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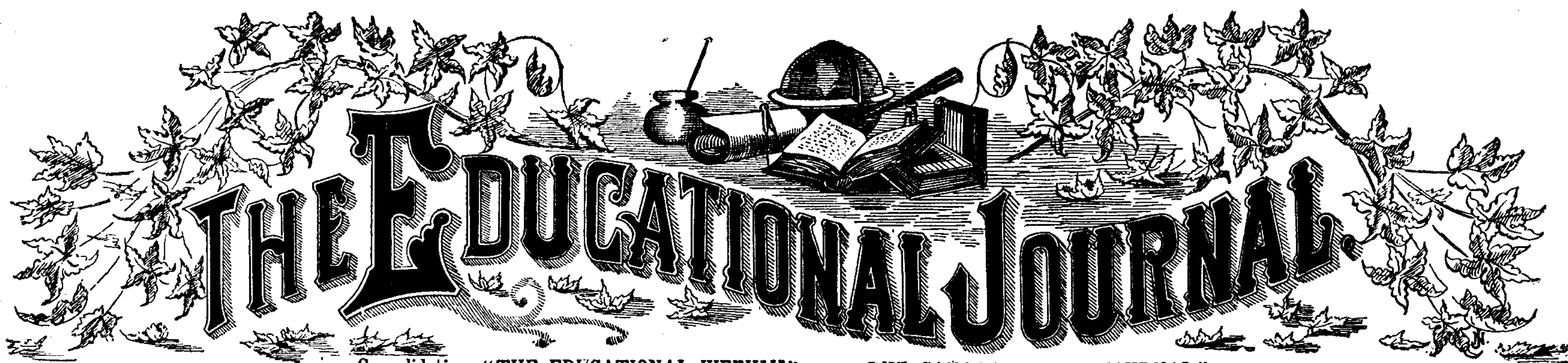

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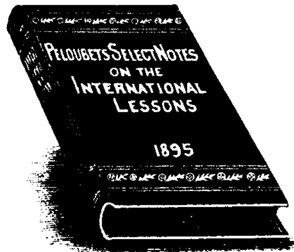

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Editorial Notes.

"WHY don't parents visit the school? may be a good song to sing," says the N.Y. *School Journal*, "but a question which needs still greater attention is, "Why don't teachers visit the parents?" There may be a hint in this which, if acted on, might prove profitable to some reader.

WE would call the attention of teachers to our notice of *The Canadian Almanac*, in another column. We have no special interest in the sale of the almanac, and mention it only because it contains a mass of reliable information, on a great variety of Canadian matters, which should be within the reach of every teacher, and in regard to many of which we are constantly receiving questions.

NOTWITHSTANDING the great advances which have been made of late years in the direction of public or state education in England, it appears from a Parliamentary return recently published that there are in England and Wales to-day 14,668 voluntary elementary schools with accommodation for 3,646,830 children, and an average attendance of 2,410,450. There are 4,903 board schools, with accommodation for 2,113,932 children, and an average attendance of 1,689,214.

WE give in this number a few more letters upon the question of overcrowding and underbidding in the profession, their causes and cure, but we are unable to find room for several that have come to hand. Will our correspondents kindly condense as much as possible—many do not need the hint—and hold themselves strictly to the point. That involves many questions worth discussion, such as, those touching the cause and cure of over-competition; the prevention of the unmanly and unwomanly practice of underbidding; the increase of salaries, etc.

WILL the large number of our subscribers who are not in arrears pardon us for respectfully requesting in this column that those who are in arrears will do their very best for us during this last month of the year. The times are hard; our bills are heavy; the compositor, the pressman, the binder, the paper manufacturer, those who do the account-keeping, the folding, the mailing, etc.,—all have to be paid. Even the Editor cannot get along very well without a modicum of what are called the necessaries of life, which have to be purchased with lucre. Every dollar helps.

"DO YOU have any exercise that is well calculated to interest the whole school?" was asked at a teachers' meeting somewhere. The question seems to us to convey a very important suggestion. Some exercise, however brief, which has reference to the school as a whole, and is adapted to interest all, is a very desirable part of the programme for every day. The teacher will do well to plan for this beforehand, to give thought to it. Something of the kind is needed to unify the school, to foster an *esprit de corps*. It gives the teacher, too, an opportunity to say a word, or make an explanation, on any subject to which he may wish to call the attention of all.

THE London (Eng.) *Schoolmaster*, gives from the report of the Examiner in English for an Intermediate Board of Education, some striking instances of the extent to which "children draw upon their imagination, and, without thought of guile, make fancy do service for fact." Describing the "Composition" exercises sent in, the test being "A Walk in Winter," the Examiner says: "One boy found in the course of his walk on a winter's day a bird's nest with four eggs. Another heard the song of the nightingale in the course of his ramble. A third told how, after having enjoyed himself skating, he proceeded to an orchard where gooseberries, apples and strawberries were to be found growing in profusion and full maturity under the winter sun!" The *Schoolmaster* adds: "How far these curious experiences arise from ignorance of the ordinary phenomena of a winter's day and a jumble of recollections, or from, as we suggest, the ready imagination of youth, it would be difficult to say."

Query: Were the pupils given to understand that they were to follow fact, or even conform to ordinary experience, in their descriptions? If not, the play of fancy easily accounts for the results.

THE *Schoolmaster* (Eng.) says that Max O'Rell is angry because when people in England want to be particularly "nasty," they remind him that he was once "a schoolmaster."

"You may happen to know," he says, "that some years ago I was one of the masters of St. Paul's School. I resigned that position in 1884. Ever since then, whenever an Englishman has wished, through the Press or otherwise, to make himself particularly disagreeable, he has hurled at me the epithet of 'Schoolmaster.' Now, Sir, in France, many of our ministers and ambassadors are ex-schoolmasters. The President of the Senate is one. So are many Academicians. Alphonse Daudet and Francisque Sarcey are two others who constantly boast of it. In Italy, teaching is the profession of predilection among the nobility. I am very curious to know whether in England there is any disgrace attached to the calling, and if so, why?"

The *Schooolmaster* replies that there is not the slightest doubt that at this moment a section of the English people *do* look rather stiffly, if not exactly contemptuously, upon the office of school-teacher." "But on the other hand," adds our contemporary, "the feeling is fast disappearing, as it must necessarily do under the influence of a body of teachers such as are at work in the schools to-day." It may be that some teachers in Canada are nettled occasionally by some lack of social consideration from people of a certain class. The *Schoolmaster's* hint is a good one. The question of social recognition and consideration by any class whose opinions are worth notice, is in the hands of the teachers themselves. Let them show themselves on all occasions possessed of high intelligence and true refinement, and the doors of all social circles that are really worth entering will soon be thrown freely open to them.

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

REPETITION AND PARALLELISM IN ENGLISH POETRY.

A RECENT book by Dr. Smith, professor of English in the Louisiana State University, is devoted to a treatment of two structural peculiarities of English poetry that have not so far received sufficient recognition in even the most extensive works on English poetics. These structural devices are Repetition and Parallelism. They play so important a part in verse that the new light the author sheds on the subject should not remain hidden.

With the effect of Repetition in prose we are tolerably familiar. It makes essentially for emphasis, as in Freeman's account of the English chronicles :—

"Among the verses from which we draw our knowledge of the times which form the subject of the present history, there are two nations which stand *alone*. England *alone* among western nations, *alone* among nations of either Roman or Teutonic speech, can point to an unbroken history of seven hundred years of the national being recorded in the living speech of the land. We *alone* can read, etc.

The Parallel Construction, as for instance in the Balanced Sentence, seems to contrast or distinguish the ideas expressed in the phrases or clauses similarly constructed :

"*With the personal character of William Rufus* we are less concerned than *with the political character of his reign.* But *the character of the man* was one which had no small effect on *the character of his reign.*" (Freeman.)

But in poetry Repetition is employed not merely for emphasis but "for melody or rhythm, for continuousness or sonorousness of effect, for unity of impression, for banding lines or stanzas, and for the more indefinable though not less important purposes of suggestion. To illustrate :—

In Poe's lines,

(a)	"And *all* my days are trances	(a)
(a)	And *all* my nightly dreams	(b)
(b)	Are *where* thy dark eye glances	(a)
(b)	And *where* thy footstep gleams,—	(b)
(c)	In *what* ethereal dances,	(a)
(c)	By *what* eternal streams."	(b)

it will be noticed that while the rimes succeed in the order *ab, ab, ab, ab*, the repetitions set up a second mode of union *aa, bb, cc*. This close union of the lines is still further reinforced by similar constructions :

{ "*All, all my* days are trances
{ *And all my* nightly dreams

{ *Are where thy dark eye glances*
{ *And where thy footstep gleams,*—

{ *In what ethereal dances,*
{ *By what eternal streams.*"

The Repetition and Parallelism combine with rime to give that close rhythmical unity that we feel the lines to have.

Successive Repetition is so frequent in the old ballads that it is almost a characteristic.

O say not soe, thou holy friar,
I pray thee, *say not soe;*
For since my true-love dyed for me,
'Tis meet my tears should flow."
—*Friar of Orders Grey.*

Or with question and answer :

"'Tydinges, tydinges, Kyng Estmere!'"
'What tydinges now, my boye?'
'O, tydinges I can tell to you
That will you sore annoye.'"
—*King Estmere.*

Tennyson imitates this device :

"'Why come you dressed like a village maid,
That are the flower of the earth?'

'If I come drest like a village maid,
I am but as my fortunes are.'"

It is an interesting fact that when poets forego using rime they often unconsciously fall back on the unifying process of Repetition or Parallelism. So in Lamb's lines :

"I have had playmates, I have had companions,
In my days of childhood, in my joyful school-days,
All, all are gone, the old familiar faces.

I have been laughing, I have been carousing,
Drinking late, sitting late with my bosom cronies,
All, all are gone, the old familiar faces."

Here not only the refrain of the third lines, but also the constant repetition within each stanza, compensates for the weakened rhythm.

In addition to the use of Repetition as an aid to rhythm comes its use in "suggesting" sameness, unchangeableness, continuousness. Tennyson has availed himself of this device to a marked degree.

"*Ship after ship, the whole night long,* their high-built galleons came,
Ship after ship, the whole night long, with their battle thunder and flame;
Ship after ship, the whole night long, drew back with her dead and her shame."
—*The Revenge.*

"And never yet hath
This Holy Thing failed from my side, nor come
Cover'd, but moving with me night and day,
Fainter by day, but always in the night
Blood-red, and sliding down the blacken'd marsh,
Blood-red, and on the naked mountain top,
Blood-red, and in the sleeping mere below
Blood-red." —*The Holy Grail.*

This latter illustration verges close to another use of Repetition, to suggest the quaint and fantastic. Everyone knows the use Poe put this device to in *The Raven*, where throughout the poem the repetitions serve all the moods of the poet—to aid the rhythm, to express monotony and dejection, but above all by the constant use of the refrain "Nevermore" to give a weird, fantastic tone that pervades the poem.

In a special chapter on the poet Swinburne, Dr. Smith classifies some of the modes of Repetition that are met with in the verses of that wonderful melodist. They illustrate in a characteristic way some of the chief varieties of Repetition, and will furnish a natural close to this brief paper.

1. Repetition with added relative clauses :

"Ah, with blind lips I felt for you and found
About my neck your *hands* and *hair* enwound,
The hands that stifle and *the hair that stings,*
I felt them fasten sharply without sound."
—*Laus Veneris.*

2. (*a*) Repetition in inverse order :

"*Laurel* is green for a season, and *love* is sweet for a day;
But *love* grows bitter with treason, and *laurel* outlives not May.

This is beautifully seen likewise in Hood's well-known lines,—

"Our very *hopes* belied our *fears*,
Our *fears* our *hopes* belied—
We thought her *dying* when she *slept*
And *sleeping* when she *died.*"

(*b*) Repetition in pairs of successive words :

I shall sleep, and *move* with the *moving* ships,
Change as the winds *change*, veer in the tide;
My *lips* will feast on the foam of thy *lips*,
I shall *rise* with thy *rising*, with thee subside.
—*Triumph of Time.*

(*c*) Alliteration often does duty for Repetition of words :

*L*oves that are *l*ost ere they come to birth,
*W*eeds of the *w*ave, without fruit upon earth,
I *l*ose what I *l*ong for, save what I can,
My *l*ove, my *l*ove, and no *l*ove for me.
—*Triumph of Time.*

3. The third means of unification is simple repetition of one word throughout the stanza :

"*Mother* of lives that are swift to fade,
Mother of mutable winds and hours,
A barren *mother*, a *mother*-maid,
Cold and clean as her faint salt flowers."
Triumph of Time.

4. Parallelism is as frequent in Swinburne as repetition :

"And wrought with weeping and laughter,
And fashioned with loathing and love,
With life before and after,
And death beneath and above."
—*Chorus in Atalanta in Calydon.*

All these examples represent the two-fold character of Repetition and Parallelism, (1) as a means of producing harmony ; (2) as a means of banding separate lines by a sameness of sound and effect. The extent to which these occur in Swinburne justifies us in calling that poet, not the "born tamer of words," as Mr. Stedman has called him, but the "born tamer of sounds."

THE MAY-QUEEN.

M. A. WATT.

I HAD hesitated about giving my class this poem, for it is long and besides is full of suggestions that seem too high and abstract for a class of young boys and girls. But about two weeks ago I gave the order to open at "The May-Queen." When obeyed, I turned to the blackboard and silently wrote the following questions :—

1. Name of poem?
2. Name of author?
3. His home?
4. Is he living or dead? If dead, when did he die?

The common centre of interest thus being fixed, the answers were arranged in neat form (mentally). I received unanimous replies to the first, second and third, but a discussion ensued as to the date of Tennyson's death, some remembered it as '92, another thought '93, and one lad remarked :—"I think it was '92, but I could easily find out, to-night," and the matter was left there, to the satisfaction of the class.

They were interested to hear that Tennyson was the Queen's Poet or Poet Laureate and that he had received a title from her. They mentioned some other poems they knew to be his.

"Now," I said, "look at your books, and I shall ask Libbie to read the 'First Reading' very plainly, so as to make us see the meaning clearly. You will all be thinking of the story and trying to see it in your mind's eye." So Libbie read the "First Reading" through, every eye bent on the book.

"Turn over now to the 'Second Reading'" was the next command. No urging was needed, the leaves rustled hastily. Everyone read silently and eagerly. Choosing a reliable volunteer to read, we went through the second part, then turned to the "Third Reading" and went through it in like manner. The pictures I saw were being examined.

When we had finished, I did not let their minds go to the story. I felt they could form very little idea of it yet, and I remarked on the beauty of the construction of the poem, its smooth and elegant arrangement of words and said :—

"That is fine writing, I wish I could write a composition like that, wouldn't you like to be able to write one like it, boys and girls?"

"Did he make it all up himself? Just write it out of his own head?" was the unexpected question of a surprised looking boy. I assured him that such was the case, that Mr. Tennyson composed it about this girl, whether he knew her, or heard of her, or imagined her was not material, he wrote it himself, did not read it anywhere else, and further pointed out the self-evident fact (to me) that poems must originate with some person. I told them that the more they read good writings the better they would compose themselves.

Our next reading was for the purpose of seeing the beauty of the word-arrangement, and by varying the motive for reading the poem, we secured a repetition of it, until the children became familiar with it and then the story was examined. The class still turned to it with pleasure, to my surprise, after the fourth day's reading of it.

"Each person will choose out a stanza to read. Let it be the one you think the best of all."

The poem was searched from end to end, time being allowed. The selections were suggestive to a student of human nature.

"There's many a black, black eye, they say,
But none so bright as mine,
There's Margaret and Mary, there's Kate and Caroline;
But none so fair as little Alice, in all the land they say,
So I'm to be Queen o' the May, Mother, I'm to be Queen o' the May"

received the admiration of a small boy who rolled out the words with delight in their sound,

but the general class went deeper and showed appreciation of thought as well as sound. The most tender and delicate stanzas were selected by even the roughest boys; one boy, often called "very difficult," read without a trace of self-consciousness,

"O sweet and strange it seems to me, that ere this day is done,
The voice, that now is speaking, may be beyond the sun,—
Forever and forever with those just souls and true,
And what is life, that we should moan? Why make we such ado?

That alone was reward for all my trouble. We have done some slate-work in connection with the poem; have had the *subject* (not the *title*) of the poem written down, the subject of each part, have been told of some moral lessons we could learn from it (crude enough as yet is the child-idea of the deep purport of the poem) and have obtained their notion of the meanings of a few phrases. Then we have talked about the "sign" Alice had, deciding it to be more appropriate than the "dog howling" to herald a soul's entrance into bliss, (though we are not very sure whether she heard it or imagined it); they reasoned out why Alice scorned Robin in the day of her high grandeur as "Queen o' the May"; and we have heard from one boy of a May-pole he saw, having a small wheel on its top to which the ribbons were attached, thus obviating the twisting around the pole of the ribbons. We have noticed the stages of feeling through which Alice passed and selected stanzas in the second and third readings to mark the contrasts:—The words in the second part, "mould," "lay me low," "lie alone within the mouldering grave," "never see me more," "bury" "I shall never garden more," contrasting strongly with those of the third reading:—"Sweeter far is death than life, to me that long to go" "my desire is but to pass to Him," "heard the angels call," "I think my time is near. I trust it is, I know," "The blessed music went the way my *soul* will have to go," and the final end of all, "To lie within the light of God, as I lie upon your breast." Something of the reason of the change in feeling has been felt by some more developed children.

The knowledge and love of flowers shown by the "May-Queen" and Tennyson struck the children at once. We are gathering and pressing leaves of every shape which we paste in a folder for our leaf-lessons in the winter and nothing is escaping their notice in that line.

We have of course, by no means gone into the poem as it can be gone into, but I am leaving it now for a time. I do not want them to weary of it and so we will lay it aside and take up some other poem or writing. I shall not object to anyone reading it on the days when each pupil reads aloud whatever he has chosen himself, but we will not study it again for at least a month.

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 toward us. Then it is summer. The sun is in the solstice and stands still."

A story which will be appreciated by every agriculturist and university man is just now going the rounds in Edinburgh. A number of examinations are being held at the university, and at one of them a student, bearing the name of Meadow, who had answered the printed papers, was called up for his "oral." "Ah, Mr. Meadow," said the professor, a genial man in his way, "fine old name yours." "Yes, professor," responded the student, "it would be a great pity if it were plowed."

For Friday Afternoon.

CANADA.

The grand old woods of Canada!
How cool and dim below
The shade of their sweet rustling leaves!
Swift-changing webs the sunlight weaves
Where ferns and mosses grow.

The giant trees of Canada!
Dark pine and birch drooped low;
The stately elm, the maple tall,
The sturdy beech, I love them all
And well their forms I know.

The forest wealth of Canada!
The choppers' blows resound
Thro' the crisp air, while cold and still,
The snow's deep cloak o'er vale and hill
Lies white upon the ground.

The sparkling streams of Canada!
That 'neath cold shadows pass,
The wind, where sleek-fed cattle sleep,
Through verdant meadows, ankle deep
In clover blooms and grass.

The crystal streams of Canada!
Deep in whose murmuring tide,
From pebbly caverns, dimly seen
'Neath leafy shades of living green,
Grey trout and salmon glide.

The beauteous lakes of Canada!
With loving eyes I see
Their waters, stretched in endless chain
By fair St. Lawrence to the main,
As ocean wild, and free.

Where white sails gleam o'er Huron's wake,
Or fade with dying day,
Fond memories in my heart awake,
Of home's dear dwelling by the lake,
Like sunshine passed away.

The praries vast of Canada!
Where sun sinks to the earth,
In setting, whispering warm good night
To myraid flowers, whose blushes bright
Will hail the morrow's birth.

The prarie wealth of Canada!
Whose dark, abundant soil,
Unfurrowed yet, awaits the plough:
Who sows shall have sure promise now
Of rich reward for toil.

What tho' the winter winds blow keen
When daylight darkly wanes!
A strong, true heart is hard to chill
When, seen afar, the home-light still
Shines bright across the plains.

The robust life of Canada
In cheery homes I see!
Tho' gold nor jewels fill the hand,
'Tis Nature's self has blessed the land,
Abundant, fair, and free.

—*R. A. Br. in Belfast (Ireland) Weekly News.*

THE MISCHIEVOUS CAT.

Little Pussy Pink-toes sat in the sun,
Blinking.
And thinking
What next could be done.
There wasn't a mouse
To be found in the house,
Not even a rat in the cellar—not one.
And Pussy said, "Mi-ow, I wish I could find
A nice bit of mischief just to my mind."

Around the corner came Johnny McGee.
Aged four.
And no more,
Plump and rosy and pleasant to see.
Not a moment he tarried,
But carefully carried
A pitcher of milk for his grandmother's tea.
"Ho, ho," cried the cat,
I'd like to taste that.
I'll frighten young Johnny, and then he will flee!"

So this wicked pussy-cat quickly uprose,
Raised her tail,
Like a sail,
Showed her sharp claws in her little pink toes.
She grew bigger and bigger,
A terrible figure:
Poor Johnny was frightened as you may suppose.
And her tail! how it swelled,
And her voice! how she yelled,
"Mi-ow! mi-ow!—ssss—ssss—ssspit—" while Johnny stood there,
Quaking and shaking with fright and despair.

Pussy's hair stood straight up, her eyes were so green,
Her jaws,
And her claws,
Made the ugliest picture that ever was seen.
"I'm afraid of that cat," sobbed Johnny, "Boo-hoo!"
Then down with a smash,
The pitcher went, crash!
The milk soaked his little red slippers quite through,
And poor Johnny McGee
Had lost all the milk for his grandmother's tea.

So the milk was spilled, and Pussy got none.
Of course
She was cross,
As she sat there washing her face in the sun.
"Not even a taste
Of that milk—what a waste!
It wasn't," said Pussy, "the least bit of fun."

—*Youth's Companion.*

THE MEADOW BROOK.

I turn no mill; no lakes I fill;
No white sail flutters on my breast.
I show no grace of naiad's face,
Whose soft, warm foot, my sands has pressed.
From one small spring pure draughts I bring
And tiptoe through the thirsty land.
Cup-bearer I where brown wrens fly,
And violets hide on either hand.

In untaught song I flow along,
Nor seek to utter that deep word
The ocean spoke when first it woke
And all creation paused and heard.
God's hand hath bound its own true sound
To every string he plays upon.
His listening ear hears, soft and clear,
The music of my whispered tone.

When goldenrod and asters nod
And grasses edge my narrow stream,
When swallows dip and orioles sip
My shining waters slip and gleam,
Some little need in flower or weed
To me alone in trust is given,
And knoll and tree leave space for me
To mirror forth a strip of heaven.

—*Curtis May, in St. Nicholas.*

THE END OF IT ALL.

BY JOAQUIN MILLER.

The proud man, fat with the fat of the land,
Dozed back in his silken chair;
Choice wines of the world, black men to command,
Rare curios, rich and rare,
Tall knights in armor on either hand—
Yet trouble was in the air.

The proud man dreamed of his young days, when
He toiled light-hearted and sang all day.
He dreamed again of his gold, and of men
Grown old in his service and hungry and gray.
Then his two hands tightened a time; and then
They tightened, and tightened to stay!

Ah me! this drunkenness, worse than wine!
This grasping with greedy hold!
Why, the poorest man upon earth, I opine,
Is that man who has nothing but gold.
How better, the love of man divine,
With God's love, manifold!

They came to the dead man back in his chair,
Dusk liveried servants that come with the light;
His eyes stood open with a frightened stare,
But his hands still tightened, as a vice is tight.
They opened his hands—nothing was there,
Nothing but bits of night.

"A commonplace life, we say, and we sigh,;
But why should we sigh as we say?
The commonplace sun in the commonplace sky
Makes up the commonplace day.
The moon and the stars are commonplace things,
The flower that blooms and the bird that sings;
But sad was the world and dark our lot
If flowers failed and the sun shone not;
And God, who sees each separate soul,
Out of commonplace lives makes his beautiful whole."

—*Susan Cooli e.*

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 AND PROPRIETOR.

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ROOM 20, NO. 11½ RICHMOND ST. WEST,
TORONTO.

ADVERTISING DEPARTMENT.

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Editorials.

TORONTO, DECEMBER 1, 1894.

RELIGIOUS TEACHING IN PUBLIC SCHOOLS.

ENGLAND, as well as Canada, has its difficulty over the question of religious teaching in the schools, so far as the "Board" schools, or those which are under municipal or state control, are concerned. In 1871, we think it was, the London School Board agreed on the following resolution as a kind of compromise of opinions on the subject:

Resolved, "That in the schools provided by the Board, the Bible shall be read, and there shall be given such explanations, and such instructions therefrom, in the principles of morality and religion, as are suited to the capacities of children."

Not many years had elapsed before a fresh controversy was stirred up by the resolution of the majority of the Board to insert the word "Christian" before the word "morality" in the above by-law. This, it was alleged, would have the effect of disqualifying Jews and all other non-Christian teachers from serving in the Board schools. The heat of the controversy was, not long since, greatly intensified by the adoption and sending out, by the majority of the Board, of a circular in which all teachers in the employ of the Board were required to include in their teaching the Divinity of Christ, and the doctrine of the Trinity. This would still further disqualify, of course, all Unitarians and other professed Christians who do not accept these doctrines. For many months the controversy has raged fiercely in the Board, and on the platform and in the press. The two parties were popularly known as the "Progressists," and the "Clericals," the first word denoting those who fought either for the compromise of 1871, or for purely secular schools, while the other term was applied to those who strove to introduce dogmatic religious teaching. At the recent election of members of the Board, neither party won a decisive victory. The "Progressists" made great gains, having on their side a large majority of the total number of votes polled, and reducing the previously large majority against them on the Board to three. Nevertheless their opponents have elected a majority of three members of the Board, and consequently have it in their power to enforce the instructions contained in the above-mentioned circular. Whether they will do so in the face of the popular majority against them remains to be seen.

These are very briefly the facts of the case touching the recent contest for members of the London School Board. In two or three other large cities the "Clericals," were sustained by much larger majorities.

We need not recount for the readers of the JOURNAL, the points in dispute in the Manitoba question. It may be taken for granted that they are familiar with them. The underlying principles are the same in both cases.

This question, whether our State-aided and State-directed schools should confine themselves to purely secular instruction, or should give a certain amount of religious instruction as well, and, if so, how much and of what character, is, in our opinion, by far the most important and the most difficult of all the educational questions of the day. It is, too, very far from being a settled question, even in Canada or the United States, where the public school systems are much more fully developed than in England.

On the one hand, no person who has given any serious thought to educational problems, or who has paid any attention to the hard sociological questions which are rightly receiving so much anxious thought in these days, can doubt the truth of what has now become an educational commonplace, that the first and highest aim of all true education is the formation of character. The boy or girl who, after a course of study at the public or high school, goes out into the world destitute of a high sense of truthfulness, honor, and purity, may be intellectually keen and strong, but is certainly not educated in the best and truest sense of the word. The moral nature, undeniably the highest and most distinctive part of the man or the woman, has been neglected, and so left undeveloped, if not perverted. The individual has lost that which is most precious in culture; the community has been deprived of that which is most valuable in citizenship; the nation and the race have lost, so far as the given individual is concerned, that which is first and best in the development of true manhood and womanhood.

Whether this true education, this cultivation of the moral nature, can be successfully carried on apart from the inculcation of the fundamental truths of religion is a question upon which there is much difference of opinion. To most minds, however, it will be obvious that if it can, it is possible only on condition that those truths are embedded in the child-mind by other agencies—in the home, the Sunday-school, the church. It will be conceded by the great majority that the moral nature has its roots in the spiritual, and must derive from the spiritual the sustenance and the tendencies which alone can insure its healthful development.

Few will deny that if it were possible to devise a system by which thoroughly sound and genuine religious or spiritual training could be combined with the moral and the intellectual, the ideal of a perfect school system would be attained. The demand for religious instruction in the schools is, *per se*, reasonable and right. It is worse than idle to scoff at those who insist upon it.

But is such an ideal practicable. The opponents of the attempt to make the giving of religious instruction legal and compulsory, aver that it is not. It is difficult to evade the force of their argument, with which we are all more or less familiar. Religious truth is spiritual and must be spiritually discerned, in order to make its effective teaching possible. The teacher who is to teach it must be qualified, as in other branches of instruction. Hence the Government must prescribe examinations and apply tests. This implies that the Government, which is sure to be composed of men of very different religious views, and which may have Unitarians, or agnostics, or even atheists, among its members, must first decide what is religious truth, in its essentials. This would lead to discrimination and proscription of teachers and others not holding its opinions. The day for such proscription in free countries is past. No denomination, Protestant or

Catholic, would for a moment consent to make the Government an arbiter in religious matters, or to permit it to make any distinctions between its citizens on religious grounds.

But why may not the Government aid and direct the schools in the work of intellectual training, and hand them over to the denominations for religious instruction. In other words, why not endow denominational schools? Carried to its logical results, this would mean separate schools for each denomination, if not secular schools for the residue of non-believers. This is, of course, impossible and absurd. It would involve the contradiction of the Government subsidizing the teaching of views diametrically opposed to each other on fundamental points of Christian doctrine.

This is intended but as a brief resumé of the chief points of a controversy which is still unsettled, and is likely to remain so, we fear, for some time to come. We have pointed out the difficulties, not to say impossibilities, in the way of effective religious teaching in state schools. We cannot deny the tremendous force of the arguments against the divorce of intellectual from moral and religious training—arguments which make it difficult to believe that the problem can be solved by the secularist method. We fear that the compromise attempted in our own system, especially in view of the perpetual pressure of the crowded curriculum, and the ever-lowering examination, and the comparatively insignificant space accorded to the moral and religious in the daily programme,—can hardly be regarded as a settlement of the question. It remains, as we before said, to our thinking, the great educational and sociological question of the day.

MR. PARKER'S BOOK AND ITS ENGLISH REVIEWER.

WE gave last week a somewhat full review of Mr. Parker's "Talks on Pedagogics," because the careful and competent reviewer in whose hands we had placed it, deemed it worthy of such prominence. At the suggestion of another contributor we reprint on another page a clever and caustic notice of the same book by an English reviewer, in the *Educational Times*, of London, England. We willingly do this because one of our journalistic mottoes is, "Hear both sides." Having given so much prominence to a review that was, on the whole, decidedly favorable, and seeing that the whole subject is one of vital interest to teachers, as dealing with fundamental educational theories, we think it but fair to give some space to the unfavorable critic. To the criticism in question the writer of the article in the "EDUCATIONAL JOURNAL" would like to make this brief reply. He admits, and admitted in his review, the weakness described at such length by Mr. Wells. But it is doubtful whether Mr. Parker's faults of style are more offensive than Mr. Wells' top-lofty criticism of these "transatlantic" idiosyncracies. Mr. Parker's political sentiments are quite as distasteful to Canadian as to English public feeling. The length and energy of Mr. Wells' criticisms prove that he felt the power of the book, but he clearly shows as well an inability to understand the theory there presented. Indeed he does not even touch upon it. Nothing could be farther from the truth than the impression left by his words, "The above selection of sciences is to supply the entire interest of its (the child's) studies." In the first place he forgets that Mr. Parker includes history. In the second place the position of this or that *science scheme* (to use the sounding formalism which is far from the real spirit of the book) has no bearing whatever on the argument.

We might use this illustration: The gardener's art may force a young tree into any sort of shape, a weeping growth, a pollard, a vine-prop, but it will not thus produce a tree. Nor will the tree grow at all unless the conditions are supplied as found in nature. There is but one way to grow a tree — nature's way, which is as much a law as the law of gravitation. Now will any one contend that our educational systems have solved the problem how to grow a man? What are the works of Mr. Laurie, Mr. Meiklejohn and others but able discussions of details in a system, or lack of system taken for granted as being practically final? There is but one way of dealing with Mr. Parker's argument. Criticism of details in his scheme of studies is quite wide of the mark. It must be shown that he is wrong in the general character of the education which he proposes for the child as we receive him from nature's school, and which he deduces from the subject matter and methods which he supposes nature has already adopted before she handed over her charge to us. There is fair field here for the most active discussion. But it is only fair to remember that Mr. Parker claims merely that "the direction is right."

Further, Mr. Wells misconceives the book quite as much in his patriotic vindication of priority for Mr. Courthope Bowen's "Connectedness in Teaching." *Correlation* of study is not the doctrine of *concentration.* Correlation is all-important, but it is possible to produce astonishing results from a correlated system which is fundamentally unsound.

But after all Mr. Wells nowhere betrays himself so clearly as in the sentence, "But this chapter (chap. I.) comes to nothing more novel than that the spontaneous activity of the child determines method." There is a bland density in this which no idea could hope to penetrate. It is on a par with disposing of Aristotle's first chapter in the "Nicomachean Ethics" by the remark, "This chapter comes to nothing more than that all human action posits an end."

DOMINION HISTORY COMPETITION.

THE following notice speaks for itself and will be of interest to our readers—of very special interest to any of them who may have manuscript in preparation for the competition.

EXTENSION OF TIME.

Notice is hereby given that the time allowed for the Dominion History Competition has been extended six months. The manuscripts will therefore be received up to July 1st, 1895, instead of January 1st, 1895.

The Committee grants this extension through a desire that the time for the task in hand be ample, and does so without knowing the names of those who have asked for additional time. The hope is accordingly entertained that the change will be found to be in the interest of all competitors and be helpful in producing a better text book than would be secured in a competition unduly hurried.

The Committee hereby also announces that all parties are and shall be held bound to comply with the above notice, as no further extension will be granted.

W. PATTERSON,
Secretary,
Dominion History Committee on Manuscripts.
Address:—Royal Arthur School, Montreal.
October 22nd 1894.

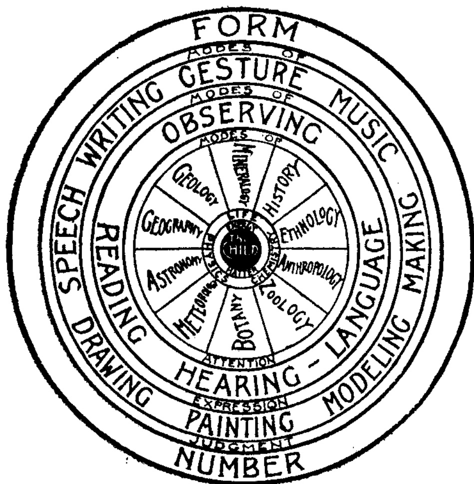
DR. BOURINOT, in a recent address to the students of Trinity College, in this city, dwelt upon the necessity of making provision in the public and high schools for training in citizenship. The developments of shameless boodling by aldermen, which are just now being made in this city, emphasize the need for attention to this class of subjects. It is the indifference of the better classes of citizens which makes the election of unprincipled adventurers to municipal and other offices possible. It may be assumed that if the children in the schools were taught the nature and working of our political and municipal machinery, and impressed with the duty which every citizen owes to his fellow-citizens and to his country, of aiding to give it good and honest government, the men and women would remember the obligation and act accordingly. But it is evident to all who understand the situation that the curricula of the schools will have to be reconstructed before room can be made for any new subject.

Special Papers.

A SPECIMEN OF AMERICAN PEDAGOGICS.

BY H. G. WELLS, B. SC., F.C.P.

HERE to hand is another large and imposing contribution to the educational library, in the shape of Mr. Parker's "Talks on Pedagogics." The suggestion of colloquial ease in the title scarcely does justice to the pregnant significance of the matter. But a clearer intimation is conveyed in the preface. There Mr. Parker tells us that "the doctrine of concentration in itself is a science of education that will absorb the attention of thoughtful teachers for centuries; it contains an ideal that is infinite in its possibilities"; and from the title page we learn that the book it preludes is the exposition of this epoch-making doctrine of concentration. We gather from this, though a becoming modesty prevented his saying so in as many words—that Mr. Parker stands towards education in much the same relation that Charles Darwin does to biological science, or Clerk Maxwell to physics, or, if this should startle the sober reader, as Dr. Owen stands to Shakespearian research. Assisted by Miss Butt, Miss Montford, Miss Iredell, and other well-known educationalists, he has worked out a complete theory of education—making discovery after discovery—and here at last is the entire thing sent over for us, "the aristocracies of the old world," who to quote Mr. Parker, "secure in palace and castle, fatten on the vitals of the people," to meditate upon. Coming as it does from a gentleman holding a position in Transatlantic educational circles which is the fair equivalent in pedagogics to a professorship in natural science, it is well worthy of our careful consideration. To refuse our admiration is impossible. In addition we may draw some useful inferences concerning the quality and value of current educational science from a study of this book.



The cover bears a cabalistic design, an affair of mystic, concentric circles and words mysteriously arranged, a thing that at the first glance might be a new kind of roulette wheel, or some sort of charm against evil spirits. But really this is a chart illustrating the theory of concentration. The hub is the child upon whom education is concentrated; around this comes a rim containing "energy" and "matter"; then another, "life," "physics," "chemistry." Then a wheel of radiating sectors, the circle of the sciences, displays "geology," "mineralogy," "history," as expansions of life, "ethnology," "anthropology," "zoology," "botany," as developing the idea of chemistry, and "geography," "astronomy," and "meteorology," as subsections of physics." Then a narrow belt bears the inscription, "modes of attention," and there are "observing," "reading," "hearing-language." The next zone, of "modes of expression," includes "gesture," "music," "making," "modeling," "painting," "drawing," "speech," and "writing." Then on to rim with "form" and "Number," and no further remarks. This completes the platter. Like all great and novel discoveries, it is not without its element of simplicity.

Mr. Parker begins at the centre and radiates. In reading the book we had first to traverse in chapter I. a certain breadth of familiar matter, presented as it was in an unfamiliar style. "What is the child? What is the little lump of flesh breathing life and singing the song of immortality?" So Mr. Parker perorates. But this chapter comes to nothing more novel than that the spontaneous activity of the child determines method. Thence to chapter II., to what Mr. Parker calls the Central Subjects of Study. These appear in the chart as the circle of the sciences. Here our author becomes more original. "The central subjects of study are but the main branches of one subject, and that subject is creation." It is curious how the transatlantic writer loves "creation," "'Creation' is eternal; it is the manifestation of invisible, all-efficient power; therefore all study has for its sole aim the knowledge of the invisible. The highest, and at the same time the most economical, effort of the mind, is the effective striving after the truth of creation; this action of the mind may be called instinctive—it is the shortest line of resistance between the soul and truth. The central subjects of study represent that line, and point in that direction." A very good example is this brief passage of the Principal of Cook County Normal School in his more original mood. Read quickly over to a slow-thinking hearer, it sounds remarkably good. And he proceeds to exhibit his knowledge respecting these various sciences. Like many transatlantic journalists, he frames his sentences very largely in the form of the epigram, and the reader is continually being confronted by the difficult problem whether any particular sentence is or is not amazingly smart or amazingly ignorant, or merely the contemporary platitude in an abbreviated dress. For example: "The study of soils is the study of mineralogy." "Weight, that mode of motion we call gravity, is another essential property of matter"; and again: "The relation of mineralogy to geology is the relation of matter to motion." Then, again, this has a plausible air at the first encounter: "Creation is the order of progress, if we take the hypothesis of evolution that the energy which acts through the universe is being economized, that it acts against less resistance, and therefore accomplishes higher results." But examine it. "Creation is the order of progress"! Why not "Progress is the order of creation," or "Order is the progress of creation," or "Creation is the progress of order"? Ill-digested Herbert Spencer may account for the rest; its interest to us is that Mr. Parker is apparently not familiar with the hypothesis known as the Degradation of Energy. But we are wandering from the great theory of Concentration.

It comes to this—if we misrepresent Mr. Parker it is because he has at least succeeded in imitating the impracticable obscurity of Herbart—that "the subject-matter found in the child's environment," the above selection of sciences is to supply the entire interest of its studies and that the "modes of attention" and of expression are to be developed on the way to the satisfaction of this interest. "The direct study of the central subjects of observation, investigation, imagination, and original inference, furnishes an inexhaustible means of educative mental action . . . All study consists in investigation of the changes brought about by energy acting through matter, organic or inorganic." "Under the theory here presented, the power to read and to study text is acquired while used directly in the study of the central subjects." "The best possible physical development of the whole body as an instrument of thought and expression is brought about by continuous natural exercise of the body in the expression of thought." It is true that Mr. Parker, after the custom of the educational philosopher all the world over, garnishes his paragraphs with such stereo ornaments as "All true education is inherently moral and ethical," "the fundamental principle of education is the altruistic motive," "hand in hand and heart to heart with the pupil," but they do not affect the body of his doctrine, which is that the entire education is to aim at a general knowledge of physical science, and that even music and physical training are to become incidental, as it were, to this pursuit.

Now this, it must be remembered, is no ambitious but harmless rival of Bain or Spencer writing in his study, and spinning his little bit of imitation of "Great Thoughts." If it were, it would not be accorded this prominence. It is the book which expresses the views of a gentleman so prominent in theoretical education as to be entrusted with the duty of lecturing to teachers at what many people regard as the very centre of modern civilizaton. He has presumably studied pedagogic literature with care before being entrusted with this duty, and he must be aware of the various theoretical propositions of Spencer, Laurie, Quick, Meiklejohn, and the hundred other English contributors to the educational record. Yet, off he goes with his brand new discoveries of all the old things we have been saying and re-saying for years, acknowledging nothing, criticizing nothing, disproving no error, adding nothing to the body of our assured knowledge, presenting it all as a great discovery "which will absorb the attention of teachers for centuries." Yet even his fundamental idea of a unified instruction has been amply dealt with in Mr. Courthope Bowen's "Connectedness in Teaching." In pursuit of his conception of concentration Mr. Parker has omitted any proper consideration of language teaching or of artistic design, and music becomes merely a mode of expression for geography, meterology, botany, and the rest of them. And his mode of presenting that conception is far more suggestive of a revivalist preacher than a scientific investigator. He asserts with intensity; but for any skilful analysis or convincing exposition, for strength, breadth, or subtlety, the reviewer has sought in vain.

Of the reverse of these qualities there is evidence enough. Take, for instance, this leading educationalist's assertion that "up to the time of our Saviour each nation had its national god; everything outside of the nation was wrong and wicked: the gods of the nations were devils; the national god forbade intercourse with, and commanded extirpation of all people not under his immediate control." And he ascribes Lord Sherbrooke's statement that "there are no principles of education," to an aristocratic hatred of popular emancipation. But enough has been said to show the quality of this book.

The moral to be drawn is obvious enough. Mr. Parker in one place is very energetic in asserting that there is a science of education. His book is, however, a convincing proof that there is not, at least at Chicago. Possibly there might be. But for that the scientific spirit is wanted, and something of the scientific investigator's opportunity. The educational inquirer needs to free himself from cant, from that silly spirit of exaggeration that makes all his geese swans, all his chance observations epochs in educational history. That spirit of careful inquiry, elaborate criticism, and guarded statement he has still to learn; that habit of earnest study and modest thoroughness that distinguishes the scientific worker. Until then we fear—though we wish him well—that he must accept the popular estimate with such patience as he may.—*Educational Times (Eng.)*.

*DIALOGUE: "SCHOOL LIFE AND ITS INFLUENCES."

Characters { (A) J. J. Morrison. (B) K. McDonald.

A.—Much pleased to meet you Miss B.; knowing something of your inclinations I feel already assured that a little school talk will be acceptable.

B.—Certainly no subject could prove more congenial, and few more beneficial, while pursuing our present calling. Why, do you think, are teachers so undervalued, and school talk so really detested by society in general?

A.—Teachers are undervalued because the character and the importance of their work are not realized, hence the value of the workers cannot be duly estimated or appreciated. Some are jealously regarded, because of their brief period of compulsory service, as compared with the lengthy hours demanded by other professions. Again, the character of the teacher's work is such that he does not need to engage in menial labor, and so is sometimes deprived of the sympathy of those who do. And it is just possible that the display of unbecoming aristocratic airs, sometimes tends to weaken the influence of the displayer. School talk becomes repulsive when the listener is not interested, when incidents related are trifling, or when the subject is altogether foreign.

A.—In presence of individuals thus disposed it would be better to converse about their matters of interest. When making sectional visits a splendid opportunity presents itself for unconsciously eliciting not only interest but sympathy in our labors. It is well, however, that such impressions are not universally made, and to us is committed the important duty of freeing the profession from wrong impressions, elevating it in the estimation of the public by striving to become embodiments of knowledge and common sense, and by so acquitting ourselves in general as to win a good public opinion.

B.—Then you really think the profession of an elevating character, so far as the teacher is personally concerned?

A.—Decidedly! Just consider it. We daily come in contact with the lofty thoughts of former sages. We surmount difficulties and treat them as stepping-stones. Again, the feeling that we are regarded by pupils as models, impels us to be worthy of the title, and so we strive to carry out the JOURNAL's instruction—"Be noble, and the nobleness that lies silent in others will rise in majesty to meet thine own." Thus we have every inducement to foster the ennobling virtues. We come in contact with *nature* and she silently points us up to nature's God.

Again, by having the school machinery systematically going, we form habits and mould character as enduring as its possessor. We instil into youthful minds knowledge, pure, real, true; and we are *dead* indeed if this fails to have a reaction on our own lives.

B.—What is necessary in order to bring about this reaction?

A.—Nothing secures it like a hearty sympathy between teacher and pupil, for this bond alone naturally tends to make us similar.

B.—Does school-life always thus influence pupils?

A.—If the opposing current is not too strong; and where the tide cannot be stemmed this serves as a counteracting force for good. We are responsible for the quality of the moral and mental seed sown and the development of the true will produce the refined and cultured future man or woman.

B.—We are not always responsible for characters. For instance there is Johnnie Smith. He steals pencils and speaks falsely. That is not my teachiug, for I teach him not to do so.

A.—Actions speak louder than words, Miss B. Never rob John of a moment—the result of unprepared, unsystematized work. Never fail to fulfil your promises. Make him your special care. To save *one* is worth a term's work. Then consider how noble it is to elevate forty or more boys and girls to a higher moral plane; to cultivate in them a taste for all that is elevating, a shrinking from all that is debasing. By filling the mind with the pure, there remains neither room nor desire for the impure; by imprinting, rewarding, and encouraging the good, the bad is placed at a discount and ultimately succumbs. If these virtuous qualities be necessarily in constant practice, certainly the profession demanding such exercise must be elevating in its character, perfect in its ideal!

B.—From the strain of your remarks I perceive that you are of opinion that moral training demands our earnest and incessant attention. This will serve as a stimulus to revive in my own mind a sense of its due importance, the benefits of which shall in future be felt in my school-room.

A.—But, Miss B, has not the life of a teacher practically a beneficial influence on our own mental development?

B.—Undoubtedly, Miss A. Consider the varied traits we endeavor by precept, but more effectually by example, to imprint on youthful minds, viz.: reverence, self-reliance, self-control, diligence, punctuality, perseverance and proper training of the senses. These cannot fail to make the earnest instructor a participator in the benefits derived from their practice.

A.—I admit what you say, but, granting that we as teachers thus view our school career, how shall we instil such views in the minds of children, many of whom merely accept a forced education?

B.—Train them by proper exercises to give expression to valuable thoughts, cultivate by interesting work, power of concentration of mind. Teach them to master their difficulties and enjoy the triumphs always resulting from thorough mastery, for one's occupation should furnish his enjoyment. In an active, systematic manner, direct the child's powers, and he, feeling that he has such power, will exert all his energies to increase it. Teach patience and courtesy by being patient and courteous. Encourage close investigation; demand expertness by requiring rapid reasoning, and secure accuracy by thorough drill. Develop intelligent reading, and intelligent thought in arithmetic, an evidence of which will be found in the proper analysis of problems.

A.—You spoke of intelligent reading; will you illustrate?

B.—Intelligent reading requires that the reader be accustomed to consider the sense of what he reads. With junior classes conversations preliminary to the reading lesson will contribute to intelligence. With senior classes the habit of grammatical analysis, together with the explanation of the scope of the lessons, will promote intelligence; for it will enable pupils to comprehend the general rule required for intelligent reading, viz.: that the logical parts of a sentence should be read with a slight pause intervening, but without any interruption between the words that compose each part. The teacher must use such methods as will lead the pupil to feel a pleasure in reading, and by suitable questions find out if the thought is in the child's mind, in all its fulness, strength, and intensity, before giving the pupil the opportunity of reading aloud. It is well to have as much practice as possible in reading, for the proverb says, "We learn to read by reading." We should also keep before our minds the qualities of good reading, namely: audibility, distinct articulation, correct pronunciation, and fluency, and adapt our teaching methods to promote these.

A.—According to your judgment reading demands more attention than time will admit of its receiving, without injustice to other subjects. The great practical importance of this branch of school education commends it to a larger share of the teacher's thoughts than it generally receives. It is the means by which the pupils are to instruct themselves when in the course of time they take their places among the people of the world; by it also they keep alive their own intelligence and maintain themselves in contact with the current information of the day.

Thus, while it is essential to our real success that we constantly strive to develop true moral characters, it is also necessary that we be instrumental in training expert and accurate pupils, who will afterwards serve their generation in their respective positions, as we strive to do in our school-rooms.

*Presented at the annual meeting of the West Bruce Teachers' Association. Published by request of the Association.

Examination Papers.

EAST MIDDLESEX PROMOTION AND REVIEW EXAMINATION— NOVEMBER, 1894.

GEOGRAPHY—2ND TO 3RD CLASS. TIME, 1 HR. 45 MIN.

Limit of Work—Second Class—Local Geography—map of school grounds, neighborhood, township, county. Definitions of the chief divisions of land and water. Talks and stories about animals, plants, people, air, sun, moon, and shape of the earth. Pointing out oceans and continents on the map of the world.

1. Draw a map of the school grounds showing the location of buildings on it; print the names and mark north, east, south and west.

2. (*a*) What is a concession?
 (*b*) What is a concession line?
 (*c*) What is a railway?
 (*d*) What is the name of the nearest railway station?
 (*e*) About how many miles is it from here?
 (*f*) If you got on at that station, name another station in this county to which you might go without changing cars.
 (*g*) Name six farm products sent from the station named to be used in distant countries.

3. Draw an outline map of this county and show this township on it. Print the name of the county and of the township.

4. (*a*) What is a river?
 (*b*) What is the bed of a river? the banks? the source? the mouth?
 (*c*) Trace as well as you can the course, naming places and directions, of either the River Thames or the River Sauble.

5. Starting from home and going due west around the world, name the continents and oceans in their order.

6. Name two large bodies of land south of the Equator.

7. (*a*) What is a lake?
 (*b*) What uses are lakes?
 (*c*) Name two lakes of use to this country.
 (*d*) What direction from here is each?

8. (*a*) What causes a shadow?
 (*b*) What direction does your shadow fall at 5 p.m.
 (*c*) Why is your shadow longer at noon in December than at noon in July?

9. Mention three or four signs of rain.

10. Why do ponds go dry in summer?

11. (*a*) Name four different kinds of insects.
 (*b*) Tell two or more injuries from insects that you have observed.
 (*c*) Tell two or more benefits of insects.

1, 12; 2, 2+2+2+2+2+2+3=15; 3, 12; 4, 2+4+4=10; 5, 6; 6, 2; 7, 2+4+2+2=10; 8, 2+2+4=8; 9, 6; 10, 4; 11, 4+4+4=12. Value, 75 marks; 25 minimum to pass.

GEOGRAPHY—3RD TO 4TH CLASS. TIME, 2 HRS. 15 MIN.

Limit of Work—Definitions continued; first, accurate knowledge, then memorizing of the definition. The great countries, large cities, and most prominent features on the Map of the World, maps of the County, of the Province of Ontario, of Canada and America. Map drawing. Motions of the earth, seasons, zones. (The first 50 pages of the P. S. Geography, and what can be taught from a map of the Dominion and a good wall map of the world.)

1. Make an outline drawing of this county; show this and two adjoining townships; London City, and railways from London to Strathroy and to Parkhill. Print the names.

2. What part (naming townships and villages) of this County is drained respectively into Lakes Huron, St. Clair, and Erie, and by what creeks and rivers? (3 marks for each basin fully described).

3. Sketch briefly an imaginary trip from London to Sarnia, then to Windsor, then to St. Thomas, then to Niagara Falls, then to Toronto, then to Owen Sound, then to Goderich by water, then to London. Write a different paragraph for each division of the trip. (3 marks for each paragraph giving places passed through pretty fully.)

4. We live near 43° n. Latitude and 81° w. Longitude.

(a) Explain the meaning of the above statement.

(b) Mark off an oblong (map) 3 by 4 inches and draw parallels and meridians sufficient to locate the above position; also 40° n. Latitude and 85° w. Longtitude.

5. What and where are Vancouver, Gibraltar, Japan, Cork, Amazon, Ceylon, Panama.

6. Write notes on Africa under the following headings; position, shape, climate, people, wild animals.

7. What do mechanics, merchants, and miners respectively, do to make a living?

8. Tell the use and uses of lighthouse, wharf, telegraph, canal-lock.

9. Tell the name, position and climate of the country of:

(a) The Portuguese.

(b) The Chinese.

(c) The Mexicans.

1, 7+5+5=17; 2, 12; 3, 16; 4. 4+6=10; 5, 14; 6, 10; 7, 9; 8. 12; 9, 6. Count 100 marks a full paper; 33 minimum to pass.

THE HIGH SCHOOL JUNIOR LEAVING AND UNIVERSITY PASS MATRICULATION.

University Matriculation Scholarship Examination.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: W. J. Alexander, Ph. D. / A. Carruthers, B.A. / W. Tytler, B.A.

A.

He tasted love with half his mind,
Nor ever drank the inviolate spring
Where nighest heaven, who first could fling
This bitter seed among mankind,

That could the dead, whose dying eyes
Were closed with wail, resume their life
They would but find in child and wife
And iron welcome when they rise:

'Twas well indeed, when warm with wine,
To pledge them with a kindly tear,
To talk them o'er, to wish them here,
To count their memories half divine;

But if they came who past away,
Behold their brides in other hands;
The hard heir strides about their lands,
And will not yield them for a day.

1. Analyze the first two stanzas of the above extract so far as to show the kinds and relationships of the several clauses therein.

[N.B.—If the subordinate clause is connected with some one word especially, be careful to specify that word, and the manner in which it is modified by such clause. In the abbreviated clauses supply such words as are required to make them complete].

2. Explain clearly the grammatical functions and relations of

"mind" (line 1), "To pledge" (line 10),
"Nor" (line 2), "here" (line 11),
"heaven" (line 3), "half" (line 12),
"but" (line 7), "Behold" (line 14).

B.

For what am I? What profits me my name
Of greatest knight? I fought for it and have it:
Pleasure to have it, none; to lose it, pain;
Now grown a part of me; but what use in it?
To make men worse by making my sin known?
Or sin seem less, the sinner seeming great?

3. (a) Describe fully and clearly the grammatical value and relations of

"name" (line 1), "worse" (line 5),
"Pleasure" (line 3), "making" (line 5),
"none" (line 3), "seem" (line 6),
"grown" (line 4), "sinner" (line 6),
"part" (line 4), "seeming (line 6).

(b) State clearly the function and relation of the word "what," wherever it occurs in the extract.

4. In the following sentences:

(a) I know thee of what force thou art to hold the costliest love in fee.

(b) Him I accuse the city ports by this hath entered.

(c) He spoke to me of what they were thinking about.

(d) Her seemed she scarce had been a day one of God's choristers.

(e) He came home, to find the house in darkness.

show the exact grammatical function and relation of "to hold," "in fee" (a); "Him" (b); "of," "about" (c); "Her," "a day" (d); "to find," "in darkness" (e).

C.

Cast your eyes over the world, and see how the masses of men, how the majority of nations, labor not only in mental, but in moral degradation, to support a high and fine type of humanity in the few. Examine any beautiful work of art, and consider how coarse and dark is the life of those who have dug its materials, or the materials for the tools which wrought it, out of the quarry or the mine. Things absolutely essential to intellectual progress are furnished by classes which for ages to come the great results of intellect cannot reach, and the lamp which lights the studies of a Bacon or a Leibnitz is fed by the wild, rude fishermen of the Northern Sea.

It is true that wherever service is rendered, we may trace some reciprocal advantage, either immediate or not long deferred. The most abstract discoveries of science gradually assume a practical form, and descend in the shape of material conveniences and comforts to the masses whose labor supported the discoverer in intellectual leisure. Nor are the less fortunate ages of history and lower states of society without their consolations. The intervals between great moral and intellectual efforts have functions of their own. Imperial Rome, amidst her moral lassitude, makes great roads, promotes material civilization, codifies the law. The last century had no poetry, but it took up with melody, and produced the Handels and Mozarts. Lower pains go with lower pleasures, and the savage life is not without its immunities and enjoyments. The life of intense hope that is lived in the morning of great revolutions may partly make up for the danger, the distress, and the disappointment of their later hour. But these, if they are touches of kindness and providence in Nature, welcome as proof that she is not a blind or cruel power, fall far short of the full measure of justice.

5. (a) Give very concisely the substance of each paragraph.

(b) What is the relation in thought between the two paragraphs?

(c) Explain the function of the expression "It is true," at the beginning of the second paragraph.

6. (a) Rewrite the first sentence of the extract, substituting for the imperative some other construction, and compare as to rhetorical effect.

(b) In the third sentence ("Things . . . . . Northern Sea") state the relation in thought of the second member of the sentence to the first.

(c) Rewrite the last sentence of the extract so as to improve it in respect to clearness.

7. Explain and illustrate from the extract what is meant by *method* or *consecutive arrangement* in a paragraph.

Truth is the highest thing that man can keep. — *Chaucer.*

It is a grand old name, that of gentleman, and has been recognized as a rank and power in all stages of society. The Psalmist briefly describes him as one "that walketh uprightly, and worketh righteousness, and speaketh the truth in his heart." —*Smiles.*

We would advise our readers to send a postal-card to E. L. Kellogg & Co., of New York, for their catalogue of Teachers' Helps. It describes scores of books that will aid you in your work, save time and labor, and enable you to have a good school. To anyone answering this advertisement, and sending 10 cents, a copy of McMurry's "How to Conduct the Recitation" will be sent with the catalogue.

Mathematics.

All communications intended for this department should be written on one side of the sheet only and should be addressed to the Editor, C. Clarkson, B.A., Seaforth, Ont.

CORRESPONDENCE.

C. E. Smith, Silver Hill, Ont., sent solutions to Nos. 78, 79, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92.

A Correspondent sends two solutions of the following problem found in H. Sch. Arith., p. 141, No. 34: "One number is equal to another increased by 20 per cent. of itself; $12\frac{1}{2}$ per cent. of the first number is greater than 5 per cent. of the second by 10; what are the numbers?" He asks which of these solutions is correct?

I. Let 120 = first number; $\therefore \frac{5}{6}$ of 120 = 100 = second number.

Now $\frac{1}{8}$ of 120 = 15; $\frac{1}{20}$ of 120 = 5; 15 − 5 = 10 Numbers = 120 and 100.

N. B.—This is not a *solution* at all in any proper sense of the word.

II. Let 120 = first number; $\therefore \frac{6}{5}$ of 120 = 144 = second number; $\frac{1}{8}$ of 120 = 15; $\frac{1}{20}$ of 144 = $7\frac{1}{5}$. Difference = $15 - 7\frac{1}{5} = 7\frac{4}{5}$.

When difference = $7\frac{4}{5}$, the first number = 120,
$\therefore$ " " = 1, " " = $\frac{5}{39}$ of 120, and when difference = 10, the first number = $\frac{5}{39}$ of 1200 = $153\frac{11}{13}$.

N. B.—The second line is absurd; and the last three lines are cubically nonsensical. The difference is not proportional to the number. The precise answer to this correspondent's question is—Neither. The unitary method is not applicable here and leads to nowhere.

Florence M. Campbell solved Nos. 83, 84, 85, 86, 87, 88, 89, 90, 91, 92.

P. F. *wrote on both sides of the paper.* He solved 78, 79, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92. The work was neat, but *the order was disorderly.* We appreciate the well-written solutions. This writer says: "As far as Arithmetic in my school work is concerned, I prefer to arrange the questions myself. I make use of (several Canadian) collections which are very good." This coincides with our remark on Nov. 1st.

The article by W. Prendergast, B.A., deserves special attention.

F. C. Batten, Collingwood, solved No. 78 correctly.

T. McKim, Alliston, sent solutions to Nos. 75, 76, 78, 79, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92.

W. VanDusen, Treherne, Manitoba, sends six problems in Geometry and two in Algebra which are held over for consideration.

Miss M. J. T., asks for solutions of six problems in the P. S. Arith. As there seems to be so much interest in this volume at present the references are given in the proper place below.

C. A. M. writes to ask for suitable "books of exercises in Algebra for those who are taking up P. S. Leaving work." He says that "the P. S. Algebra has not enough for practice."

Remark—Our correspondent no doubt refers to the *authorized Public School Euclid and Algebra.* There is only one book called the *Public School Algebra* copyrighted in Canada and it contains a full supply of practical exercises very carefully graded and specially adapted to the P. S. L. course—Toronto, 1894. Ginn & Co. and D. C. Heath & Co. have also published small elementary treatises this summer, so have Macmillan & Co., but the P. S. Algebra will be found best adaped to our school work.

W. R. D. and J. M. W. write from places 1500 miles apart. They are studying mathematics privately and wish to know how they may find assistance most economically and effectively so as to prepare themselves for college and departmental examinations.

REMARK.—The first requisite is to get the best and most suitable text-books, precisely adapted to the student's stage of progress. It is cheapest in the end to have several good books on each branch of the subject. Next, the student must learn quickly that it is a waste of time and energy to stay too long over difficult points, in the attempt to re-discover what some advanced scholars found out. It is all very well to cultivate originality as far as possible, but the period of original discovery has not yet arrived for a junior student of mathematics or music, even though he is endowed with first-rate ability, which may one day blossom into fruitful originality. In the cases of these two friends the best thing they can do is to secure the help of some competent teacher—orally if possible—if not, then by correspondence. The investment will yield good dividends, and the success of the Correspondence University in England in preparing students for examination is proof of the statement. The time saved is money saved. The special purpose in view should be stated to the teacher, the course of study fully indicated, and specimen examination papers forwarded to him. He will then be able to give personal and practical advice of great value to the student. There is no doubt that many high school teachers, college tutors and professors, and other qualified persons would assist earnest students at the lowest possible remuneration, from their sympathy with the great educational interests involved. Let no student forget Longfellow's advice: "Be bold, be bold, be always bold . . better the excess than the defect." Enterprise and pluck and daring are bound to win ultimate success. A student spent over fifty dollars on his first two pages of Greek, and the investment has borne compound interest ever since. So it will turn out again and again. It is impossible for the JOURNAL to go much beyond the requirements of the "average reader," but the private letters to these friends and many others of the more ambitious class will, it is hoped, prove serviceable, and a little help is worth a good deal of pity.

TRIGONOMETRY.

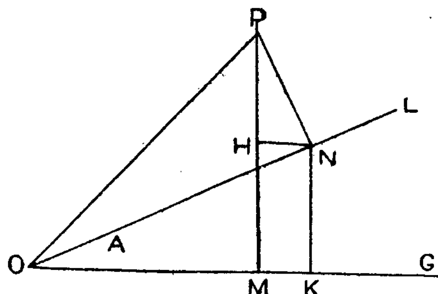
BY W. PRENDERGAST, B.A., SEAFORTH COLL. INST.

NOTE.—In the following article Mr. Prendergast deals with all the possible cases of a common problem, of which only one or two are discussed in the common text-books.—MATH. EDITOR.

To prove

$$\sin(A+B) = \sin A \cdot \cos B + \cos A \cdot \sin B.$$

I. If A and B are each angles in *first* quadrant



let LOG = A and POL = B, from P draw perpendiculars on OK and ON; from N draw a perpendicular on OK, through N draw NH parallel to OK.

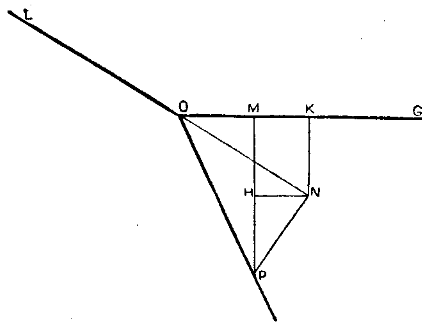
$$\sin(A+B) = \frac{PM}{OP}$$

$$= \frac{PH}{OP} + \frac{NK}{OP} = \frac{NK}{ON}\cdot\frac{ON}{OP} + \frac{PH}{PN}\cdot\frac{PN}{OP}$$

$$= \sin A \cdot \cos B + \cos HPN \cdot \sin B$$

but HPN = A

$$\therefore \sin(A+B) = \sin A \cdot \cos B + \cos A \cdot \sin B.$$

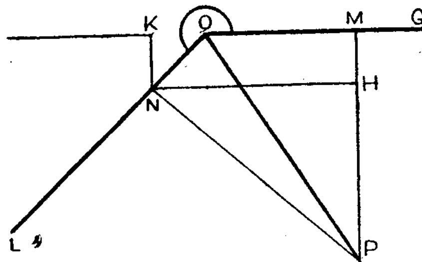


(1) $\sin(A+B) = -\frac{PM}{OP}$

$$= \frac{NK}{ON}\cdot\left(-\frac{ON}{OP}\right) + \frac{PN}{OP}\left(-\frac{PH}{PN}\right)$$

$$= \sin A \cdot \cos B + (-\cos HPN)\sin B$$

but HPN = 180 − A.



(2) $\sin(A+B) = -\frac{PM}{OP}$

$$= \left(-\frac{NK}{ON}\right)\frac{ON}{OP} + \left(-\frac{HP}{PN}\right)\cdot\frac{PN}{OP}$$

$$= \sin A \cos B + (-\cos HPN)\sin B$$

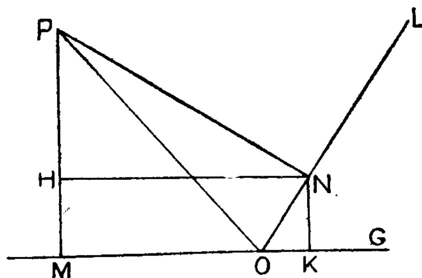
but HPN = NOK = A − 180,

$-\cos(A-180) = \cos A.$

II. A+B in second quadrant.

(1) Both A and B are acute or

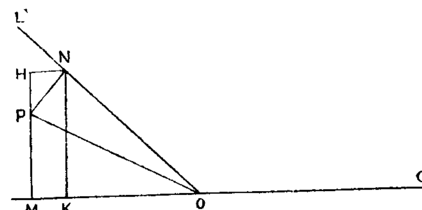
(2) One of them is in second quadrant.



(1) $\sin(A+B) = \frac{PM}{OP} = \frac{NK}{ON}\cdot\frac{ON}{OP} + \frac{PH}{PN}\cdot\frac{PN}{OP}$

$$= \sin A \cos B + \cos HPN \cdot \sin B$$

but HPN = A.



(2) $\sin(A+B) = \frac{NK}{ON}\cdot\frac{ON}{OP} + \frac{HP}{PN}\cdot\frac{PN}{OP}$

$$= \sin A \cdot \cos B + \cos HPN \cdot \sin B$$

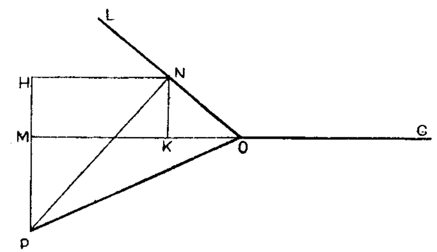
but HPN = angle NOM = 180 − A and $\sin(180-A) = \sin A$.

III. (A+B) an angle in third quadrant.

(1) A is in third quadrant and B is acute.

(2) Both in second quadrant.

(3) A in second quadrant and B acute.



(3) $\sin(A+B) = -\frac{PM}{OP}$

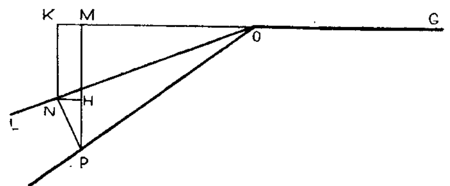
$$= \frac{NK}{ON}\cdot\frac{ON}{OP} + \left(-\frac{PH}{PN}\right)\frac{PN}{OP}$$

$$= \sin A \cdot \cos B + (-\cos HPN \cdot \sin B$$

but HPN = NOM = 180 − A and

$-\cos(180-A) = \cos A$

$\therefore \sin(A+B) = \sin A \cdot \cos B + \cos A \cdot \sin B.$



(1) $\sin(A+B) = -\frac{PM}{OP}$

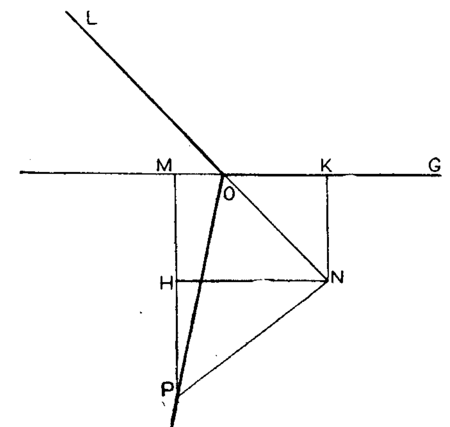
$$= \left(-\frac{NK}{ON}\right)\frac{ON}{OP} + \left(-\frac{HP}{PN}\right)\frac{PN}{OP}$$

$$= \sin A \cdot \cos B + (-\cos HPN)\sin B$$

but HPN = NOM = (A − 180)

$-\cos(A-180) = \cos A$

$\therefore \sin(A+B) = \sin A \cos B + \cos A \sin B.$



(2) $\sin(A+B) = -\frac{PM}{OP}$

$$= \left(-\frac{NK}{ON}\right)\cdot\frac{ON}{OP} + \left(-\frac{HP}{PN}\right)\cdot\frac{PN}{OP}$$

$$= \sin A \cos B + (-\cos HPN).\ \sin B$$

HPN = NOK = 180 − A and

$-\cos(180-A) = \cos A.$

$\therefore \sin(A+B) = \sin A.\ \cos B + \cos A \sin B.$

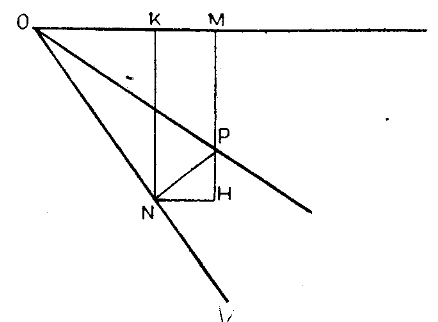
IV. (A+B) in fourth quadrant.

(1) Both A and B in second quadrant.

(2) A in third, B in first quadrant.

(3) A in fourth, B in first quadrant.

(4) A in third, B in second quadrant.



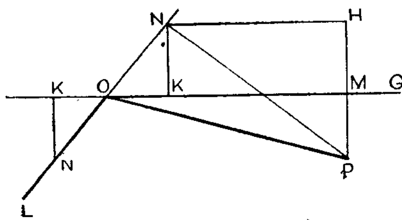
$$(3)\ \sin(A+B) = -\frac{PM}{OP}$$

$$= \left(-\frac{NK}{ON}\right)\frac{ON}{OP} + \frac{HP}{PN}\cdot\frac{PN}{OP}$$

$$= \sin A \cos B + \cos HPN \,.\, \sin B$$

but $HPN = NOM = 360 - A$

$\cos(360 - A) = \cos A.$



$$(4)\ \sin(A+B) = -\frac{PM}{OP}$$

$$= \frac{NK}{ON}\cdot\frac{ON}{OP} + \left(-\frac{PH}{PN}\right)\cdot\frac{PN}{OP}$$

$$= \sin(A-180).\cos(180-B) + (-\cos HPN)\sin B$$

$$= (-\sin A)(-\cos B) + (-\cos HPN)\sin B$$

but $HPN = A - 180$

$\therefore \sin(A+B) = \sin A \,.\, \cos B + \cos A \,.\, \sin B.$

SOLUTIONS.

No. 102. Sent by C. H. G.—A and B run a race to a post 450 yards off and back again. A, returning, meets B 30 yards from the post and comes in half a minute ahead of B. Find B's time for the course.

Solution by the EDITOR.—A goes 480 yds. while B goes 420, hence their *rates* are as 8 : 7; and hence their times are as 7 : 8; ∴ B loses 1 min. for every 8 min. that he runs, and ½ min. for 4 min. that he runs. *Ans.*, B 4 min., A 3½ min. For a similar problem rather more difficult, see the type solutions, p. 78 in *Problems in Arithmetic.* Toronto, 1893.

No. 110. Sent by A. G. E., Bright, Ont.—A tradesman reduces the marked price of his goods by a certain per cent. He gives the same rate per cent. off this reduced price for cash. The cash price is now $\frac{100}{121}$ of the original marked price. Find the rate per cent.

Solution by the EDITOR.—If m = marked price, then $\frac{100-r}{100}m$ = reduced price,

$$\left(\frac{100-r}{100}\right)^2 m = \text{cash price} = \frac{100}{121}m;$$

$$\frac{100-r}{100} = \frac{10}{11};\ r = \frac{1}{11} = 9\tfrac{1}{11} \text{ per cent.}$$

No. 111. By A. E. G.—A merchant after reducing the marked price of an article by three successive equal rates of discount, sold for $21.87, the marked price being $30. What was the rate of discount?

Solution by the EDITOR.—As in 110

$$\left(\frac{100-r}{100}\right)^3 30 = 21.87;\ \frac{r}{100} = \frac{1}{10};\ r = 10\%.$$

PROBLEMS FOR SOLUTION.

By M. J. T.—

No. 102.—P. S. Arith., p. 90, No. 52, Ex. 26.
No. 103.— " " 158, " 6, " 70.
No. 104.— " " 167, " 12, " 77.
No. 105.— " " 146, " 26, " 65.
No. 106.— " " 147, " 36, " 65.
No. 107.— " " 151, " 99, " 65.
No. 108.— " " 151, " 101, " 65.
No. 109.— " " 146, " 27, " 65.

No. 112. By A. E. G., Brighton.—Find the length of a ladder and the width of the street, if when one end of the ladder is placed against a wall at the side of the street it reaches a height of 24 feet and when it is turned and placed against a wall on the opposite side it reaches a height of 18 feet and forms with its first position a right angle.

Primary Department.

DEFINITIONS IN GEOGRAPHY.

RHODA LEE.

DEFINITIONS in Geography are not in general difficult to teach. We can usually find plenty of means of interesting the children in the subject. There are many excellent ways of presenting the ideas from which we wish to draw the definition, but we must bear in mind that the unalterable order of procedure is, thought first and definition after. The following brief outline will indicate two methods of teaching such lessons.

I.—A VOLCANO.

Previous to this lesson the characteristics of hills and mountains have been studied.

Lead up to the idea of a volcano by sketching on the blackboard first, a hill; with a few additional and bolder strokes, change it into a mountain, reviewing by the way, the thoughts previously gathered in connection with these features. With the aid of a few colored crayons, bring out the characteristics of the volcano, the steam, smoke, ashes, fissures, etc. The children tell you that your sketch represents a mountain, but that it seems to be burning. Then tell the story of Pompeii and Vesuvius; Etna in Sicily; Antuco in Chili, which is said to have hurled stones a distance of thirty-six miles; Cotapaxi, in Ecuador, and Kilauea in Hawaii, with its periodical eruptions at intervals of eight or nine years, may be referred to also. If you have collected any pictures of volcanoes, distribute them to the class; if not, ask the children to be on the look-out for pictures of burning mountains and, if possible, bring them to school to form a collection for the use of the class.

II—AN OCEAN.

Introduce by telling a story of an Indian boy whose mother while she lived had urged him to find his way to the great salt water, where perhaps he would find some one to take him to the place whence came the good men who had visited them for a time in her childhood. The lad starts off, follows the St. Lawrence, reaches the mouth when the summer comes, and at last discovers a change in the water. After many hardships, he finds some kind people who manage to understand his wants and offer to take him to the old land. They set sail, and after experiencing four weeks of stormy weather arrive in England. Attention may here be drawn to the time now made by the fast steamers. This little story will suffice to introduce the lesson and also bring out two or three points which we wish to impress. The more common products and inhabitants of the ocean may be next discussed, and lists of the most important of these placed on the board. The children should be encouraged to find out for themselves as much as possible about this and any other feature studied. The names Atlantic and Pacific should be given and the position of these oceans shown by means of a globe or map.

THE CLOCK.

RHODA LEE.

ON AN unused part of the blackboard, or on a part too high for ordinary use, draw a clock or ring containing the numbers up to twelve: in the centre place the figure representing the multiplication table on which you wish to drill.

Point as quickly as the class can follow to the different figures; pupils, using the central figure as their multiplier, write the result on their slates or books.

The answers to one exercise might be read as follows:

12
32
40
8
20
28
44
16

Occasionally allow time in which to add the several answers, and ask for the sum only. In the above exercises the sum thus found would be 200.

The same device may be used for exercises in addition, the children adding mentally as the teacher points to the numbers.

In the latter exercise the circle would contain only numbers as high as nine.

STORIES FOR REPRODUCTION.

A LITTLE BOASTER.

OF all the foolish little boasters, Alexander was the most foolish. "What is your father's business?" said he one day to poor John Brown. "My father is a cattle-driver," answered John, bravely, trying to keep the color from rising in his face. "Strange," laughed Alexander, "that he should send you here to our school. Why doesn't he make a cattle-driver of you?" Here the boys laughed. They always laughed at Alexander's wit, for he was the richest boy in the school. "But what is *your* father's business?" asked John, quietly. "*My* father's business!" screamed the silly Alexander, getting very red and angry. "*My* father is a gentleman, I would have you know!" "Indeed," answered John; "then I wonder he has not made a gentleman of you."

THE GOLDEN EGG.

A FARMER-WOMAN had a hen that laid every morning a golden egg. With the gold, the woman bought from day to day all that she needed. How her neighbors envied her! But the foolish woman was not satisfied. "What if somebody should steal my hen! I will kill her and hide away all the golden eggs. Besides, she is a stingy old hen to lay only one egg a day." And so the greedy farmer-woman killed the good hen. Of course she found no eggs, and it served her quite right that she had ever after to work day by day for all she had to eat or wear.

CLASS RECITATION.

OLD WINTER.

OLD WINTER is a sturdy one,
And lasting stuff he's made of;
His flesh is firm as iron stone,
There's nothing he's afraid of.

He spreads his coat upon the heath,
Nor yet to warm it lingers;
He scouts the thought of aching teeth,
Or chilblains on the fingers.

Of flowers that bloom or brides that sing,
Full little cares or knows he;
He hates the fire, he hates the spring,
And all that's warm and cosy.

And when the foxes bark aloud,
On frozen lake or river;
When round the fire the people crowd,
And rub their hands and shiver;

When frost is splitting stone and wall,
And trees come crashing after,
That hates he not, he loves it all,
Then bursts he out in laughter.

Ha-ha, ha-ha, ha-ha, ha-ha,
Ha-ha, ha-ha, ha-ha, ha.

—*Anon.*

ST. NICHOLAS.

JOLLY old St. Nicholas lean your ear this way,
Don't forget a single word that I'm going to say,
Christmas-time is coming soon, now you dear old man,
Whisper what you'll bring to me, tell me if you can.

Nellie wants a story book, Johnnie wants a ball,
Tommy wants a pair of skates, Susie wants a doll;
As for me, my little brain is never very bright,
Choose for me, dear Santa Claus, what you think is right.

When the clock is striking twelve, when I'm fast asleep,
Down the chimney deep and dark, with your pack you'll creep,
All the stockings you will find, hanging in a row,
Mine will be the shortest one, you'll be sure to know.

Correspondence.

THE INFANTRY.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In the article entitled "Infantry," in a recent issue of your valuable paper, there is much to commend itself to teachers. While "Experience" may perhaps have been somewhat extravagant in the use of his epithets, he certainly has caught much of the right spirit, and has echoed the voice of those teachers who have spent years in this noble but arduous work.

Although the position which the writer has held for many years has not been stormed by any of the "infantry," whether from their inability to meet its requirements, or from its being beneath their notice, yet he is quite aware that the practice of underbidding prevails very largely, especially in the neighborhood of the Model Schools.

Our Local Legislature at its last session passed "An Act to Authorize Married Women under Age, to Bar Dower." No provision, however, is made by law to empower our male teachers under age to sign a legal document, yet by law they are qualified to operate on the visible and the invisible. No teacher, under age, can bequeath by a legal instrument, the fortune he may have acquired in teaching, during his years of minority, and yet he can *leave* the impress of an instrument generally recognized in the lower courts, when presented *per se.*

The County Model Schools are not, in my opinion, wholly responsible for the overcrowded state of the teaching profession, which overcrowding doubtless, in some measure, induces the practice of underbidding which prevails in many localities. When we consider that there are not less than 128 High Schools and Collegiate Institutes (teacher-factories) in our Province, possessing large facilities for educating teachers in their non-professional work, and when moreover, we take into consideration the rivalry among them for popularity, since these, the "poor man's colleges," as well as Public Schools, are now unfortunately measured by the results of the Departmental Examinations, we are not surprised that thousands of "raw-recruits" are annually turned out to swell the list, already far too large.

Our County Model School System "Experience" considers "an expensive delusion," while "Fair Play" is, I fear, rather general. Without intending to reflect on the ability of the Masters of our Model Schools, I cannot suppress the statement that I have found, in my experience, teachers fresh from our Model Schools, who did not know how to teach several elementary subjects, not even "reduction." When asked why they were unable to teach certain subjects, the reason was freely given that they never had been taught how.

Now this lack of professional training I do not for a moment ascribe to the inability of the teachers of our Model Schools, but I charge it home upon a system that places 4299 teachers in our schools with little more than three months' professional training, to be legally disqualified within three years, unless they climb higher, and to be followed in their turn by another regiment of "infantry."

While the training for entrance to the teaching profession is limited to a little more than three months' actual training in our Model Schools, thus affording a "wide gate" for hundreds to enter annually; I am glad to observe that the entrance to the highest positions to which we can aspire in our profession, is well guarded by the regulations governing the "Provincial School of Pedagogy." Since the highest positions in our profession are thus carefully guarded, is it not both just and right that the avenues to the lower positions should also be well guarded, since in order to maintain the unity and stability of our educational system, many teachers must occupy the "lower seats?"

In the last Annual Report of Public Schools of British Columbia, I find the following:—Teachers "who have had little or no experience in teaching will doubtless find it difficult to secure appointments." . . . . . It is eminently necessary for the teacher to have a good educational standing, but it is equally important that he have a good knowledge of *everything* required for the proper management of a school." Teaching experience is evidently at a premium in that province, while with us it is at a discount.

Let the Minister of Education, who has already done so much to unify and improve our educational system, raise the age of admission to our Model Schools from eighteen to twenty-one years, and I venture to predict that, in less than two years therefrom, there will be no overcrowding in our profession, and experience in teaching will then have its legitimate value as a qualification for educating the youth of our Province. Thanking you for the use of your valuable columns, I am, yours truly,

VIRCOLA.

THE COUNTY BOARD QUESTION.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—County Examiner's letter in your last issue suggests the following comments:

Model School candidates are practically free to attend any Model School they choose, for, although they are to be admitted by the County Board, a refusal to admit deprives the School Board concerned of the fee, and refusals are rare accordingly.

Let us suppose that the Board of Examiners of a county discriminate at the end of a term between the capable and the incapable, and reject the latter, what happens? 1st. That Model School, the next term, finds its attendance materially lowered, candidates, weak ones at any rate, preferring to attend a school where they are sure to pass. 2nd. These same candidates, after passing elsewhere, come back to their own county to teach, since Third-Class Certificates are valid anywhere in the Province. 3rd. The said County Board, having rejected a part of their own candidates, find their places taken by equally poor ones from adjoining counties, where all pass. The popular Model School is the one where no candidates are rejected.

The remedy is, of course, to confine Third-Class Certificates to the county in which given. This Inspectors have repeatedly asked for, but the time is not yet.

A. B. C.

School-Room Methods.

READING.

No. III.

BY LITERATUS.

READING aloud is translating the language of the eye, as it occurs in books, manuscripts, etc., into the language of the ear. Reading is an *art*; as an art it ought to be taught. To recommend that no *artificial* method be used in teaching Reading is to proclaim one's self a tiro and not a master. Letters are few; words and sentences are many. The few are used to represent the many. The letters should be taught thoroughly first, because they are *few*, and because they are *the key* to the many. Acting on a different principle has retarded our children several years.

The lettter *g* begins more than three per cent. of all the words in our language. The name commonly given to this letter is je. The name that ought to be given to it is ge, as the first part of geese, corresponding to the Greek name, gamma. The latter name (ge), contains the proper effect of the letter, and the one it has in upwards of seventy-five per cent of its use. When it has the effect contained in its common name (je), it is usurping the function of *j*.

Exercise on *g* (ge hard), First Book, First part: gad, gap, gaff, get, gets, gig, girl, girls, got, go, goes, gun, glad. Second Part, First Book: gale, gate, gait, gave, gaze, gain, garden, getting, geese, gilt, gild, gimp, gives, given, gone, goat, goad, goads, going, golden, glen, gladness, glee, glib, glide, glum, gloss, grab, grand, grass, grape, great, grin, green, grief, grieve.

In the following, where *g* is used as a terminant, it should also have the name ge: bag, beg, big, bog, bug, cog, jog, brag, drag, flag, grog, sang, bang, fang, sing, song, sung, flung, etc.

CLEARING THE RECORD.

RHODA LEE.

EVERY teacher has her own method of crediting the work of her pupils. Some adopt the plan of giving only good marks or what is called "*extra marks*" for certain standards. Others mark only faulty or imperfect lessons, thus giving demerits instead of merits. In some clases daily marks are entirely done away with, and in this case the monthly report—issued for the children or parents—is based upon weekly examinations. A very few keep no report at all and issue no report. The report, although desirable, is not absolutely necessary, but the record undoubtedly is. Superhuman power of memory and watchfulness on the part of the teacher and unusual perfection in the children would be requisite to the proper working of this last system.

A particularly good idea in connection with marking came to my notice a few days ago in a third-book class. The practice there followed is to remove "imperfects" by work done after school hours. Lessons showing unmistakable neglect are recorded as "neglected," but in all others the pupils failing to reach the required standard remain after hours, do the work or a similar exercise, and leave it on the teacher's desk for examination; if satisfactory the "imperfect" is removed. When a mark is left on record for two days it remains fixed.

I happened to drop into the school after four, one day, expecting, as was usual, to find the

teacher alone, examining books or something of the kind. Instead, I found eight of the pupils at their desks, working most industrously. She explained to me that they were endeavoring to "clear their reckord" for the day. When the usual time had passed the papers were laid upon the teacher's desk and the children left the room. I was curious to see the exercises. "Here is one done by a boy who is painfully nervous and bashful when answering in class," said the teacher. "He invariably makes some mistake or is unable to make his answer intelligible, yet he will stay after school hours most willingly, and write out his work without an error. I do not excuse him from answering in class, but I think it is well to give him an opportunity of improving his record." Other exercises were shown me, done by scholars who were absent the day previous, and had not been able to get the few home-lessons assigned. These had studied the work at recess and noon and had now written it as well as could be expected. The attempt was certainly a great deal better than allowing the lesson to pass unstudied.

There was a spirit of cheerfulness and willingness about the children that was very pleasing. It was evident that the "staying in" was considered more as a privilege than a punishment. Of course there are in every class those who cannot appreciate an opportunity of improving a bad record. Those have to be dealt with in another fashion. The majority, however, have pride enough to wish to remove "imperfect" lesson marks when such have been received. The plan and the spirit created by it seemed to me in this case to be very good. Wisely managed, it should result in careful and satisfactory work. There is a danger of careless preparation to be guarded against. Some pupils may begin to depend too much on the "clearing off." This may be largely overcome by giving extra credit for perfect lessons at the regular time. Of course, as I said before, those who habitually shirk their work need different treatment, requiring more of law and less of grace.

A LESSON IN NUMBER.

BY GEO. P. BASS.

ONCE upon a time a teacher was sitting at his desk in his home study, when a five-year-old child came to him with a box full of wooden discs. His mother had bought them for him to play with. In some mysterious way he had learned to count ten things. She had not tried to teach him. He had not attended school. This teacher was busy studying "methods" from a book, when this live boy shoved a chair up to to the table and poured out of his box something less than a peck of these wooden discs. The teacher went on studying his book.

The boy counted out ten of these discs and placed them in a row, talking to himself all the while. The teacher began to divide his attention between the book on methods and the boy who knew nothing about method. The boy placed another row with ten in it beside the first row and said, "Two tens." The teacher here recalled the fact that when the boy had completed the first row he did not say one ten but said *ten*. The boy made another row and said *three tens*. He kept this up without a word from the teacher and without being aware that the teacher was watching him. When he had finished the tenth row, he said "Ten tens," and then addressed the teacher as follows: "Ten tens, see! How many is ten tens?" The teacher, (without correcting the boy's grammar—just think of it!) said, "One hundred." The boy immediately climbed out of his chair and ran to his mamma in great glee and said, "Mamma, mamma, ten tens is a hundred, ten tens is a hundred; I've got 'em on the table; come and see, mamma, come!" Mamma came and the little fellow was delighted. Mamma was, too. So was the teacher. He laid his book down and began to study the boy. He asked him to divide his hundred buttons, as the boy called them, into two equal parts. The boy looked for a moment and put his finger down in such a way that there were five tens on either side and said that five tens is one-half of ten tens. Where or how he learned this no one knew. The teacher touched two rows of tens, using his thumb and fourth finger; and asked the boy to see how many two tens he could find. He soon reported five. Then the teacher told him that we call two tens a fifth of ten tens. And the boy said, "I know why. It is because it takes five of them to make ten tens." The teacher then touched one row and said, "What is this?" The boy said, "One ten." "Why do you call it a ten?" asked the teacher. "Because it has ten buttons in it," said the boy. He then added, "Two buttons are one-fifth of ten, and one button is one-tenth of ten." When, where or how he learned this last fact no one knew. Judging him by the course of study, he was a prodigy. But he was not. He was just an ordinary live boy of flesh, blood, and brains. This teacher had learned a lesson in pedagogy as well as a lesson in number. If a child can count two and five he can soon grasp ten. Try him. Give him ten buttons, blocks, or anything he can handle, ask him to see how many twos he can find. He will readily tell you that he has five twos. How many fives! Two fives Now put them all together and tell him that in the group we have ten. Now divide it into two equal parts. He knows often what each part is called. If he does not, tell him. It is just as easy for him to learn it now as it will be a year hence.

Give him twelve things. The farmer boy at six years can count a dozen eggs. The city boy, a dozen bananas. Have them separate the dozen objects into two equal parts, into three, into four, into six. Pointing to one of the two equal parts, ask what part it is of the dozen, the pupil will say one-half. Point to one of the *three* equal parts and say one-third of a dozen. Now point to one of the four equal parts and the pupil will say one-fourth of a dozen, if you will give him a chance. He will be able by this time to point to one-sixth of a dozen himself. Now he knows that half one dozen is six. Ask what one-half of six is. He will tell nine times out of ten. In fact he will be delighted to find the half of every even number from two to twelve inclusive. He will wish to tell that four is the half of eight, and that there are two fours in eight. Don't be surprised if he asks how much two eights are. Be encouraged and tell him. But the course of study! Sure enough, we had almost forgotten it. Well, what of it? It says we must not go beyond ten during the first year. No, it says to teach from one to ten inclusive, which means about the same thing. But if your pupils can do more, all will be glad to have them do so. The course of study is for the pupil, not the pupil for the course of study.—*Indiana School Journal*.

COURTESY.

BY M. C., OWEN SOUND.

THERE is no true teaching of politeness in a school-room which is not emphasized by example. "Johnny, when it is necessary to pass in front of a person like that, excuse yourself; go back and say, 'Excuse me.'" Just as we might tell him: "Johnny, this is a preposition; say, 'a preposition.'" He will have just as clear a conception of the truth intended in the one case as in the other.

Is Johnny's teacher ever guilty of little rudenesses to him, for which she never "excuses" herself? If so he has probably never discovered that a great many things he is in the habit of doing every day are rude, for does not his teacher do them also?

Occasionally he is told that this or that is not polite, and (unconsciously, it may be) he concludes, with regard to these things, that since it is all right for the teacher to do them, it is all right for him to do them too, except in a few special cases.

But does Johnny's teacher sometimes add injustice to rudeness, for these two are fast friends? Does she ever, by touching his elbow at the wrong moment, cause him to form a letter awry, and then pass sternly on with, "Keep your arm in," instead of the regretful, "I beg your pardon?"

Does she ever borrow his lead pencil and return it with the point broken, or lose his knife and neglect to buy him another? If so, what amount of lip-teaching, think you, will be necessary to counteract the power of her example?

Nothing less will do in a school-room than the courtesy we would practise were we presiding over an assembly of grown-up people, in every respect our equals. Nothing *less*, surely, for it is over those weaker than ourselves we are placed, our inferiors in knowledge and experience.

Fellow teachers, try being courteous with your pupils—not affected, not condescending, but genuinely *courteous*. Try it with your troublesome pupils and see how quickly they will respond. Watch them growing in fairness and generosity towards their fellow-pupils, and see if their growth in these things towards you is not the reflex *of your growth in these things towards them*. No fear of endangering your dignity. You will have, as never before, the respect of your pupils. Many a teacher is weak as a disciplinarian because he or she has not yet learned that courtesy is a mighty factor in the discipline of a school-room.

Question Drawer.

J. C. G. For the list of Entrance Literature Lessons, see advertisement of the Education Department in our advertising columns. For answers to other questions write to Education Department for the official circulars. The P. S. Leaving has not taken the place of the Entrance Examination.

A SUBSCRIBER.—Our Science Editor is of opinion that for a beginner in chemistry, studying privately and having no opportunity to do practical work, a recent edition of Roscoe's Elementary Chemistry, revised by Lunt, is very suitable. It is called "Elementary Chemistry for Beginners."

S. S. B. When a Third-Class Certificate has expired, the holder thereof may, on passing the High School Primary Examination, or an examination of a higher grade, and on proof of good character, and of efficiency as a teacher, obtain from the Board of Examiners of the county in which he has last taught, a renewal of the same for a period not exceeding three years, at the discretion of the Board. Application has, of course, to be made to the Board.

J. C. For this and all official information it is better to write direct to the Education Department.

Lord Lansdowne was succeeded as Governor-General of Canada by Lord Stanley, whose term of office expired in 1893. Lord Stanley was succeeded by the Earl of Aberdeen, who is the present Governor-General.

For information *re* Commercial Course, H. S. Drawing, etc., write to the Education Department, Toronto.

AN ENQUIRER. (a) For the meaning of "side-line" ask any farmer in a country district. (b) The duty of a Provincial Registrar is to register statistics of a provincial character, such as those of births, marriages, deaths, etc. (c) The maple leaf and beaver are used as Canadian emblems because of the prevalence and beauty of the one, and, in early times, the plentifulness and industry of the other. The one symbolizes both beauty and fertility, the other persevering industry. Perhaps there is also in each a suggestion of the hardinesss and vigour of a northern latitude. (d) With a map of the two continents before you, you surely will not find it difficult to detect three points of difference in the shape of North and South America.

B. M. asks (1) "How can two trains, each of which is longer than a given side-track, pass each other by means of such a side-track?"

We have never observed this being done, and cannot say from observation what is the actual method employed, but it can easily be done as follows: Let A and B be two trains, from the east and west respectively. Each train has ten cars, besides the engine and tender. The side track has room for only six or seven. Let A detach, say the five rear cars, run them backward to a sufficient distance on the main track, then enter side-track with the remaining five. B then passes to the east of the entrance to side-track. A with the five cars returns to main track and goes west a little way. B takes hold of the five cars A left on main track, draws them backward to side-track, shunts them, passes them, then returns, attaches them, this time to rear car, draws them on to main track, disconnects and goes its way eastward with

clean track. A backs up, picks up its five cars, and proceeds westward with clean track.

(2) Label is pronounced just as spelt, *la'-bel*, with accent on first syllable, and long sound of *a*. There is no other allowable pronunciation.

B. S.— Children learn to do by doing. We know no better way of leading pupils to form correct habits of pronounciation than by carefully correcting mispronunciations in class and out, until they become impressed with the importance of accuracy in this respect. Every pupil should have easy access to a good pronouncing dictionary in school, and if possible at home, and should be taught how to use it. See to it that they understand the use of the diacritical marks employed. The main thing is to form the habit of looking up all doubtful words, until doing so becomes a matter of conscience, for correct pronunciation is a work of years, we might almost say a life-work, save for the exceptional few who have correct models and careful instruction in the home. Much can be done by encouraging pupils to criticize each other's pronunciation, goodnaturedly, until a critical habit is formed. A good plan is to place from time to time upon the blackboard short lists of the words which the teacher may find to be most frequently mispronounced, leaving each list for a few days and having an occasional drill upon it.

Book Notices, etc.

The Children's Second Reader, by Ellen M. Cyr. Boston, U.S.A.: Ginn & Company.

A series of easy sentences and verses, well selected and printed in large bold type, admirably adapted to please the eye and hold the attention of a child just beginning to read. When shall the children in the schools of Ontario have the privilege of using such books.

***

THE *Canadian Almanac* for 1895 comes to hand in an attractive form, and contains several marked improvements over all previous editions of this most useful publication. This edition contains for the first time a list of the squadrons of British ships on our Atlantic and Pacific coasts, with their armament, tonnage, etc., and commanding officers; also the naval establishments at Halifax, N.S., and Esquimalt, B.C. It has also an article giving full information in regard to the New Canadian regulars, and New Militia defence system. Another new feature of the Canadian Almanac this year is a list of the armed vessels, comprising the fisheries protection and marine service of the Dominion, in which are now included the revenue vessels, placed under the administration of Sir Charles Hibbert Tupper, for all purposes of armament, discipline and maintenance. This is prefaced by a sketch of the fisheries question, from the abrogation of the reciprocity treaty, and the duties performed by our cruisers.

Other important contributions are, an article on "The Procedure of the Canadian House of Commons," by Dr. Bourinot, and the "Canadian Sault Ste. Marie Canal," by J. J. Kehoe, with a map of the district. The usual mass of information and statistics is given, and, altogether, the *Canadian Almanac* for 1895 is a credit to its publishers, and a book that should be in the hands of every Canadian. It is a most useful work for teachers. (Toronto: The Copp, Clark Co., Ltd.) Price, in paper covers, 20 cents; cloth covers, 30 cents. Orders will be filled promptly from office of the JOURNAL on receipt of price.

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The Boy of the First Empire,

BY ELBRIDGE S. BROOKS,

is the story of a little lad from the streets of Paris (but not of good family), who renders a service to Napoleon, and becomes one of his pages and finally an aide. He is with him at the most critical times of his life,—at the departure for Elba, in the glories of the life at Fontainebleau, and finally at Waterloo. The story glows with pageantry, and is a truthful and accurate account, based upon the best authorities and verified by the latest information, of the life of "the man of destiny." It is really a delightful story-history of Napoleon.

WEST POINT

AND MAN-OF-WAR LIFE

will receive attention, Lieutenant Putnam writing of Cadet life at the military academy, while Ensign Ellicott, of the flag-ship "Chicago" will describe the experiences of our hardy seamen on the modern ships of war.

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FOR BOYS AND GIRLS.

Theodore Roosevelt will write a series to be called "Hero-Tales from American History," recounting famous deeds of heroism about which young people ought to know. Prof. Brander Matthews will include in his entertaining papers on "The Great American Authors" accounts of the lives of Bryant, Emerson, Longfellow, Hawthorn, Whittier, Poe and Lowell. "Stories of the Famous Horses" in history and mythology—Bucephalus, Napoleon's and Sheridan's horses, etc.—will be told by James Baldwin, author of "Stories from the Northern Myths." "City Fire Departments" will be treated, and there will be two or three papers on "The Boys' Brigade." "The Serial Stories" are many. One called "Chris and the Wonderful Lamp" recounts the marvelous adventures of a modern boy who became the accidental purchaser of Aladdin's lamp and summoned the jinn while cleaning it. A delightful story of College Girls, "The Three Freshmen," will appeal to every girl; and "Teddy and Carrots," James Otis's serial of newsboy life, will be read by every boy. A serial story by Frances Courtenay Baylor is one of the features.

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OFFICIAL CALENDAR OF THE Educational Department

December:

11. Last day for Public and Separate School Trustees to fix places for nomination of Trustees. P. S. Act, sec. 102 (2); S. S. Act, sec. 31 (5).]
    Practical Examinations at Provincial Normal Schools begin.
14. County Treasurer to pay Township Treasurer rates collected in Township. [P. S. Act, sec. 122 (3).]
    Local assessment to be paid Separate School Trustees. [S. S Act, sec. 55.]
15. Municipal Council to pay Secretary-Treasurer Public School Boards all sums levied and collected in Township. [P. S. Act, sec. 118.]
    County Councils to pay Treasurer High School. [H. S. Act, sec. 30.]
    High School Treasurer to receive all moneys due and raised under High Schools Act. [H. S. Act, sec. 36 (1).]

EXAMINATIONS.

10. County Model School examinations begin.
11. Ontario School of Pedagogy examinations at Toronto begin.
19. Written examinations at Provincial Normal Schools begin.

SELECTIONS FOR LITERATURE.
ENTRANCE.—1895.
Fourth Reader.

Lesson I. Tom Brown.
Lesson V. Pictures of Memory.
Lesson X. The Barefoot Boy.
Lesson XVIII. The Vision of Mirza.—*First reading.*
Lesson XX. The Vision of Mirza.—*Second reading.*
Lesson XXIII. On His Own Blindness.
Lesson XXVI. From "The Deserted Village."
Lesson XXXII. Flow Gently, Sweet Afton.
Lesson XXXVII. The Bell of Atri.
Lesson XLII. Lady Clare.
Lesson LXVIII. The Heroine of Vercheres.
Lesson LXXVI. Landing of the Pilgrims.
Lesson LXXXIX. After Death in Arabia.
Lesson XCI. Robert Burns.
Lesson XCIV. The Ride from Ghent to Aix.
Lesson XCVI. Canada and the United States.
Lesson XCVIII. National Morality.
Lesson CI. Scene from "King John."

SELECTIONS FOR MEMORIZATION.
Fourth Reader.

1. The Bells of Shandon, pp. 51-52; 2. To Mary in Heaven, pp. 97-98; 3. Ring out, Wild Bells, pp. 121-122; 4. Lady Clare, pp. 128-130; 5. Lead Kindly Light, p. 145; 6. Before Sedan, p. 199; 7. The Three Fishers, p. 220; 8. The Forsaken Merman, pp. 298-302; 9. To a Skylark, pp. 317-320; 10. Elegy, written in a country churchyard, pp. 331-335.