the best features of our most recent verse—repeat too often, without the vanishing sweetness of the woodland echo, the thought, and phrase, and melody of the English poets. Cameron's *Defeat of Love* is Clough's *As Ships Becalmed*; Campbell's *Lazarus* recalls Rossetti's *Damozel*; Carman's *Yule Guest*, the spectral ballads of our grandfathers; Lampman's *April* is Keats' *Autumn*; Roberts' *A Blue Blossom* tells in a stanza what Wordsworth put in two lines of the *Intimations of Immortality*; Duncan Scott's *Above St. Irene* has the same motive as *Stepping Westward*; Frederick Scott's *Shakespeare* paraphrases Arnold's *Shakespeare* and popular criticism.

Again, even poets should be intelligible, and some of our Canadian verse is obscure even to unintelligibility. One would not mind the difficulty that far-fetched images create, as when Mr. Campbell writes:

"Drifting in many a watery moon
The rivers chant a sleepy tune."

but we do mind the difficulties of the opening stanza of the *Heart of the Lakes*. More especially do we humbly entreat explanations from Mr. Carman of his poetry. "Rampike" is an obsolete word, we believe, for "rampart," but how interpret:

"Outside, the ghostly rampikes,
Those armies of the moon,
Stood while the ranks of stars drew on
To that more spacious noon."

Overlord, we fancy, has more obscurity to the stanza than any previous contribution to serious poetry. Then there are minor faults.

English poets would remember their classics before writing

"When Orion's train and that mysterious seven."

or

"In winding and sinuous bays."

Good taste would reject the "heart-curdling cry," good sense "the reeling plains of foam." It is moreover only the juvenile poet who abuses the adjective, and sees the "wan" lakes, "wan marshlands," and "the spaces wan." The author of *Lazarus*, however, has now happily outgrown this disease of poetical infancy.

But with all its faults, we love this volume still. It brings back to memory many favorite pieces. The strong and passionate thought of *Lazarus*, the exquisite word-painting of *Heat*, the fine patriotic fire of *Canada*—our Canadian poets are nothing if not patriotic—the pretty thought of

"And so I bind with rhymes these memories,

As girls press pansies in the poet's leaves
And find them afterwards with sweet surprise."

the subtle charm of *The Wind of Death* and of the unfortunately verbose *City Tree*, the strong personal ring of the poet, whose perilous gift was it

"My mother gave me that September morn
When sorrow, song, and life were at one altar lit."

* * * * *

To gather a volume of representative Canadian poems, published since 1881 by representative authors, this the editor has tried to do and on the whole has successfully done. In his notes to the index, it is interesting to learn that Campbell, Carman, Lampman, Roberts, and the Scotts were all born during the years 1860-62; but why should the editor withhold similar and more interesting information concerning the women poets of the appendix? Despite this serious omission, the volume is one every Canadian reader should have, that he may learn to value, though not overvalue, his native muse. It will induce him to take an interest, if he already has it not, in the volumes from which this anthology is compiled. It will be one of those influences that make

"For a life of leisure and broad hours,
To think and dream, to put away small things,
The world's perpetual leaguer of dull naughts;
To wander like a bee among the flowers
Till old age finds us weary, feet and wings
Grown heavy with the gold of many thoughts."

Prospectus of a Standard Dictionary of the English Language. New York: Funk & Wagnalls Co.

The public has long been aware of the contemplated publication of the dictionary of which we have just received the prospectus, and will consequently learn with pleasure that, the definers having reached the letter T, and one-third of the volume being already in type, the publishers are able to announce that, at an expenditure of over half a million dollars, the new dictionary will be in the hands of subscribers before the end of 1893. Looking over the list of names of nearly two hundred editors one cannot help recalling Dr. Johnson and his three or four assistants at work upon the first serious lexicon of our language. Dictionaries, like life, have since become specialized. The dictionary of to-day no longer defines "pastern" as the "knee" of a horse, because every department, nay, even sections of sub-departments, are written and revised by specialists. The "Standard Dictionary," in this respect, has a staff of men whose reputation would make any dictionary reputable. Dr. March (spelling and pronunciation) stands first in esteem among American professors of modern philology. The Hon. J. E. Phelps, despite his bad case in the Behring Sea question, is admittedly an eminent authority on international law. No one stands higher than Newcombe in mathematics and astronomy, or than Huxley in evolution, or President Harper in Biblical study. And their names are typical in a regiment of workers.

The distinguishing features of the dictionary, as apparent from the specimen pages, are features that the general public will appreciate. A low-priced one volume dictionary of two thousand quarto pages containing a complete vocabulary of the language as it now is. From actual count, it is said, the words under A in *Stormonth*, are

4,692; in *Webster* (International) 8,358; in *The Century*, 15,621; in *The Standard*, 19,736; which will stand as proof of the fullness of the vocabulary. We are especially pleased with the use in indicating pronunciations of the phonetic alphabet of the American Philological Association, and of the wide spread authority sought in England, America, India and Australia for the basis of usage upon which authoritatively to found the dictums of the dictionary. In minor features—the placing of etymologies after definitions, the precedence given in ordering the various meanings of a word to the order of usage over the historical order; the precedence of modern authors, where possible, over older authors for explanatory quotations—*The Standard* will have special claims as the dictionary of the people. The dictionary of the scholar of English it is not. The historical method—the only method the scholar can follow—is frankly abandoned. Obsolete words and senses, often as interesting to the scholar as living, are omitted. But the vast number who use dictionaries are interested not in these, but in the language as it is. To these *The Standard* promises a full dictionary, illustrated with thousands of engravings, of all departments of the English language of the present day, well printed, carefully edited, of unimpeachable scholarship. The dictionary will be published at \$12.00 (one volume), and \$15.00 (two volumes), but to immediate subscribers \$8.00 and \$10.00.

For Friday Afternoon.

A WONDERFUL ARTIST.

I watched a wonderful artist
At work the summer through;
Most marvellous were the paintings,
Beneath his brush that grew.

The rarest of flowers and mosses
Glowed 'neath his master hand;
The clouds in the sky at sunset,
Masses of color grand.

He painted buttercups yellow,
The roses every hue;
Grass and ferns a delicate green,
Violets tender blue.

The dew upon the lily
Sparkled a radiant gem
Beneath his brush; and the raindrops
Gems for a diadem.

The summer sun was the artist,
His brush a ray of light;
His pallet held the colors seven
Seen in the rainbow bright.

Toronto.

Lizzie Wills.

MUSIC-MAD.

Madeline is music-mad,
Dancing's her delight;
She is at it all day long,
From early morn till night.
Heel and toe, toe and heel,
Polka, waltz, Virginia reel—
With a partner or without,
Madeline will whirl about.

Little does she care for books
Little wisdom shows;
And 'tis often said her brains
Must be in her toes.
When she hears the violin,
Then her ecstasies begin;
And her friends declare 'tis sad
She should be so music-mad.

July St. Nicholas.

I know, blue modest violets,
Gleaming with dew at morn—
I know the place you come from,
And the way that you are born!
When God cut holes in Heaven,
The holes the stars look through,
He let the scraps fall down to earth,
The little scraps are you. —Selected.

THE great result of schooling is a mind with just vision to discern, with free force to do; the grand school-master is practice.—*Carlyle*.

Correspondence.

THE WHISPERING QUESTION.

The following opinions came to hand since the previous communications were published:

X., Simcoe.—I believe in "total abstinence" and find it a great help to have no two pupils in the same class sitting together. A large and a small scholar, therefore, are seated together in almost every seat and I find there is not the same temptation to talk as otherwise.

J. L. PICKARD, TORONTO TP., STREETSVILLE.—I prohibit talking with those in another seat, but allow a little between those in the same seat, so long as it does not hinder any in their work. Whenever this privilege is abused, it is withdrawn for a time.

JOHN McVICAR, STRATHROY.—I prohibit whispering entirely during school hours, believing that it causes an endless amount of annoyance to the teacher and the pupils. By having the pupils supplied with everything that they require for desk work, seeing that each pupil knows where the lesson is, keeping them in proper position on seats, and watching them closely while engaged in teaching a class, I have very little trouble with it. The evil effects of it should be also told to the scholars. Would reprove them firmly if found breaking the rule. I would not resort to corporal punishment, except in extreme cases.

THE DOMINION HISTORY.

To the editor of the EDUCATIONAL JOURNAL:

SIR,—For several years the educationists of the Dominion have been looking forward to the production of a new text-book of Canadian history by a competition established for the purpose. The preliminary arrangements are now complete, the money required (\$2000) having been subscribed by the provinces.

Competing authors will write with permission from the Dominion Committee. The other conditions of competition may be known on application to the secretary.

The author of the best book shall be awarded a royalty of 10 per cent. of its retail price. As there are over 16,000 public schools to use the work the prize will be one of great value. Authors of the next four manuscripts of merit will receive \$200 each.

The Dominion Committee begs to inform intending writers that it is now prepared to consider applications for permission to write and that it will receive manuscripts up to January 1, 1895.

The promoters of this movement to have the history of Canada written from a Dominion instead of a Provincial standpoint as at present, and suitably for general use in all Canadian schools, irrespective of creed or nationality, are actuated by a wish to inspire the boys and girls of the Dominion with a true sense of the nobility and grandeur of the heritage of Canadians, and so to help and create a unity of patriotic sentiment. In furtherance of that design they solicit the press of Canada, and especially educational journals, to keep the present competition for a time before the public.

W. PATTERSON,

Secretary Dominion History Committee

Royal Arthur School,
Montreal, June 26, 1893.

EDUCATIONAL.

We desire the attention of our readers to the opening of the Fall Term at the Central Business college, Toronto and Stratford, which occurs on Monday, September 4th. We have had the pleasure of inspecting the school in this city and have no hesitation at all in highly recommending it as a first-class institution. The Stratford college bears an enviable reputation which could only have been secured by square dealing and superior work on behalf of the students. These colleges enjoy an extensive patronage and they deserve to do so. A very important feature regarding these schools is the daily interchange of business practice between the two colleges. Write the Principals, Messrs. Shaw and Elliott for catalogues if interested in their line of work.

Hints and Helps.

THE PLAYHOUR IN A COUNTRY SCHOOL

FRED BROWNSCOMBE, PETROLIA.

IX. OUTDOOR GAMES.

GAMES WITH BALLS.—Baseball scarcely requires comment. I would suggest, however, (with cricket and football), that the teacher who plays with his pupils, provide himself with an official guide-book and play the game properly. It is sometimes a considerable advantage to his pupils particularly those changing schools, to be up to the times in their games as well as in the graver but in some respects hardly more important exercises of the school-room.

For the small boys a cheap ball covered with leather by a shoemaker is the best, a professional ball being too hard; for the girls, any soft rubber ball will do, though a tennis ball will be found the most satisfactory. The girls, and often the boys, in country schools play the old form of the game from which baseball has evolved. The usual four bases are used, but a ball caught on any "bounce" is out, and a person running bases is out if struck by a ball thrown at her by one of the other side. The three strikes allowed the batter include both the ordinary strikes, and hits, and the striker may run on the first, second or third strike or hit, as suits her. Three fouls put the striker out, and usually "over the fence is out." Three out gives the other side the innings.

DOUBLES is a game carried on by four to ten players under baseball rules; two bases, however, are all that are required, the home and first. Two players only have an innings together, the remainder occupying the positions of catcher, pitcher, first baseman and fielders. One of the two takes the bat and upon making a hit, or on the third strike, runs to the first base, running home again when the second batter bats the ball, or before, if an opportunity present itself. A batter put out takes the field and the person who put him out becomes a batter. When the catcher gets "in," the pitcher becomes catcher, the first baseman, pitcher, and so on, each moving one place in advance, the batter put out last having the position farthest from first base. Whenever two assist in getting a batter out, as on first or home base, the catcher takes the bat and each moves as before.

In **KNOCKUP** there is but one batter, the rest being fielders. The batter gives the ball a gentle toss into the air and bats it, knocking it as far and as high as he can; the person who catches it becomes batter and the other goes in the field. If the batter send the ball along the ground the person who secures the third of these "grounders" is entitled to the bat.

For **STRING-BALL**, a ball is suspended by a string from the limb of a tree or from a stick projecting from the side of the school or other building. On wet days the string may be fastened to the stovepipe in the room or to the ceiling in the lobby. If outside, the string should be from nine to twelve feet long, and the ball should hang about four feet from the ground. The players stand in a circle around the ball, and the game is commenced by the leader striking the ball with his hand. If one of the players does not catch the ball before it swings back to its original position, the leader scores one point and is allowed another stroke. The leader remains "at the bat" so to speak, until the ball is caught, and his aim is obviously to send the ball in the direction least expected by the other players. The person catching the ball takes the leader's place. Ten or fifteen is the game if a score be kept.

HOLE BALL.—A circle four feet in diameter is drawn, whose centre is a hole nine or ten inches deep. The players stand around this circle, one holding a soft ball which he suddenly drops into the hole, calling out at the same time some player's name. All run off but the player named, who seizes the ball and throws it at one of the retreating party. If it does not hit anyone, the thrower is out and the person thrown at drops the ball the next time. A player who is struck may throw the ball again from anywhere in a line between the hole and where he picked up the ball. A failure puts him out. Continue till only one, the winner, is left.

In **HAT-BALL OR EGG-HAT**, the hole is replaced by the boys' hats, and the owner of the hat into which the ball is rolled, throws it at some one.

A single miss does not put the player out. Each time he misses he puts a "pig," that is, a chip or pebble, into his hat, and when he accumulates three he is out. The players stand at a base line about ten feet from the hats and throw into them in rotation. A player who puts the ball in a hat has another throw unless the hat owner hits some one, in which case the successful thrower has the next throw. The one hit puts a "pig" in his hat. When about half only are left, each of the outs has to suffer a penalty. He bounces the ball against the wall as hard as he can and then stands where the ball stopped till each of those not put out has a throw at him from base line or the base line extended.

In **ROLL-A-HOLE** each player is represented by one of a row of holes in the ground, and the ball is rolled along the line of holes from a given point. Rules as in Hat-ball.

WALL-BALL.—When the boys have formed a line facing the school or other wall, the leader throws the ball up against the wall, at the same time calling out a boy's name, say John. All the others now run away while John endeavors to catch the ball ere it falls to the ground or on first bounce; if successful he throws it up again calling out "Will." Should Will not catch it he must pick it up and throw it at the fugitives; and if he succeeds in hitting one, the boy struck loses a point as in Hat-ball (three points allowed each); if Will is unsuccessful in hitting someone he loses a point and the boy thrown at has the next throw. The game after this resembles Hat-ball.

ANTE-OVER is usually played by the smaller boys and girls who divide into two parties, who stand at opposite sides of the school-house. The person carrying the ball throws it over the building calling out at the same time "Ante-over;" the opposite party watch for it and try to catch it. If not caught it is returned in the same way, but if caught, the catcher, followed by his party, rushes round the end of the school-house and throws the ball at some of his opponents who, of course, endeavor to quickly reach the other side. A player struck joins the striker's side, after which the ball is thrown again. Game when one side has absorbed all the players.

BULL-PEN.—Half as many bases are required as there are players. These are arranged as points in a circle and each is occupied by one of the "ins," while the "outs" roam about in the circle, a disorganized rabble. The game is commenced by a baseman throwing the ball to the next baseman, who catches and throws it to the next, and so on till it reaches the original holder again. He is now at liberty to throw it at any of the outs (none of whom may at any time leave the circle unless caught or struck out) or pitch it to any other baseman. If he strike one of the outs that person leaves the game, but if the player aimed at should catch the ball, or the ball fail to hit anyone, the thrower is out. In any case, one of the outs seizes the ball and from anywhere in the circle throws it at the basemen, who in the meantime have fled from their bases as far as time allowed or they felt necessary. If a baseman be hit he is out, but if he catch the ball the thrower is out; a failure to hit a baseman does not, however, put one of the others out. Then, one of the basemen or ins having picked up the ball, all not struck out return to the bases, and after the ball has been one or more times pitched and caught by basemen, it may be thrown at their opponents again. The basemen may not throw except from a base, but they may throw from any base and may run from base to base before throwing. A baseman may deceive his opponents by leaving the ball in the hands of another baseman as he runs around. The outs, endeavoring to keep on the opposite side of the circle from the runner, will thus present an easy mark for the holder of the ball. When the basemen are all out the outs become basemen and vice versa; should the circle be cleared of the outs first the basemen have another innings.

SHINNY.—This is played by two sides with shinnies and a small block, the object of each side being to drive the block through their opponents' goal. The shinnies are sticks about three feet long, with a curve or knob at one end, and the block is a small piece of tough wood of two inches in diameter. A rubber ball is much better than a block, as there is some danger of an unwary player being struck.

The goals are at the opposite ends of the school yard, and are about twenty-four feet in width. To commence the game the opposing

parties arrange themselves in two parallel files facing each other across a line connecting the centres of the two goals and leaving a keeper in each goal. One of the two middle players holds the block and asks his opponent whether he will have high or low. If high, the block is thrown straight up into the air; if low, down upon the ground, each of the two endeavoring in either case to knock it towards his opponent's goal, whereupon the game commences in earnest.

If the block go behind the goal upon the right or left side, it is given to the goal-keeper, who has a free knock at it from the centre of the goal; if out of bounds, it is thrown in by some player. After the opening play the ball must not be touched with the hand. Each player must stand with his right shoulder towards his own goal and his left towards that of the opposite party. When large and small boys mingle, it is well to make a rule that no player shall be permitted to raise the end of his shinny higher than his shoulder.

This manly and exciting game is sometimes objected to on the score of danger, but with care there is slight cause for apprehension, particularly where the teacher takes part himself. It is similar to the popular game of Hockey, and is a fall and winter game.

PIG IN THE HOLE is played with shinnies and a block. As many holes about six inches in depth and diameter as there are players, less one, are dug at equidistant points in the circumference of a circle, and a slightly larger hole is made in the centre. The players hold their shinnies with the curved ends in the holes, while one endeavors to drive the block from the outside through the circle and into the centre hole. When successful he is allowed to knock the block in any direction as far as he can and to choose some other player to drive it in, while he occupies the hole vacated by the other. The other players strive to keep the driver out by knocking the block away whenever he gets it near or in the circle. The driver may escape his office by "stealing a hole," that is placing his shinny in a hole rendered vacant for the moment by its occupant striking at the "pig" or stealing another player's hole. A player thus left without a hole becomes the pig-driver. If a dozen or so take part there may be two drivers to take the pig into the centre.

CRICKET is excellent for school purposes, and bats and wickets may be made by the pupils themselves.

CROQUET.—This, under the more active form of "tight croquet," is becoming popular again. It is very suitable for a school game, the only objection being the cost of the outfit, which is, however, not great. With the help of the pupils one may easily sod and keep in proper order the small portion of the school-yard necessary.

EXPERIENCE WITH BOYS.

A teacher, Miss Sarah E. Wiltse, of Boston, once tried an experiment with one hundred and thirteen school boys between the ages of thirteen and eighteen. Like all such experiments, the results signify little, but as a curiosity it is a great success, and more than that it is very suggestive. It must be borne in mind that they were above thirteen years of age. They were given three or four words each day, one word at a time, and were to write the thing that each word suggested to them. The exercise was continued from day to day, so that nothing could be attributed to the unexpectedness of the exercise.

Literature: To twenty-six it meant books, to seven reading, three history, three Longfellow, three Scott, three Waverley, one each Ivanhoe, Dickens, the Inferno, Shakespeare, Homer and Milton, two dime novels. Others had special "visions," such as a man printing a book, an immense library with books of all ages, ancient Greece (especially Athens), a painting, funny compositions, piles of papers, something classical.

Abstraction: Thirty-seven blanks; others said flavoring ice cream, flavoring in bottles, getting a tooth pulled, apples and baskets, spoke of a wheel, kindness, a man with his head resting on his hand and his elbows on a marble-top table, a boy seeing something far away, sitting at a window in the country looking blankly in the air, a crazy person, a man in deep thought, works of nature, goodness, grammar, future, a wood, part of speech, an abstract person, something small, basket of flowers.

Play: Seven said children; others, kittens,

thirteen thought of base-ball, four of the theatre, four lawn tennis, three piano, Lady of the Lake, Richard the Third.

Coldness: Twenty-six winter, seven ice; others, man with a stern face, field of ice, frosty ground with stumps, the look of a high-toned boy toward his poorly dressed comrades, anger, shivering, Greeley's expedition to the north pole, a proud person, firmness in a man, making a call on a young lady who is not at home, dressing in a big overcoat, unsympathetic to the poor, inhospitality, kicking the feet against the dashboard of a horse car, an ulster with a high collar, Iceland, cutting wind, frost and snow, a haughty person, dark grey objects.

Heat: A stove, a furnace, a furnace for melting glass, a smelting furnace, a register, a gilded radiator, the schoolhouse boiler-room, summer, the sun, Desert of Sahara, a parade, a red-hot ball, melted butter, anger, a day in East Lexington with buzzing locusts, a fat man out of breath.

Faith: Fourteen blanks; others said dogs, a cross, a church, a catechism, a prayer-book, Daniel in the lion's den, a tableau of faith, hope, and charity, the Supreme Being, the water cooler on the Common, the story of St. Elizabeth, a frightened child clinging to its father for protection.

Fun fell flat: no answers of any value.

Horror: Murder, assassination, death, fire, an avalanche, drowning, battle, ghosts, a man hanging, a beer saloon, accident at Roslindale, a horrible-looking word that would spell hell, someone in distress, a horrible accident, a woman and a mouse, a lady looking at an alligator, seeing a man run over, a boy stabbed, a boy run over by a horse car, a fellow holding his hands in the air, a man with his hair standing on end, an old lady holding up both hands, a man falling from a great height, the time I was chased, a spider crawling over me, feeling as though I was drowning, a robbery, something cringing, a smash-up, piercing shrieks, a dream of snakes, a house on fire with a little girl at a high window.

The surprising thing about it is the age of the boys and the fact that the exercises were given daily, so that they knew what was expected of them. It suggests experiments for teacher.

—N. E. Journal of Education.

Teachers' Miscellany.

SOUND WORDS ON EDUCATION.

In a recent number of the *Contemporary Review* we find an article entitled the "Teacher's Training of Himself," which discusses this vital subject, but mainly from the moral point of view. The author is Dr. Weldon, head master of the Harrow School, in England, and the article is a reproduction of an address delivered by him before the Birmingham Teachers' Association. Seldom, if ever, have we found more of sound sense and right feeling in any discussion of the general subject of education than is contained in this essay of Dr. Weldon's. From first to last it may be said to be a plea for that which, according to Dr. Rice, is so conspicuously lacking in most of our own public schools—sympathy. The writer sees that this, above all things, is needed to vivify education and make it what it ought to be, a blessing both to the giver and receiver—to prevent it, indeed, from becoming positively injurious in its effects. It is due simply to mental inertness and inferiority on the part of the mass of society that there is on the whole so little love of knowledge and so little pleasure in intellectual effort. May it not be in a measure due to the fact that in childhood the acquisition of knowledge was carried on under more or less repulsive conditions, with the mental faculties only half aroused, and the sympathetic or emotional nature wholly untouched except in so far as it might have been moved to opposition?

It is the first step, says Dr. Weldon, in the teacher's self-culture, to realize the dignity of his profession, which, though it may lack the distinction belonging to the pulpit, the platform, or the bar, has "this signal advantage, that, in all its branches, and among its humblest no less than its highest representatives, it aspires constantly to two objects that are among the worthiest of which human nature is capable—namely, the promotion of virtue and the increase of knowledge." He places the promotion of virtue first, but in actual practice we fear that the amount of attention given in public schools of the ordinary type, here or elsewhere, to that

special object is far from commensurate with its recognized importance. The discipline of the school is often said to be of itself a powerful moral influence; and so it would be if the discipline were maintained in any large degree by the help of sympathy; but if it is enforced in the thoroughly unsympathetic way described by Dr. Rice, we fear it can hardly be counted on for any very moralizing effects.

We must, however, pass over much that we would wish to note in Dr. Weldon's address, in order to leave space for a few of his more striking remarks. The following are worth quoting and remembering:

"If a teacher is to train others, still more must he train himself. The reason is, that the influence of every teacher depends not upon what he says, nor even upon what he does; but upon what he is. He cannot be greater or better than himself. He cannot teach nobly, if he is not himself noble.

"It is sadly true that we as teachers may make mistakes. We may break the bruised reed; we may quench the smoking flax. By making the young dislike us, we may make them dislike the subjects we represent. Strongly would I impress upon you and upon myself the terrible responsibility which belongs to us of making one of these little ones to offend. Perhaps if I might sum up in a single phrase the teacher's true temper towards his pupils, especially boys in a large school, I should say it is one of *sympathetic* severity. Severity is not worth much if it stands alone. It may be said that severity without sympathy is a guarantee of failure.

"There is one word and only one that I have simply begged my colleagues never to use in their reports of boys—the word 'hopeless.' Masters and mistresses may perhaps be hopeless, I cannot tell; but boys and girls—never.

"An angry school master, or rather a school-master who cannot control his anger, is the drunken helot of the profession. In an angry moment words are spoken, deeds are done, that are irreparable. Fling away from you the poison shafts of sarcasm; they are forbidden in the humanities of school life.

"It appears to be the particular danger of school-masters and school mistresses that their profession has naturally a cramping or narrowing influence upon the mind; it is therefore the primary duty of all teachers to take every opportunity of enlarging and liberalizing their views. The school master must not be a school-master only; he must be more than a school-master. He must be a man of wide interests and information; he must move freely in the world of affairs. Fill your pitchers, however humble they may be, at the wide and overflowing stream of human culture. It is my counsel, as a precaution against narrowness, that you indulge largely in reading. You can hardly read too much. It may be a paradox to say so; but I doubt if it matters much what you read, so long as you read widely. Novel reading I conscientiously recommend. It will take you out of yourselves, and that is perhaps the best holiday that anyone can have. It will give your minds an edge, an elasticity. The peril of reading no novels is much more serious than of reading too many. Apollo himself does not keep his bow on the sketch forever, and most of us need relaxation as much as Apollo."

The above is good advice, and happy is it for those who can take it to heart and act upon it, for those whose faculties have not been already so deadened by mechanical routine as to be incapable of the ambition of individual culture. Dr. Weldon speaks and writes from the elevated standpoint of headmaster of one of the great English public schools, a position of as great independence probably as any the educational world affords, and one in which there is infinite scope for the exercise of individuality. The public school teacher is very different. To the latter functionary individuality may be a personal advantage, but it may easily become, from a professional point of view, a burden and a drag through the lack of encouragement or even opportunity for its exercise.

That the advice given by Dr. Weldon as to reading is not very widely followed out by teachers in this country was proved some years ago by some one who took the trouble to write to all the principal public libraries to ascertain to what extent teachers took advantage of the privileges which these institutions afford. We forget the precise result of the inquiry; but it showed that the teachers, as a body, used the libraries almost less than any other class of the

community. We recall this fact in no unfriendly spirit, but solely with a view of showing to a public that it is hard to convince on this point, how far we are from having as yet commanded the most successful conditions for general education.—*Popular Science Monthly*.

DRUMMING OF GROUSE.

PRODUCED BY BEATING THE WINGS TOGETHER RAPIDLY ABOVE THE BACK.

UPON a sunshiny day an angler, whipping a woodland stream, heard a strange rumbling sound. Mistaking it for distant thunder, he glanced at the blue sky, puzzled. Soon it sounded again, and, listening intently, he distinguished, first an indistinct thump, another and still another, and then a muffled roll gradually dying away. It was the drumming of the ruffled grouse. Perhaps no sound that assails the sportsman's ears says the *Rod, Gun and Kennel*, has provoked more discussion, one-half the observers holding that the bird produces the sound by striking its wing against its breast, the other half that it drums with its wings upon the log on which it always perches.

The angler stood without the pale of either theory and held to one of his own. The fish were rising briskly to the fly spangling the silvery surface of the stream, but here was the opportunity he had long looked for. The rod was abandoned, and with noiseless tread he threaded the thicket. At regular intervals the drumming was repeated, now nearer and now it seemed to have receded. When almost upon it he found it difficult to locate the sound accurately. It was ventriloquial. At last he seemed to be within a few hundred yards of it, and as it ceased he started again to creep forward when his eye detected a movement, and there, scarcely twenty steps away, upon an old decaying log, strutted the bird. Back and forth he marched pompously, his beautifully mottled plumage inflated, his appearance one of intense vanity. Somewhere within a radius of half a mile his bevy of brown wives are scattered through the woods industriously keeping their own counsel. While foraging for food each keeps an eye out for some secluded depression in the ground or among the gnarled roots of a tree where she may shortly begin to deposit a dozen or more buff-colored eggs. But she will keep the location of the nest a dark secret, and cover it with leaves when departing, for she knows that shattered shells would greet her return if once it was found by the vain-glorious tyrant on the log.

That worthy pauses in his pompous strutting, his inflated appearance grows even more strained, and the solitary spectator to the performance indulges a vague fear that he is about to share the fate of the aspiring frog in the fable. His attitude is one of intense pride and fashion. With a quick movement his wings are lifted and the butts touch above the bird's back with a thump, again that quick upward sweep and the butts of the wings again meet, back to back with a louder flap; again the movement and then so swift the strokes, so rapid the movement of the bird's wings that the eye failed to follow and their shape disappeared in a fan of light and the sound became a muffled roll which lasted for some seconds and gradually decreased in volume; the strokes of the wings were shorter but as rapid as ever. As the sound ceased, the bird dropped his wings to a trailing position and once more resumed his strutting. Never once did his wings touch the log or his breast. The first three or four flaps were slow, at regular intervals, and plainly visible. They were made precisely as a rooster flaps his wings preparatory to crowing—by striking the butts of the wings together above his back. The entire succession of sounds was made in the same manner—the movement simply increased in rapidity by the immense muscular power of the grouse's wings. Another interval of dress parade and the grouse began his reveille. The

angler, in the intensity of his interest and in the belief of the bird's pre-occupation leaned forward. Like a flash the inflated mass of feathers was converted into a compact body with keen head extended and bright eyes riveted on the intruder. The next instant there was a startling "whirrrr!" and the writer was left alone in the woods with the recollection of a rare spectacle—a discovery in natural history.—*The Mail.*

Primary Department.

ALBERT: A SKETCH FROM LIFE.

BY ELIZABETH SHARE, PRIN. TRAINING DEPT., STATE NORMAL SCHOOL, SPEARFISH, SO. DAKOTA.

You have seen any number of little boys just like him. Pretty? Far from it. Short, *chunky* figure, stolid face, expressionless light blue eyes, great shock of white hair. Clean? I am sorry to say not. His garments are torn and soiled and very carelessly arranged. His hair often looks as if it did not feel a comb for days at a time. Good? Again I must say no. He is often naughty, has sudden moody spells, and is not always truthful. He does not learn very rapidly either. It takes an idea a long time to be assimilated.

"And yet you ask me to love that child?" asks a young teacher. *Yes.* Look with me below the surface and you will say yes also.

He is the child of poor, hard-working Germans. The parents have no beauty in their lives—nothing but an endless grind. How can we expect this child to inherit any beauty of face or form? Into his life probably very little love has come. Lay your hand upon his head and see as I have many a time the slow, dawning smile of surprise upon his face. I know how your heart will be touched to see how he receives so slight a token of affection. Love is a new element in his life. His hard-working mother has no *time* to love him. Besides there has been serious illness in the family all winter. That fact alone ought to make us lenient towards his untidiness. His people probably do not know *how* to be more neat with him, even if they had the will.

If we could trace back the line of his forefathers, doubtless we would find generations of men and women with low ideals in life—no distinction in their minds between right and wrong—with moral sensibilities blunted by hard toil and low companionship. Can we expect Albert to be otherwise? His intellect also is not likely to be any brighter or keener than that of his ancestors. We know what theirs inevitably must have been.

"Yes, all this is true, but he is so 'trying.' Just his tardiness alone is wearing, and besides he spoils my records every month." I know he is trying. But stand with me and watch the little figure as it comes toiling along from the distant hill, outside the village, where his home is. His older brother has run ahead—he will not be tardy. Albert is trying to keep pace with him, but he just cannot. See how he swings his arms in his effort to make his feet go faster over the ground. What is the matter with his feet? Why, don't you see as he draws nearer? He has great *boots* on, very heavy ones, much too large for him. And do you see he wears *overshoes* besides. These are enormous too. Do you wonder the little fellow cannot run? A pathetic little figure you will admit when at last he arrives. He *knows* he is tardy; his blue fists are rubbed into his eyes as he sobbingly tells you that he *tried* to be on time. He *did* try. The blame is not to be placed on *him*. Imagine such a home on a cold winter morning, with a sick child to be cared for, and you wonder with me where the blame *can* be placed.

Yet I repeat I know he *is* trying. I ask you again to think with me. Is it not worth more to *you* to keep your patience with Albert than

it is to smile upon Charley who never does wrong? Are *you* not made better by opening your heart to take in just such a needy one? Are *you* not stronger by a realization that one of a teacher's highest privileges is to reach and hold such little souls in the warmth of a true woman's heart. I say nothing now of what you can do for *him*—you know all that. I ask you to think upon what *he* can do for *you*.

I wonder how many teachers have an Albert in their schools. If he is there, study him. He will help you *grow*.—*Primary School.*

SUMMER'S TREASURES.

RHODA LEE.

Is this a time to be gloomy or sad
When our Mother Nature laughs around
When even the deep blue heavens look glad,
And gladness breathes from the blossoming
ground.

There's a dance of leaves in that aspen bower,
There's a twitter of birds in that beechen tree,
There's a smile on the fruit and a smile on the
flower,
And a laugh from the brook that runs to the
sea.

And look at the broad-faced sun how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles,
Ay look! And he'll smile thy gloom away."

As this holiday number finds its way to our readers we hope many are enjoying a genuine rest.

"Rest is not quitting the busy career,
Rest is the fitting of self to its sphere."

is a favorite saying of some people who thoroughly despise idleness. But for the mentally and physically weary teacher there is no surer way of being fitted for the duties of the coming year than by indulging in a certain amount of that delightful laziness which we can conscientiously enjoy during the warm, sultry days of July and August.

But while school seems to have vanished for the present, we may without seriously affecting the benefit of our holiday give a little time and thought to the work of the new term. Not in our reading. I think it much wiser to turn our attention to literature of another kind just now. The mind as well as the body requires a change. However, in the delightful country walks of lake-shore or sea-side we can find any quantity of material that may be of the greatest value to us in our school work. In some schools I have seen beautiful collections of sea treasures. The teacher had been fortunate enough to spend her vacation at the sea-side and with the aid of a pocket microscope she succeeded in interesting the children wonderfully in the shells, urchins, sea-weeds, etc., she had gathered together. Another collection that added greatly to the attractiveness of the school-room and that was at the same time eminently useful, was composed of grasses, ferns and grains. "Untidy looking things, catching every stray speck of dust," someone says. Such they may be if allowed to remain year after year without care in a dusty school-room, but if they are taken down from the jars and brackets and dusted occasionally and renewed in the autumn the most particular soul need never be vexed. Pressed ferns can be used in a variety of ways. The white everlasting blossoms, wheat, barley, rye, oats and even Indian corn may be gathered and used with advantage. Cat-tails and rushes may also be used for decorative purposes if they are properly dried. You have no idea of the many ways in which you can make use of a collection of this kind until you have once tried it. There is material in abundance that requires nothing but the work of gathering and which, with just a little time and taste will contribute a great deal towards making your school-room look bright, cheery and homelike.

"TO MY BENEFACTOR."

The above valuable inscription on a golden collar is worn by a yellow cat in Paris, the fortunate owner of whom, a painter, met with him one evening a few years back when returning to his garret with poison, intending to end his days, so miserably poor had he become. A note to this effect was just written, to save trouble at the inquest, when providentially there sprang on the table a little yellow kitten. It rubbed caressingly against his face. Evidently a waif it was, thin and famished, its wet fur frayed by the jaws of some dog, "One may be tired of life," said the painter, "but one does not leave a guest hungry."

With bread and milk, all he had, he fed the kitten, then warmed it within the breast of his coat, where it caressed with its tongue the hand that held it; then purred itself to sleep. "Suicide," reflected the painter, "is the refuge of one who has no longer hopes, ties of affection or responsibilities. In receiving this kitten I have assumed a duty. To place this little creature upon my heart for warmth and then turn that heart to ice would be a betrayal. At least I will live until to-morrow." In the morning the little cat appeared so pretty that he painted it and was able to sell its portrait. Another was ordered and another. Thus recovered from the hunger-fevered brain attack, our hero deferred his dream of a classic canvas. His pussies became the fashion and he painted them in all postures and colours, yellow, black, white, grey and tabby. He studied cats: he divined, under their masks of drowsiness and caprice, the subtle charm and wisdom adored in old Egypt.

The yellow kitten who saved his life also made his fortune and now, the patriarch of a tribe, has his cushion and his cup in the atelier of his GRATEFUL MAURICE LENOIR.

Let us thank God, the giver of *all* good gifts, for the beautiful lessons in this story, painted for the wise in the rainbow "Grace of Gratitude" to prove that "*Heart, wisdom and success are one,*" as asserted by the Holy Word of God, our *just* judge.

[The above was sent to us by a lady in England who is an enthusiastic member of the Victoria Street Society for the Protection of animals from vivisection].

WHY TOMMY DID NOT SPEAK HIS PIECE.

BY SIDNEY DAYRE.

"There was such a lot of people there—
And all the gaslights seemed to stare—
And—some one whispered: 'Hold up your
head;'
And—'Don't be scared, dear,' somebody said.
And—all of 'em clapped when I went in—
And somebody said, 'Go on! Begin!'
And—I forgot every word I knew—
And—all of 'em laughed—Boo-oo-oo-oo."

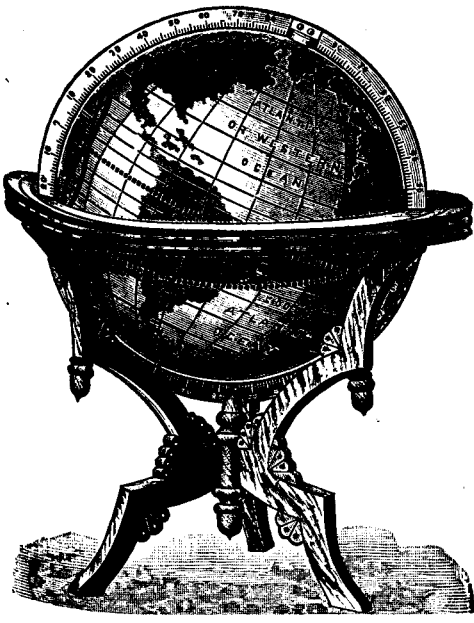
GOLDEN KEYS.

"A bunch of golden keys is mine,
To make each day with gladness shine.
'Good Morning,' that's the golden key
That unlocks every day for me.
When evening comes, 'Good Night,' I say,
And close the door of each glad day.
When at the table, 'If you please,'
I take from off my bunch of keys.
When friends give anything to me,
I'll use the little 'Thank You' key.
'Excuse me,' 'Beg Your Pardon,' too,
When by mistake some harm I do;
Or, if unkindly harm I've given,
With 'Forgive Me,' I shall be forgiven.
On a golden ring these keys I'll bind;
This is its motto, 'Be Ye Kind.'
I'll often use each golden key,
And then a child polite I'll be."

—Selected.

EDUCATIONAL SUPPLIES

AND SCHOOL REQUISITES.



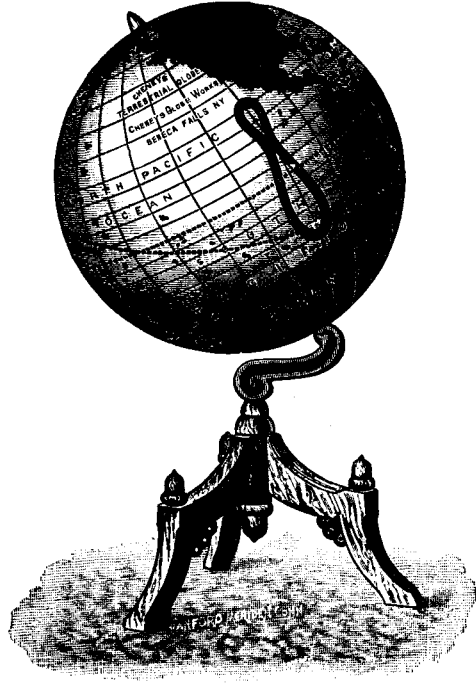
FULL MOUNTED.

No. 14, 18 inches in diameter	\$35 00
" 17, 12 "	13 00
" 20, 8 "	8 00
" 23, 6 "	5 00



MERIDIAN.

No. 15, 18 inches in diameter	\$30 00
" 18, 12 "	8 50
" 21, 8 "	5 00
" 24, 6 "	2 50



PLAIN.

No. 16, 18 inches in diameter	\$25 00
" 19, 12 "	7 00
" 22, 9 "	5 00
" 25, 6 "	2 00

GLOBES

Wooden Standards.

We have, after examining a large number of different maker's Globes, decided to use the maps of two makers in covering our globes. One the renowned Keith-Johnston maps, the other, though not of such a world wide reputation, yet considered by many as fully equal for all purposes, known as the Cheney Globe cover.

On the Cheney maps the parts representing water are white, those parts representing the land are in bright colors, thus showing the outlines, names and boundaries distinctly. The print is clear and full, and corrected to 1891.

The Johnston covers are printed for us by W. & A. K. Johnston, Edinburgh, Scotland. These covers are entirely new, exhibiting the most recent geographical discoveries and political changes. The Isothermal Lines for January and July, also the Ocean Currents are clearly shown.

The globes covered with the Cheney maps are generally preferred for school use, as the boundaries are more distinct, while those covered with Johnston maps are preferred for reference globes in offices and homes.

With the exception of the 18 inch globes the prices given are for globes with Cheney maps. For globes with Johnston covers add \$1.50 for 12 inch globes, \$1 for 8 inch, and 50c. for 6 inch globes, to the prices given.

GLOBE MANUAL.

How to use globes. Fifty pages. By the use of this little volume a globe becomes more than an ornament in a house or school. It opens up a world of knowledge and furnishes a variety of problems for pleasant and profitable mental exercise. Price, post paid, 50 cents. A copy sent free with every globe purchased.

WALL MAPS

The most accurate and best series of Wall Maps published.

DRAWN and ENGRAVED

By the eminent geographer,

J. BARTHOLOMEW, F. R. C. S., Edinburgh

Mounted on strong cloth, with rollers, clearly colored and varnished.

THEY EXCEL IN

Boldness and Clearness, the outlines and physical Features being remarkably distinct.

Coloring, making these maps an ornament wherever hung; the body coloring, which always furnishes the tone of a map, though peculiarly vivid, is light, tasteful and very easy to the eye.

Size, being larger than any other strictly school maps published.

No.	Size	Regular	Price.
	Inches.		
1. Railway Map of Ontario.	43 by 33	\$3 00	
2. Ontario	67 by 52	4 50	
3. Quebec	67 by 52	4 50	
4. New Brunswick	67 by 52	4 50	
5. Nova Scotia and Prince Edward Island	67 by 52	4 50	
6. North America	67 by 52	4 50	
7. South America	67 by 52	4 50	
8. Europe	67 by 52	4 50	
9. Asia	67 by 52	4 50	
10. Africa	67 by 52	4 50	

11. British Isles 67 by 52 4 50
12. Australia and New Zealand 67 by 52 4 50
13. Palestine 67 by 52 4 50
14. The World in Hemispheres 67 by 52 4 50
15. The World on Mercator's Projection 67 by 52 4 50
16. United States 81 by 52 6 00
17. The Dominion of Canada . 80 by 49 6 50

To any Teacher, or Board of Trustees, who has paid one year in advance for THE EDUCATIONAL JOURNAL, we will send one or more of the above maps, each at \$1.00 less than the above quoted price.

This makes the cost of the maps very small, and is an opportunity that should not be neglected. Supply your school at once with first-class maps at wholesale rates.

Remember, those who have paid one year in advance to THE EDUCATIONAL JOURNAL get the reduction of one dollar on each and every map purchased, whether one or the entire series is ordered.

New and Useful Books

- | | |
|--|--------|
| Primary Recitations, paper | \$0 25 |
| Hints and Expedients for Young Teachers | 0 25 |
| Armstrong's Arithmetical Problems | 0 25 |
| Practical Problems in Arithmetic | 0 25 |
| Excelsior Webster Pocket Speller and Definer | 0 25 |
| Row's Practical Language Training | 0 25 |
| Strang's English Composition | 0 25 |
| Prize Problems in Arithmetic | 0 20 |
| Spotton's Botanical Exercise Book | 0 25 |
| The Epistles of Hugh Airlie, paper | 0 25 |
| Little People's Dialogues, paper | 0 25 |
| Humorous Dialogues and Dramas, paper | 0 25 |
| Sunday School and Church Entertainments | 0 25 |

- | | |
|---|------|
| Shoemaker's Best Selections, paper | 0 25 |
| Drills and Marches, paper | 0 25 |
| March's Speeches and Dialogues for Wee Tots | 0 25 |
| Tableaux, Charades and Pantomimes, paper | 0 25 |
| Jokes, paper | 0 25 |
| Ritter's Book of Mock Trials, paper | 0 25 |
| Burdette's Dutch Dialect Recitations, paper | 0 25 |
| Brudner Gardner's Stump Speeches, paper | 0 25 |
| Gill's Charming Song's for Little Warblers | 0 25 |
| Choice Dialogues, paper | 0 25 |
| Young Folk's Dialogues, paper | 0 25 |
| Choice Humor, paper | 0 25 |
| Young Folk's Entertainments, paper | 0 25 |
| Payne's Business pointers | 0 25 |
| Correct Manners; How to Behave in Society | 0 25 |
| Payne's Rules of Order | 0 25 |
| Secrets Worth Knowing | 0 25 |
| Elite Letter Writer | 0 25 |
| Excelsior Webster Pocket Dictionary | 0 25 |
| Plain Talks with Young Home Makers | 0 25 |
| Popular Synonyms | 0 25 |
| How to Become a Public Speaker | 0 25 |

All sent post paid on receipt of price.

We are receiving every day large numbers of requests for our catalogue of Educational Supplies, which, we regret to say we cannot comply with, as the entire edition of the catalogue has been exhausted. The demand for the copies has been very much larger than we expected, showing how thoroughly this, our second catalogue, has been appreciated. Next season we shall issue double the number, but as this will not appear until September 1st, we shall in the meantime give all information possible in the advertising columns of THE JOURNAL.

Write us for our special rates on all goods to subscribers to THE EDUCATIONAL JOURNAL.

Grip Printing and Publishing Company,
201 AND 203 YONGE STREET, TORONTO.

Note our Prices for Wall Maps to "Educational Journal" Subscribers.

LIGHT AND REMUNERATIVE
EMPLOYMENT DURING . . .



THE HOLIDAYS

IS OFFERED BY

THE GERMANIA LIFE INSURANCE CO.

. . OF NEW YORK . .

(Established 1860—Assets \$18,000,000)

To those willing to take an agency for their district.
An active and persevering man can make a good competency in the business.

Write for particulars, giving reference, to

GEORGE W. RÖNNE,
Manager for Canada.

46 KING ST. WEST,
TORONTO.

Ye
Olde
Booke
Shoppe



Inspectors, Teachers, and Students can have any Book they require by return mail, by dropping me a card.

University, College and High School Books, new and used Books for the School of Pedagogy, Normal School, and Preparatory Normal School Course.

Classical Teachers send for that admirable little book of "Latin for Sight Translation."

Books for School Entertainments. In fact any Educational work.

ADDRESS

FRANK PORTER, - 353 Yonge Street, Toronto

ESTABLISHED BY A. PIDDINGTON

Mammoth Book Store

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

RISSER & CO., - Successors to R. W. DOUGLAS & CO.
248 Yonge Street, Toronto, Ont.

Vannevar & Co. Can Supply any Book You Want.

Books not in stock will be ordered from any part of the world with the Utmost Despatch.

Orders by mail will receive prompt attention.

VANNEVAR & CO., Educational Booksellers, 438 Yonge St., Toronto

CANADIAN OFFICE & SCHOOL FURNITURE
PRESTON, ONT.

FINE BANK, OFFICE, COURT HOUSE & DRUG STORE FITTINGS
OFFICE, SCHOOL, CHURCH & LODGE FURNITURE
SEND FOR CATALOGUE.

Send for Our Estimates on

Photo Engraving

GRIP PRINTING & PUBLISHING CO., TORONTO.



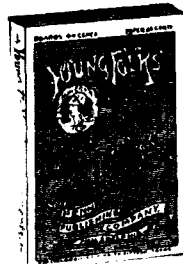
The Cyclostyle Duplicating Apparatus - For Duplicating, Writing, Drawing, Music or Typewriting.

Two thousand exact copies from one writing, each copy having all the appearance of an original. Simple, rapid, clean and durable. Endorsed by upwards of 2,000 firms, corporations and institutions throughout the Dominion. Invaluable for teachers and schools for reports, examination papers, circulars, blank forms, instructions, notices, maps, and all classical work. Used in most all our colleges, and rapidly being taken up by our principal schools. Write for circulars and testimonials.

CYCLOSTYLE CO.,

16 KING ST. EAST, - TORONTO.

Young Folks' Entertainments



By E. C. and L. J. Rook. Absolutely new and original.

School Entertainments of the present time generally present a much more varied performance than of old, and the call for variety has been met in this book by the careful preparation of Motion Songs, Charades, Tableau Dialogues, Concert Recitations, M. O. T. I. O. N. Pieces, Brill's etc. Paper bindings, 25 cts.; boards, 40 cts.

THE LATEST. THE BEST.

SIXTH EDITION

Arithmetical Problems

Senior and Entrance Classes in Public Schools,

G. H. Armstrong, Principal Niagara Street School, Toronto.

This edition contains nearly 900 Problems. The Entrance Papers for the last twelve years are appended, also the Public School Leaving Examination Paper for 1892. The answers to all the Problems are given. No other work possesses these features. Seventy-five per cent. of the Public Schools of Ontario use it, also several Commercial Colleges.

READ WHAT TEACHERS AND INSPECTORS SAY OF IT!

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

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

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

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

Price, strongly bound in cloth, 25 cts.

Grip Printing and Publishing Co
TORONTO.

Trade supplied by the Copp, Clark Co.

Works On Electricity

Electricity up to date for Light, Power and Traction.

By John B. Verity \$0 70

Electricity and its Uses. Illustrated 1 25

By J. Munro.

Electricity, the Science of the Nineteenth Century. 1 50

By E. M. Calliard.

Electricity and its Discoverers. 0 00

By M. S. Brennan

Electricity in Daily Use. A popular account of the appliances of Electricity. The different chapters written by electrical experts. 125 illustrations 3 00

Electricity and Magnetism. 0 50

By Dunman and Jones

Notes on Electricity. 0 50

By Prof. Tyndall

Magnetism and Electricity. 0 00

By A. W. Poyser, M.A.

Water, Electricity and Light. 1 00

By Prof. Tyndall

Pioneers of Electricity. Short lives of the great electricians. 1 25

By J. Munro

Marvels of Electricity and Magnetism. 0 50

By Henry Frith. Fully illustrated.

SPECIAL RATES TO SCHOOLS.

WILLIAM BRIGGS,

29-33 Richmond St. W., Toronto.

WEBSTER'S INTERNATIONAL DICTIONARY

Entirely New. A Grand Educator.

The successor of the "Unabridged."



Ten years were spent revising, 100 editors employed, and over \$300,000 expended.

Everybody should own this Dictionary. It answers all questions concerning the history, spelling, pronunciation, and meaning of words.

A Library in Itself. It also gives the facts often wanted concerning eminent persons, ancient and modern; noted fictitious persons and places; the countries, cities, towns, and natural features of the globe; translation of foreign quotations, words, phrases, and proverbs; etc., etc., etc.

This Work is Invaluable in the household, and to the teacher, scholar, professional man, and self-educator.

The Globe, Toronto, says:— This new dictionary is the best book of its kind in the English language. For every family, the members of which have mastered the art of reading, its purchase will prove a profitable investment.

The Times, Hamilton, says:— It may well be pronounced the best working dictionary and the cheapest book in the world, and should be in every school and family in Canada.

Have your Bookseller show it to you.

G. & C. Merriam Co. Publishers, Springfield, Mass., U.S.A.

Do not buy cheap photographic reprints of ancient editions.

Send for free prospectus containing specimen pages, illustrations, etc.



REPRINTING Standard Typewriter
GEO. BRIGGS
1207, 10-12 Adelaide St. W., TORONTO

TEACHERS WANTED To canvass for our New Books. Prices low. Terms liberal. Send for circulars, etc. Briggs, Publisher, Toronto.