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The Educational Journal.

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

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J. E. WELLS, M.A. Editor.
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Editorial Notes.

READ "Examiner's" letter on the over-supply question. It suggests some pertinent inquiries.

MR. MILLAR'S paper on the "Action of Examinations" will also repay careful reading. Some of its suggestions are in the same line with "Examiner's" queries.

THE Grenville Teachers' Institute meets at Merrickville, on Thursday and Friday, February 16th and 17th. W. S. Cody is president; T. A. Craig, secretary. Inspector Tilley will attend.

THE West Middlesex Teachers' Association, Teenie Rose, president, M. A. Althouse, secretary, meets in the Front Street Methodist church, Strathroy, on Thursday and Friday, February 16th and 17th. Dr. McLellan will be in attendance.

THE Annual Convention of the Prince Edward's Teachers' Association will meet in Shire Hall, Picton, on Thursday and Friday, February 23rd and 24th. President, G. D. Platt, B.A.; Secretary, R. F. Greenlees. J. J. Tilley, Esq., will be the inspector in attendance.

THE Peel Association meets at Brampton, on the 1st and 2nd of March; that of West Victoria on same days, but we have not yet learned the name of town. J. J. Tilley, Esq., attends the former, and Dr. McLellan the latter. Other particulars not yet to hand.

IF the secretary or some other kind friend will send us a report of each of the above, he will be not only conferring a favor on us, but rendering a service to the profession. It is well in so doing to condense or omit routine proceedings, and to give, as far as possible, the cream of good papers and lessons presented, that all our readers may share the profit.

THE series of Teachers' Help Manuals now being published by the Supplement Co., Toronto and Boston, appear to be meeting with wonderful success. From those we have personally examined, as well as from what we know of the authors of others, we have no doubt they will be found valuable helps to teachers in their work. Send for a sample number and judge for yourselves.

WE are glad to be able to announce that Mr. C. Fessenden, B.A., of Napanee, will edit a

monthly "Science Department" in the JOURNAL. As the aim is to make this, like all other special departments, helpful to teachers in their school-room work, Mr. Fessenden will be glad to hear from teachers in regard to scientific subjects on which they would like to have articles in the JOURNAL.

PROFESSOR ASA GRAY, so well and widely known as the author of "Gray's Botany," died at Harvard week before last, at an advanced age. In his death the United States loses one of its most eminent students and teachers of science. In his own chosen department he had few equals and perhaps no superior, and his excellent manuals of botany have made his name familiar not only in schools and colleges, but in many a household.

A RECENT contributor to *Harper's* states that there are about forty ladies from the United States teaching in the Argentine Republic, and that their influence is widespread. There are two universities in which the professors are nearly all foreigners, chiefly Germans. The annual Government appropriation for the support of the public school is \$10.20 per pupil, while that in the United States is said to be but \$8.70; in Germany, \$9.00; and in England, \$9.10. Education is compulsory, and both schools and school-books are free. Other States of South America, especially Chili, are progressing almost as rapidly in educational matters.

IN another column amongst other "Hints to Teachers," is, "In conducting a recitation, as a rule, stand." How many of our readers are accustomed to do this? The majority probably sit. To many it will seem quite unimportant whether one sit or stand. We have not found it so. For reasons, largely physical or physiological no doubt, it is for most persons much easier to keep the mind at its highest activity in the standing posture. Notice how the politician or theologian springs to his feet as soon as he waxes warm in argument. Try it, teacher, of sedentary habit, and see if you cannot do more satisfactory work when you are standing as well as your pupils. If you wish to keep every faculty on the alert, stand.

FROM Inspector Dufort's report of the French schools in the counties of Prescott and Russell, presented to the House of Assembly, it appears that there are sixty-five of these schools in those two counties. Forty-three teachers and four assistants teach English reading and spelling, and in some cases the translation of English

into French is taught. Thirty-seven of the teachers teach only French, though most of these have some knowledge of English, and but six know only French. In about half of the schools the junior classes are taught by the phonetic method, but this is in some cases objected to by parents. Efforts are being made to overcome the prejudices of such. But is it, after all, quite certain that such objections spring purely from ignorant prejudice?

THE evils of over-supply of teachers are not confined, it seems, to Canada or America. The *Schoolmaster* (Eng.) informs us that the Kingsbury School Board having advertised for a master, at a salary of £100 per annum, with half the Government grant, received in response no less than seventy applications. The board thereupon, acting in the spirit which for some mysterious reason, too often characterizes school trustees, in the old world as well as in the new, immediately resolved to cut down the salaries of the two other masters in its employ, from £120 to £100, though it appears that these masters were not only giving good satisfaction, but had actually been attracted from other situations into the service of the board, by the salaries stated. Comment is needless.

ILLUSTRATIVE of the depth of meanness to which school trustees, for some inexplicable reason, can sometimes descend, is the almost incredible story told by the *Brandon Times* of a case in Dakota. A Miss Curtis, of Rosendale, Wis., was one of a number of teachers who lost their lives in the terrible blizzard. When her brother went to Dakota to bring home his sister's body, "he settled up with the school district for which she had been teaching, and they made him discount the amount due to her twelve per cent. before they would pay it, claiming that it was a damage to the district that she did not complete the term." If any of our readers know anything more contemptible than that, we beg of them not to mention it. Let the Dakota board go down to history bearing the palm.

HORACE MANN says that in Germany he never saw a teacher hearing a recitation with a book in his hand. In Canada we have seen teachers who would be all at sea in a moment if you were to take the text books out of their hands. The hint is well worth pondering. We have no hesitation in saying that the pupil should never see a text book in a teacher's hand, unless it be the text of a foreign language, or something of that kind. No teacher can do first-class work so long as one eye has to be kept on the printed page. Master the subject without memorizing it, and keep hands, eyes, and brain free. The teacher's power over his class will thus be as greatly enlarged as is that of the orator who is independent of manuscript.

A MOVEMENT is being made by some members of the Toronto Separate School Board, to have the separate school boards of the Pro-

vince elected by ballot, as those of the public schools now are. Archbishop Lynch, in a letter which has been published, strongly opposes the change, urging that secret voting is an incongruity in this free country, and proper only in lands where oppression is rife. It is not likely that the argument will prove convincing even amongst the Archbishop's own people. There is no good reason why the vote a man casts for a public officer of any kind should be published to the world, unless the voter chooses, and often, even in the freest country, there are good reasons why it should not be made public. Even in Canada, unfortunately, many ways of influencing timid voters still survive, and no one can doubt that a much freer expression of opinion can be had by ballot than by open vote.

THE Minister of Education is advertising for a Professor of Political Economy for the University of Toronto. This indicates a most necessary advance. From whatever point of view regarded, the new chair is one of the first in importance in the University. Its subjects are of the most complicated and abstruse character, and hence calculated to afford the very best instruments of mental discipline, and, at the same time, none other have a closer bearing upon the great practical problems of national life. The qualifications demanded are necessarily of a very high and rare order. It would be easier, we judge, to find ten men well qualified for a chair in Greek, or Latin, or Mathematics, than one for this newly erected chair. It may be feared that the salary offered—\$2,500—may prove altogether inadequate to command the services of the right man. It is to be hoped that no narrow nativism may come in to prevent the selection of the very best and strongest man available, whether he be found in Europe or America.

ONE of the dangers of the present age is the tendency to specialization in the colleges and universities. There is great danger of a serious falling off in general culture. "Not many," says a Boston business man, "read broadly, most read in the direction of their special work." There seems cause to fear that a time may come when learned men in the different professions will have no common ground on which to meet. "All are travelling," says the same observer, in the *Boston Advertiser*, "in their grooves, and some, while living, have made them so deep that their heads are hardly above ground." "Let those pupils who have a limited time for study and wish not a broad education, but the narrowest possible, and their whole training along the line of their future calling, attend the technical schools; but, for the sake of the great majority, let the college still stand for the broadest education. We have a right to distrust any age that claims that all the rich experiences of the past are worthless." And, we would add, let the largest possible number be encouraged to get the broad education, to take the fixed course of study, before entering the technical schools.

Educational Thought.

To teach honestly is to be a student, and that under most favorable conditions; for to teach, one must know; must know more than he expects to teach; must know how so to "put" knowledge as to bring other minds into a receptive and active state toward knowledge; and must himself feel that inspiration which comes from the contact between eager minds—minds eager to know and minds eager to quicken and to communicate.—*Chancellor Vincent.*

THAT is the best governed school which is governed through its activities. The problem in school government is, how to keep the children busy. A busy school governs itself, and an idle school nobody can govern. A frequent use of "thou shalt not" is an unflattering sign of weakness on the part of the teacher. Remember that "substitution" is the only proper method of "elimination" in the problem of school government. Give the better method, the better thought, the better ideal, and the bad must give place.—*Aaron Gove.*

THE teacher's profession demands all that is best of him—his time, his ability, his thought, his energy, his enthusiasm. There can be no success without it. Half-hearted interest in anything never produced results that amounted to much in any work—certainly not in teaching. We do not mean that a teacher should be a slave to his calling. We do not mean that his life should become a school-room tread-mill with no interest apart, but we do mean that his best should be devoted to his chosen work.—*Central School Journal.*

TEACHERS, have you prayerfully considered the responsibility you have assumed in taking charge of the schools? Are you prepared for the task? Are you studying every day to teach better on the following day? Are the pupils improving under your teaching? Are you gaining the confidence of the patrons? Ponder these questions well, and if you can answer them in the affirmative, I will bid you and your pupils Godspeed; but if in the negative, you have missed your callings, and you do yourself and pupils a great injustice to remain in the profession.—*L. C. Sylvester.*

NOW, with the means everywhere at hand in this nineteenth century, the educated mind is open to all who will diligently seek it. It is quite independent of surroundings of previous training. It is compatible with the humblest walk in life, and attainable in greater or less perfection by every one who will rightly learn to use his mind and his five senses. It is not easy to assure a man who is engaged ten hours a day in obscure toil that the highest quality of mind and character and life is within his reach. And yet there is no plainer truth than that these things are independent of position and vocation, actually, indeed, ministered to and fed in the surest ways by the very lot which we think retards their growth.—*Drummond.*

THERE are those who can take a rock, a bone, a leaf, a chunk of coal, or a piece of dirt and in five minutes' time can have children on tiptoe of curiosity and interest, while others fail to awaken enthusiasm with a chain of mountains, a whole skeleton, a forest, a coal field, or the whole delta of the Mississippi. The first class constitutes the successful teachers—the ones whose recitations leave traces that deepen daily, year by year, and through life. The truth cannot be denied that some have a natural tact in making every subject they touch a magnet, but we hold it true, that it is within the power of every teacher to acquire tact sufficient to rivet the attention, and draw out the thinking powers of the child in the recitation. The fact is too painfully patent that recitations degenerate into the easy play of a well-lubricated piece of machinery which turns out so many wooden pegs every half hour. We are too apt to allow a certain number of questions and answers of the wooden peg type to be the products of our machine recitations. Life, vigor, and variety well mixed with spice, pepper and salt, all compounded with a high moral aim and a conscientious regard for the future of those taught, generally give the recitation the stamp of true merit which it should always have.—*Mo. School Journal.*

Special Papers.

THE ACTION OF EXAMINATIONS.*

BY JOHN MILLAR, B.A., ST. THOMAS.

If we should step into the convocation hall of our provincial university, in the month of May, some four hundred young men and women would be found committing to paper the substance of what a year's study has enabled them to gather from textbook or college professor. A similar sight, though not on so large a scale, may be noticed, about the same time, in the other higher seats of learning of our country. Two months afterwards, when the beams of a July sun bring perspiration to the brow of earnest workers, four thousand high school students are grappling with the difficulties of Departmental examinations, and seeking to pass as third, or second-class teachers, or to rank as matriculants in one of our universities. In the beginning of the same month, and again in December, ten thousand boys and girls, the very hope of our country, gather from rural school section, and from village, town, and city public school, to exhibit, for the consideration—perhaps for the amusement—of examining boards, the half-developed thoughts which zealous teachers have pressed into their little heads. Again comes the round of promotion examinations, which affect nearly all of the half million pupils attending our public schools. We have, besides, the weekly, monthly, or quarterly written examinations, conducted by every experienced teacher, and the various professional examinations by which the avenues are opened for reinforcing the great body of teachers, ministers, lawyers, doctors, or civil servants. In short, the work of examinations has become one of immense proportions, and its influence upon the character of our educational system, of correspondingly great importance. This may appropriately be termed the age of examinations. Unlike the stone age, which presents the fossils of a barbarous era, or the age of iron, which reveals the progress of an infant civilization, the age of examinations enable us to see, consider, scrutinize, and weigh the results which pass before our own eyes.

In the various discussions which engage the attention of teacher's conventions, there is no subject more interesting to the student, more pertinent to the teacher's work, or more perplexing to Departmental school officials, than the regulations respecting examiners and examinations. The golden age, of which philosophers at one time often wrote, and of which poets have often sung, had some tendency to charm, but the age of examinations has not yet exhibited any indications that will calm the agitated mind of anxious student, toiling teacher, or oft-abused examiner.

In that very readable work of Latham's, "On the Action of Examinations," we have clearly stated many of the advantages as well as the principal disadvantages of systems of examination. Latham decries, however, more especially with their action in connection with the English university system. It will be more profitable for the members of this Association to notice and discuss the main features of examinations, in so far as those held in the high and public schools have an influence upon the education of the Province.

It should be noticed, at the outset, that the aim of examinations is two-fold:—(1) To select from a number of candidates those who possess certain attainments, and (2) to give assistance to the teacher, in the way of giving further incentives to students, and enabling him to realize how far his instruction has been effectual. The difficulties which have arisen in connection with our system of examinations, are largely the result of this necessary double object. If our examinations were solely for one of these purposes many of their objectionable features could be removed. For instance, if the only purpose to be served was that of testing knowledge and ability, the course would be much easier than at present. Again, if the purpose of the examiner were to give direction to the teaching, regardless of the object to select candidates, there would be far less trouble in framing suitable questions.

So far as can be learned from the history of ex-

aminations, the educational purpose was the object for which they were instituted. Professors in the European universities found that their lecturing or teaching would be much more effective if written tests were employed from time to time, to determine how far their instruction was understood. No teaching is worth much where a large part of the hour in the recitation is not taken up in receiving oral answers from the pupils. There are secured in this way method in thought and care in expression. Language is cultivated, and back of it that order in the arrangement of ideas which may be judged from the manner in which thought is itself expressed.

As many a teacher has discovered, some pupils who answer very well in the ordinary recitation, do very poorly in a written examination. Hence the obvious advantage of requiring students to commit their thoughts to writing, and the further advantage of making the effort a test of what they have gained by the work of the teacher. An examination, to have a proper educational value, must be in the line of the teaching, and must be conducted by the teacher and no other. This assumes, of course, that the teacher is competent. There is, perhaps, no better means of judging the ability of a teacher, as an instructor, than to notice the character of the questions he puts to his pupils during a recitation. If he knows how to "educate," in the true sense of the term, his questions will mark every time the true educator. In like manner, the questions he gives at his weekly or monthly examinations will show the nature of the results he has been aiming to secure.

Written examinations are, however, imperfect tests of knowledge, and they are, besides, still more imperfect tests of ability. How often do we find the pupil of superior knowledge outstripped at a written examination by one that is not so well acquainted with the subject! More frequently still do we find a pupil of inferior ability surpass one of superior ability. The reason for this is obvious. A written examination does not, as a rule, enable a teacher to know what is "in" a pupil so well as the answers given in the class. To judge a pupil we must know how he does his work from day to day, and it is quite evident the teacher alone is in a position to form a judgment of this kind.

If this view be correct, the teacher is the only person fully competent to make promotions in his school. Latham says, "It is one of the drawbacks to the use of examinations in general that they tend to crush spontaneity, both in the pupil and the teacher; and this tendency is far greater when the examination is supreme and external to the teaching, than when the teaching and examining bodies are one. . . . When the examination is supreme the teacher is hampered, and feels that he is no longer an educator." For over thirty years the public schools in the city of Cincinnati had the promotions made on the results of written examinations. In referring to the plan the superintendent says, "The influence on the teaching in the schools has been evil and that continually." In Boston the plan of basing the promotions solely on the results of examinations at the close of the term has been abandoned. One of its principles writes, "Tests should be given in a systematic manner, by the regular teacher, under the direction of the master, along the prescribed lines of work; and when the time for promotion comes, the record of the work, with the opinion of the teacher in charge, and the master, should settle the case." Another Boston master in giving his disapproval of the method of depending entirely on examinations says, "Instead of these a test is given every Friday afternoon in the school year, varying from twenty minutes to an hour and a half.

The results are kept in permanent form, in appropriate books. They furnish a reliable record of individual work and hence a proper basis for promotion." In St. Louis, Baltimore, Chicago and other American cities, the promotions are largely based upon the opinions of the teachers. In some counties of Ontario it has been customary to have committees appointed to examine the papers sent in by pupils, and the Inspector and the committee determine the promotions. I should strongly object to any persons other than the teachers conducting the promotion examination. To have uniform questions has its advantages, but the head teacher, aided by the assistants, should decide who are to be advanced to higher classes.

There are some institutions that boast of being free from all examinations. A1 that may be said is "pity the students" and "save us from such schools." Latham says:—"Because of the widespread human frailty of laziness some motive must be supplied to spur students to the salutary exercise of their minds. We should be glad to find such motives as sense of duty, confidence in teachers, and kindly encouragement sufficient for the occasion. Happily they are so in many instances, but they often require to be supplemented by some kind of coercion. The form in which this is most conveniently administered is that of a course of examinations so arranged as to supply constant and appropriate mental exercise. "I should favor the plan of having this "mental exercise" every week or two on Friday afternoon, and though it would be well to have some examinations at the close of the term, yet the character a student has earned should be the main factor in deciding about his promotion. To me the question is not "what percentage has he made?" but "is he fit to be put in a higher class?" and if the teacher and principal cannot answer this question, who can?"

When we come to the high school entrance examination, as the candidates come from different schools, an examining board must determine the promotions. These examinations have revolutionized the teaching in our public schools. Pupils have something to aim for, and the style of the questions has given direction to the teacher's work. Even here it is unfortunate that the judgment of the teacher cannot be taken into consideration. It is a pity the standard was lowered so much last summer. The wonder was how pupils could fail in some of the subjects. It would be better to have the standard as high as it was in July, 1886. The regulation respecting recommending candidates gives every opportunity for boards to enable all deserving pupils to be admitted even should a failure occur in some subject. In my opinion no pupil should be recommended unless (1) he secures the requisite aggregate number of marks, (2) unless it would be a loss to him to remain six months' longer in the public school and (3) unless he has age and ability to warrant high school work being taken up with advantage.

The Departmental Examinations for teachers have now become the most important consideration in determining high school work. They have in a general way done an immense amount of good, but they have still associated with them many defects. We are told that of the 4,000 who wrote at these examinations last July, only some forty per cent. passed. I am ready to contend that this fact alone is sufficient to condemn some features of the system. What would be thought of a university if sixty per cent. of its students were plucked at the examinations of the different years? If the fifty per cent. were the most deficient of the candidates, does it not imply that more than half who went up were taken over ground which they were unable to traverse? It is no wonder that one of the examiners in *The Week* talks of crude answers, wretchedly constructed sentences and ungrammatical expressions in general, of the most ridiculous nature. It is most likely that the masters who taught the sixty per cent. who failed, felt during most of the time that two years should be taken instead of one. It is just here the freedom of the master in high school classification is, to some extent, interfered with. Students wish to go over the course in a certain time, and the competition among schools stands in the way. If we imagine how it would be in the public schools of a large city where pupils might attend any school to prepare for the entrance examination, we can understand the difficulty now presented in high schools. The trustees, at their Provincial Association in Toronto a few days ago, recommended a change in the law regarding high school districts. If this were carried out, it would render every high school dependent upon its own district, just as every rural school is now dependent on its own section. This would largely do away with the competition which the writer in *The Week* regards, very properly, as at the bottom of the trouble.

The present law is objectionable because it gives the master no say as to whether or not a student should write at the examination. Formerly the regulation existed requiring a candidate to give a certificate from his teacher to the effect

* Read before the Elgin Teachers' Association.

that the latter regarded him as fit to write at the examination. This regulation should be restored. The principle is not new. It has been applied in connection with the examinations of many universities. It has been followed in the normal schools.

The present law is objectionable because the master is in no way consulted by the examining board. Latham shows, what every teacher will admit, that no written examination is a safe guide in the matter of selection. An examination is supposed to be a test of knowledge or ability, or both. In most instances the examiner frames questions to find out what the candidates know of the subject. Very often a candidate scores a low percentage, and yet an experienced person in reading his papers may feel satisfied, from the way he has answered some questions, that he knows far more of the subject than one who has made higher marks.

How often does an experienced examiner feel assured of the superior ability of a candidate, and yet, from the scale according to which the marks are assigned, this superior ability cannot receive its value? The teacher alone is in a position to tell, as far as can be told, what a student knows and what a student is able to do. His opinion should be secured. Last August, at the Provincial Association of Teachers and Inspectors, a resolution was unanimously adopted, urging upon the Education Department the principle here advocated. I believe, with some modifications in other lines, a plan can be devised to meet the case. If we are ever to have the formation of character properly valued as an object of high school work, then some important alterations must be made in the present way of conducting the non-professional examinations. Let me quote here the words of Dr. Daniel Wilson, President of University College, Toronto, as given a month ago at the annual convocation:—

"But there is another evil, the product, to a large extent, of the modern appeal to examinations as the supreme test of all qualifications for office or appointment. . . . I know of no better substitute as a test of actual work done in the lecture room and laboratory, especially when conducted by an experienced teacher. But the extremists have not only effected a divorce between examiner and teacher, but would fain substitute examinations for the teacher's work. . . . Every system, whether for school or college, is objectionable which relies mainly on the perfecting of educational machinery, and fails to leave scope for the personal influence of the teacher."

These are the views of the gentleman occupying the highest position in connection with our system of higher education. They are sentiments shared by the teaching profession at large. We should know, and cause the public to know, that the ability to pass examinations is not the measure of a man's educational attainments, and that so long as character and its development are objects of our school system, so long will any system be defective which leaves out of view, in determining results, the opinions of those persons most competent to form a correct judgment of the student's moral worth.

"O WELL for him whose will is strong!
He suffers, but he will not suffer long!
He suffers, but he cannot suffer wrong;
For him nor moves the loud world's random mock
Nor all Calamity's highest waves confound,
Who seems a promontory of rock,
That, compassed round with turbulent sound,
In middle ocean meets the surging shock,
Tempest-buffed, citadel-crowned."

—Tennyson.

GREEK is no longer a compulsory subject for entrance in Winchester, Harrow, and Marlborough, three of the great English public schools.

THE average pay of women school teachers in Pennsylvania is \$29.86 per month. What kind of average qualification have we a right to expect from schoolmistresses who do two dollars worth of work for one dollar? Until there shall have been a reform in this matter the schools must suffer.—*Pa. Record.*

Correspondence.

"THE OVER SUPPLY QUESTION."

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Mr. Lent's contention that the minimum age of teachers should be twenty-one years, will be sustained by every person who has studied the needs of our public schools and desire their welfare. But, as a model school-master, can he inform us upon whom the responsibility rests of the admission to the model schools of persons under the present too low minimum age prescribed by the statute. I have heard of several who have been thus admitted, some of whom have received certificates at the end of the term, others on the attainment of the seventeenth or eighteenth birthday. I know of one girl fifteen years of age who "passed," but will not receive her certificate until she "comes of age." What use will her hurried thirteen weeks at the model school be to her when the instruction she acquired there is not called into practice for nearly two years? Does the blame for such violation of the spirit of the law rest with the inspector or with the model school master? Mr. Lent, in discussing his wise proposition for the limitation or regulation of the supply of teachers, uses these words:—"Notwithstanding the increased difficulty of examination papers, and greater stringency in the requirements in several respects." Does not a comparison of the curricula, standards, and papers show that the examinations are getting less difficult? Is it not easier to slip along year after year on the lowest grade of certificate than it used to be seven years ago? What with ease of getting extensions and the provincial value of the lowest grade, does not a "third" now take the place held by the "second" some years ago? Do not the public reports show that of late years almost every attendant at model and normal schools passed instead of two-thirds to four-fifths as used to be the case? I may be wrong, but it seems to me to be easier to get into the teaching profession and stay there with the minimum requirements, than it was in the seventies.

EXAMINER.

Question Drawer.

MUST a candidate for a third class certificate have passed the entrance examination before being allowed to write?

[No, there is no regulation to that effect.]

IN EDUCATION JOURNAL of Oct. 1st, 1887, page 159—Book Reviews—is a notice of "Exercises in Arithmetic," by Hamblin Smith, containing 1,400 examples. I want this book. How can I get it?
D. W. R.

[Order through any retail book-seller advertising in the JOURNAL or through your local bookseller.]

KINDLY give the names of the Provinces of Canada, with their capitals, situated between Ontario and British Columbia, and the most important places in each.
B. S.

[Manitoba is the only province proper between Ontario and British Columbia. West and north of Manitoba is the great Northwest Territory, extending west to the Rocky Mountains, and north to Hudson Bay and the Arctic Ocean. The southern portion of this is subdivided into the territories of Assiniboia, Saskatchewan, and Alberta, each of which will probably become a province at some future day. Regina, in Assiniboia, is the capital of all the territories. Besides it, some of the principal places are Broadview, Qu'Appelle, Fort Qu'Appelle, Troy, Moose Jaw and Medicine Hat, in Assiniboia; Prince Albert and Battleford, in Saskatchewan, and Fort McLeod, Calgary and Edmonton in Alberta. Calgary is probably now the largest town.]

I WAS ill for several weeks and engaged a substitute for twelve days. One trustee said he thought I should pay her out of my own salary, but I said a teacher could claim a month in case of sickness and not lose any of her salary. What is legal in such a case? Will you answer as soon as convenient?
N. M.

[You were right. In case of sickness, certified by a medical man, every teacher shall be entitled to his salary during said sickness, for a period not exceeding four weeks for the entire year; which period may be increased at the pleasure of the trustees. Reg. 158.]

[SUBSCRIBER would, in our opinion, be very unwise to raise now a question about allowance for sickness in 1876. Trustees, laws and departmental regulations have all been changed, no doubt, since then, and it would be a small and non-paying business to go back twelve years to claim two weeks' extra allowance.]

GIVE the names of the counties in Ontario in which which uniform promotion examinations are held.

[Perhaps some reader will kindly supply this information.]

What extracts from the Fourth Reader are pupils, who write on the entrance examination, required to commit to memory?

[For July, 1888, the short extracts of which list is given on page 8 of Reader, "I'll Find a way or Make it," p. 22, and the "Bells of Shandon," pp. 51-52.]

Educational Notes and News.

ESSEX COUNTY grants only three hundred dollars each towards the support of the two high schools established in that county.

EAST GREY Teachers' Institute will meet in the Music Hall, Thornbury, on Thursday and Friday, 23rd and 24th of February, 1888. J. White, President; A. Grier, Secretary.

THE Turkish Government has apparently determined to crush out of existence the schools and other educational institutions in the country, for which Americans have contributed liberally. Among the most prominent is the Roberts College, a fine structure overlooking the Bosphorus, for which the late Christopher R. Roberts, a prominent merchant of New York, made munificent endowments. The American Minister protests against the enforcement of the law.

A RESOLUTION has been introduced in the Cleveland Board of Education and referred to a committee to exclude all married women from the list of teachers. Whereon the *Leader* remarks:—"There are less than twenty of them in the whole 600 employed. Some of them have done useful and noble work for many years. There are no better teachers in our schools than they are. They are honored wherever they are known. The fact that they have husbands has nothing whatever to do with the case. They perform their duty faithfully and ably. There is no more sense in proscribing them than there would be in proscribing married men, of whom there are a number in the schools in one capacity or another." To which we say "Amen."

ONE young lady teacher, of Voley County, Nebraska, exhibited wonderful courage and presence of mind during the late blizzard. A despatch states that "Miss Minnie Freeman was at the little school house of Myra Valley district, with thirteen pupils ranging in age from 6 to 15 years. About an hour before the time for dismissal, the blizzard, which swept across the level prairie, struck the school house with such force as to tear the door from its hinges. Another terrific gust struck the building, and in the twinkling of an eye carried away the roof, leaving the frightened little ones exposed to the elements. The plucky teacher gathered her pupils together, and, securing a coil of strong, heavy twine, began with the largest one and tied them all together by the arms, three abreast. Taking the youngest in her arms, she tied the end of the twine around her own body, and, with all the words of encouragement she could muster, started out into the storm. Selecting her way carefully, the brave girl led her little charges through snow drifts and the blinding blizzard, and, after a journey of three-quarters of a mile, the little band reached the threshold of a farm house and were taken in.

English.

All communications intended for this column should be sent to W. H. Huston, care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

ENGLISH LITERATURE.

IN the teaching of no English subject has there been throughout the schools of Ontario more improvement than in English Literature. Not very long ago the subject was as a branch of study entirely unknown in the high schools, while, at the University, all that was required at the various examinations was an acquaintance with some text-book dealing with the historical aspect of the subject. Such study can never do much good and little advance was made when it was extended to the high schools; for, though the pupil came to see that there is a great body of English Literature, yet he was not permitted to become acquainted with it except by the perusal of a few selections in the text-book, and the study of certain critical opinions which he was compelled to learn and adopt as his own. The result of such study was easily seen in the output of a vast number of "priggish" young people ready to pass, with enviable confidence, an opinion on the merits of any of our writers, or to discuss the beauties of our literary masterpieces without ever having read a line of them.

It was, therefore, a decided improvement when, about twelve years ago, certain literary selections were prescribed for school work; for the pupil then actually came into some sort of real contact with the author, though for a long time it seemed the object of teachers and of examiners to allow as little of this contact as they could. Boys and girls were expected to learn how to analyze and parse the whole extract, "to study all the derivations," and while they thus went over it all to learn as they plodded along what they found in their notes—how familiar the expression "What do your notes say?"—made up for the most part of extracts from dictionaries and encyclopædias, thrown together without method and seemingly with a desire to make the book of respectable size, and to give the pupil something to learn. Some teachers—and these were supposed to be far ahead of their time—were accustomed to read, that is, dictate to their classes criticisms "not in the notes," while it was an exception for a teacher not to think that pointing out figures—where pointing out meant giving long names—was the most excellent method of all literary study. Even those teachers who did permit intercourse with the author, did so in the worst of ways, and made the intercourse a burden, by requiring the pupils to learn by rote the extracts, good and bad alike, from beginning to end, the whole recitation, especially just before the time of examinations, often consisting of the repetition, in a prosaic way, of the poem by members of the class, every ten lines counting a mark. Great as was such drudgery it could be profitable only when the matter was worth the trouble, which is by no means always the case even in very good poetry, much less in prose. To such an extreme did this folly extend that frequently children were required, in the public schools, to recite word for word the prose extracts prescribed for examination, in order that they might be able to "give the substance in their own words."

Common sense, however, could not long stand this, and by degrees there came into use better methods, which of late have been greatly encouraged by a decided change in the style of examinations which render it impossible for a student to succeed who does not understand and, to a certain extent, appreciate the author's thought. So that to-day it is perhaps true that English Literature is in Canada taught as well as in any other English speaking country. At any rate it is now possible—judging by recent circulars of the Education Department—for a teacher to take hold of his work, examine it, and talk with his class about it, asking and answering questions, dwelling especially on the worthy portions and giving less attention to the inferior, until the class have—perhaps unconsciously—learned to understand the meaning of the language, and to come to some opinion of their own with respect to the art displayed in the production.

Perfection has, however, not been attained, and faulty theories of the nature and object of the study are still more or less prevalent. These, however, cannot now be pointed out, and will, therefore, be considered in another issue.

NOTICE.

FOR the benefit of public school teachers, it has been decided for the present to give the English column a place in every issue of the JOURNAL instead of, as heretofore, in every second issue. The design is to pay special attention, in the first number of each month, to public school work, and to reserve the second monthly issue of the column for the general benefit of the profession. Arrangements are now being made by which, in each number, will appear a series of notes on the extracts for Entrance Literature. Prominent teachers will write the notes, no two lessons being treated by one person.

QUESTIONS AND ANSWERS.

QUESTIONS.

1. WHAT is the subject of the first paragraph on page 295 Fourth Reader?
2. What are the subordinate subjects?
3. Is there an example of parallel construction in this paragraph?
4. Give the full etymology of "beef."

M.O.

ANSWERS.

1. The first sentence of the paragraph.
2. Military renown or greatness is of less consequence than the moral condition of the people. The writer thinks the crown, monarchy, and constitution are worthy of respect, but only so far as they improve the condition of the nation, that is, the people in general.
3. Yes, the second and the third sentence are to some extent constructed on the same plan. The first three clauses of the last sentence are also similar in construction.
4. M.E. *beef*.—O. French *boef*, *buef*.—Lat. *bovem* from *bos*, an ox.

EXERCISES.

ENTRANCE COMPOSITION.

- I. Substitute equivalents for the italicized words in:—

If you desire *to be honored*, deserve it.

Having seen the President, we went home.

When morning dawned, all fears were dispelled.

Unless you study, you will not become learned.

He came *when he heard that he was wanted*.

Taking an axe in his hand, he went into the woods.

I called on my neighbor *who lives over the way*.

II. Change to the natural order:—*A man he was to all the country dear. Now fades the glimmering landscape on the sight. Here rests his head upon the lap of earth. His arrow, the hero sent flying on its way. On the island lived Napoleon.*

III. Write sentences containing words meaning the opposite of:—*warm, high, happy, angry, narrow, curious, large, wealthy, gentle, thoughtful, bright, noble.*

IV. Improve.

The man regretted that he ran away five minutes after he escaped.

It is not my hope to succeed, but to do my duty. Guilt is more likely to meet with indulgence than misfortune.

The young man sent a description of the sad accident to his father.

I like him as well as John.

The fire was checked before any extensive damage had been done by the firemen.

The teacher punished the boy for his rudeness before the class.

THIRD CLASS LITERATURE.

THE BARD.

- I. IN what sense is "The Bard" an appropriate title? Would it be better to substitute for it "Edward I." or "The Conquest of Wales"?

II. (a) Show what is the office of each of the three divisions in the development of the poem.

(b) Examine each stanza as to its connection with the central thought of the poem, and discuss whether it would be well to transpose stanzas I. and II.

III. By what artifices does the poet add energy and force to his narrative? Point out passages illustrating your answer with respect to alliteration, apostrophe, personification, and repetition.

IV. Select the passage which seems to you to afford the best illustration of (1) word-painting, (2) pathos, (3) harmony of sound.

V. Discuss the effect as to simplicity and probability of the detailed prophecy in the poem. What special feature of Gray's studies probably explains the obscurity of the allusions, that seems a fault to the average reader.

VI. What effect is gained by the use of the spirits of the departed bards? Had the poet any special object in dismissing them at the particular time he did? Discuss the advisability of retaining them till the conclusion of the prophecy.

VII. On the existence of what human passions does the poem depend for its main effect?

VIII. Discuss the appropriateness of figure in (1) *mock the air, crested pride*; (2) *haughty brow, stream'd like a meteor*; (3) *sighs to the torn, raven sail, sad eyes, weave the tissue of thy line*. (II. 1) *Scourge of heaven, terrors round him wait, sorrow's faded form*; (2) *fair laughs the morn, expects his evening prey*; (3) *sparkling bowl, urge their distant course, with midnight murder fed*. (III. 1) *Glittering skirts unroll*; (2) *tremble in the air, round her play, they breathe a soul*; (3) *fierce war and faithful love, pleasing pain*.

IX. Develop the force of the italicized words:— (I. 1) *Crimson wing*; nor *en thy virtues*; *nightly tears*; *shaggy side*; *quivering lance*; (2) *sable garb*; *desert cave*; *hundred arms*; *dreary terrors*; and passes by; *dying country's cries*; *bloody hands*. (II. 1) *Characters of hell*; *verge enough*; re-echo with *affright*. (2.) *Noontide beam*; *azure realm*. (3.) *Battle bray*; *destined course*; *blushing foe*; *thorny shade*; *accursed loom*. (III. 1.) *Fires* the western skies; *descending slow*. (2.) *Gorgeous dames*; *bearded majesty*; *virgin grace*. (3) *Fairy fiction*; *buskin'd measures*; *lessen on my ear*; *fond impious man*; *redoubled ray*; *our fates assign*; *roaring tide*.

- I. Point out any example of the effect of brevity of statement.

SECOND CLASS LITERATURE.

THE TASK, BOOK III.

I. WHAT divisions of "The Garden" could be omitted without loss of (1) connection, (2) beauty?

II. Take your book and point out what part each division bears in the development of the central thought.

III. Discuss the merits of the poem as manifesting *love of nature*; *sympathy with mankind*; *a correct philosophy of life*.

IV. Discuss Cowper's claim to be called a humorous poet, and show whether the passage descriptive of the cultivation of the cucumber is humorous or serious.

V. What are the chief merits of Cowper as seen in "The Garden," with reference to poetical imagery, choice of apt words, close observation, and melody of versification.

THE English Bible is "translated out of the original tongue;" the common phrase now is "translated from;" a former phrase lately revised is "done into English," or even "Englished." The latest volume in the Franklin Square Library, "For the Right," by K. E. Franzos, is given in *English*, a slight variation of the common "rendered in English." But there is no verb derived from "version," the synonym of "translation." *Done into English* is, perhaps the homeliest and best of all these phrases, and differs pleasantly from "done in English."—*The Beacon*.

Examination Papers.

MIDDLESEX PROMOTION EXAMINATIONS.

NOVEMBER, 1887.

GRAMMAR.

THIRD TO FOURTH CLASS.

Time, 2½ Hours.

Count 80 marks a full paper; 19 minimum to pass.

Insist on neat and legible writing. One mark off for every mistake in spelling.

1. (a) Show by writing two sentences that the word *early* is sometimes an adjective and sometimes an adverb. In which sentence is it an adverb?

(b) Define an adverb.

2 (a) Show by writing two sentences that the word *round* may be either an adjective or a preposition. In which sentence is it a preposition?

(b) Show why *in* is a preposition in the sentence, "Two of us in the churchyard lie."

3. What do you do with nouns that end in *s*, such as "brush," when you put them in the plural form?

4 Speaking about George, Mr. Clark said, without mentioning George's name:—

He is a good boy; he is obedient and respectful to his parents; I saw him kindly helping his little sister to understand her lesson.

(a) What two words are used instead of "George"?

What one word instead of "George's"?

What word instead of "Mr. Clark"?

What is the name of the kind of word used instead of the "noun"?

(b) Without using the names, make the same statements about Mary and her brother George that Mr. Clark made about George.

(c) Without using any pronoun, write the following statements about Mary and George:—

She is older than he, but there is no difference in their height; they are very kind to each other.

5. Copy these sentences, correcting the errors in them:—

(a) His foot hurts very bad.

(b) My brother and I am going to school regular.

(c) I often seen two span of horses hitched to one wagon.

(d) Which of those two pictures do you think is the beautifulest?

6. Analyze

(a) Home from his journey, Farmer John Arrived this morning safe and sound. (p. 33)

(b) But still the boatmen hear her Calling the cattle home. (p. 39.)

(c) I've a cottage of my own With the ivy overgrown. (p. 88)

(d) But of Jack in the Pulpit we heard not a word. (p. 105.)

(e) A mile or so away On a little mound, Napoleon Stood on our storming day. (p. 141.)

(f) By Neb's lonely mountain, On this side Jordan's wave, In a vale in the land of Moab, There lies a lonely grave. (p. 240.)

HYGIENE AND TEMPERANCE.

THIRD TO FOURTH CLASS.

Time, 1¼ Hours.

Count 60 marks a full paper.

1. What happens to the blood every time the heart beats?

Tell what the use of the veins is.

Where is the blood mixed with, the oxygen of the air?

What effect has the oxygen of the air on the blood?

2. Why is it very unhealthful to breathe the same air over and over again?

What provision is there in this school-room to let out the breathed air?

What provision is there to bring pure fresh air in to supply the place of the foul air that is put out?

3 Why should a person not drink much at meals?

Why is it usually better for a child to go home for dinner than to eat luncheon at school?

What is the reason that a person, when he is working in the open air, usually has a better appetite than when he stays in the house?

4. Why is it so hurtful to take alcohol just before setting out on a very cold journey?

How does alcohol affect the brain?

How does alcohol affect the heart?

DRAWING.

THIRD TO FOURTH CLASS.

Time, 1¼ Hours.

(NOT OPTIONAL.)

LIMIT OF WORK.—Kindergarten Course, Parts 1 and 2, and Canadian Drawing Course Books, 1, 2 and 3.

1. (a) Draw an oblong, three inches long and two inches wide.

(b) Divide the sides into six equal parts.

(c) Commencing at the lower left hand corner, draw oblique lines from each division to the nearest point right of the vertical in the opposite side.

(d) Commencing at the upper right hand corner, reverse the last direction.

(e) Now there are sixteen lines drawn; how many are vertical and how long are they? How many are horizontal and how many are oblique?

2. Copy the shield and crown on the back of the cover of your reading book.

3. The teacher will lean a half opened knife, hinge upward, against the foot of the blackboard and put a foot rule behind the knife. Draw the knife and foot rule as they appear to you.

4. Draw three different kinds of crosses.

ARITHMETIC.

THIRD TO FOURTH CLASS.

Time, Three Hours.

A maximum of 10 marks for neatness and style of work may be allowed on this paper if the steps and denominations are correctly and neatly written; exclusive of these require 25 marks as a minimum for promotion. Allow nothing for mere answer without the work. If the work is put down carelessly, the results of the different questions not explained or stated, and the denominations not written, deduct one-twentieth to one-fifth of the number of marks obtained. Count 100 marks a full paper. Report the marks for style of work as directed at the foot of the Arithmetic Paper for Class II.

1. Take 786 times 159 from one hundred and twenty-five thousand, and find how often the remainder is contained in the sum of all the even numbers between 1897 and 1911.

2. There are one hundred postage stamps in a sheet; find the total cost of five sheets of three-cent stamps, two sheets of one-cent stamps, and seven sheets of half-cent stamps.

3. L. picked altogether 3 bushels, 1 pk. of raspberries. He kept out 4 two-gallon pails for his own use; at 7 cts. per quart how much did he get for the remainder?

4. (a) Reduce 17 yards, 0 furlongs, 36 inches of wire to feet.

(b) Reduce 286596 sq. feet to sq. inches.

(c) Reduce 20 cwt., 0 qrs., 6000 lbs., 0 oz., to tons.

5. How many cedar posts 7 ft. long put 3 ft. in the ground, will be needed for a fence forty rods long; the posts are to be set eight feet from centre to centre. Do not forget about the end posts.

6. There are 60 lbs. in a bushel of wheat. A farmer exchanged 1290 lbs. of wheat worth 80 cents a bushel for four sheep. He sold the sheep, gaining \$1.15 on each of them; how much did he get for the four sheep?

7. Make a bill of the following items:—Mrs. Akers bought of Messrs. Kent & Son, Oct. 1st,

1887, 3 lbs., 8 oz. coffee @ 34 cents per lb., 4 oz. tea @ 9 cents per oz.;

Oct. 8th, 25 lbs. of rice @ \$4 20 per cwt., ½ doz. bars of soap @ 13 cents per bar. (Put all your work with denominations written on the paper.)

8. Make a bill of the following:—Charles Day bought of Hiram Clark, Oct 15th, 2150 lbs. of hay @ \$9.00 per ton, 270 lbs. of potatoes (90 lbs. to the bag) @ 85 cents per bag, 2 barrels of apples @ \$1 12½ per barrel. (Put all the work on the paper.)

9. Each side of the roof of a barn is 2 ft. by 60 ft.; how many shingles, each covering on an average 16 square inches, will it require?

10. Find any number, less than 1531249, that both 1225 and 1250 will divide into without a remainder.

GEOGRAPHY.

THIRD TO FOURTH CLASS.

Time, Two Hours.

Count 75 marks a full paper; 16 marks minimum to pass.

1. (a) Give the definition of a body of land like America.

(b) What is a navigable river? Name three such rivers in Canada and state a town on each that is benefited by the rivers being navigable to it.

(c) What is the use of a harbor? Name two Canadian harbors on the seaboard (that is on the ocean coast), and tell where they are situated.

2. (a) Which is larger—the sun or the earth?

(b) How are day and night caused?

(c) How long would the day and night each be if the earth did not revolve on its axis?

3. (a) Why do men sail with ships every year up among the ice and stormy waters off the northern coasts of America?

(b) Why do men dig deep down into the earth? Name at least four purposes.

(c) Name three natural products that we in Ontario have more of than we need for ourselves, and could exchange for (what three) natural products of any of the following countries:—West India Island, Spain or China.

4. Name the capital of, and an important river in, each of the following:—New Brunswick, British Columbia, United States, Great Britain and Germany.

5. (a) Where do councillors meet to make the by-laws of this county?

(b) Where do legislators meet to make the laws for the Province of Ontario?

(c) Where do the members of parliament meet who make laws for the whole Dominion of Canada?

6 (a) What is the difference between a map and a picture?

(b) Draw a map of any four adjacent townships in this county, marking the railroads that run through them.

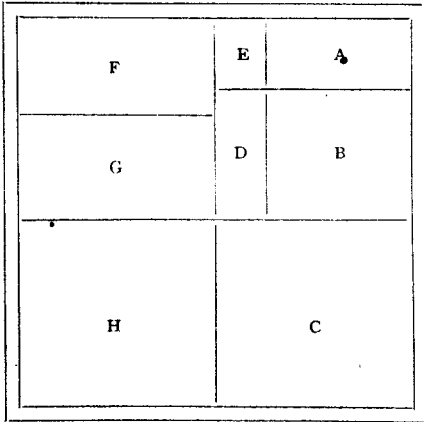
MICHIGAN UNIVERSITY has received from the Legislature of the State \$155,000 in the past two years. Of the 1,406 students, President Angell finds that the parents of 52 were farmers, 171 merchants, 93 lawyers, 83 physicians, 52 manufacturers, 54 mechanics, and 51 clergymen. He estimates that as many as forty-five per cent. belonged to the class who gained their living by manual toil.

MRS. MOLLIE MAGEE SNELL says of the Industrial School for Girls, which is supported by the Legislature of Mississippi: "Girls who were entirely dependent before coming here are now earning from \$50 to \$75 per month as bookkeepers, stenographers, telegraphers, printers, dress cutters, designers, teachers, etc. The president highly favors the cottage instead of the dormitory life for the girls. All this industrial as well as literary education is given free by the State to her girls. The only cost is board. Including lights, washing and fuel, it does not exceed \$9 per month, often less. The girls, by doing work in the institution, can make more than enough to pay this. Over ninety girls last year paid their board by service which did not interfere with their school life.—*The Woman's Journal*.

School-Room Methods.

PRACTICAL PROBLEMS IN ARITHMETIC.

EVERY teacher should prepare many practical problems, and should require members of his class to do the same. In this way the work in arithmetic may be brought down to the common, every-day transactions of life. Pupils learn to "do the sums" in the book, and may remember just how they are done, but ask them to measure a pile of wood or of lumber, to find the capacity of a bin or a cistern, etc., and they are wholly lost. Here is an excellent example for pupils in a country school. The diagram represents a farm of 160 acres, its fields indicated by letters :



1. Find the length, width, and the number of acres in each field.
2. Find the cost of material for fencing "C" and "H" with three wires, each weighing 18oz. to the rod, and costing 7 cents per pound, with staples at 6 cents per pound, 5 pounds being used for every 100 rods ; and with posts 20 feet apart, and costing \$12 per 100.
3. Find the cost of material for enclosing "F" with a four-board fence, prices as follows:—Fencing \$21 per M ; posts (8 feet apart), 15 cents each ; nails, 100 pounds, 4½ cents per pound.
4. Find the cost of seed for "H," timothy and clover, 6 quarts to the acre ; two parts timothy, one part clover, the former at \$2, the latter at \$4.50 per bushel.
5. How much land can be plowed in "G" and "D," allowing 8¼ feet for waste on each side of the fences?
6. At 50 bushels per acre, how much corn may be raised on "B" ? What will it bring at 35 cents a bushel?
7. If set 6 feet apart each way, how many soft maple trees may be planted in field "A" ? —*School Education.*

A LANGUAGE EXERCISE.

FILL up the blanks so as to make sense with the contractions used.

1. ———— doesn't go to school.
2. ———— don't go home to lunch.
3. ———— aren't going to the lecture?
4. ———— isn't attending Dental College.
5. ———— a'n't pleased with ———— new book.
6. ———— weren't invited to the entertainment.
7. ———— won't study unless ———— is compelled.
8. ———— won't be promoted if ———— are not more studious.
9. ———— can't understand ———— doesn't receive as many credit marks as ———— brother.
10. ———— can't go to school before ———— have finished ———— work. —*Educational News.*

TEN CONDITIONS OF SUCCESS IN TEACHING.

1. A THOROUGH preparation for every lesson.
2. One thing at a time and that taught well.
3. Gain and hold the attention of every member of the class.
4. Require promptness and accuracy in every recitation.
5. Give every pupil enough work to do and see that it is done.

6. A teacher should never do for pupils what they can do for themselves.
7. Teach facts and principles before definitions and rules.
8. Be thoroughly in earnest.
9. Make haste slowly.
10. Review, review, review.—*Exchange.*

BLACKBOARD WORK IN ARITHMETIC.

FOR drill in rapid addition, subtraction, multiplication and division, write on the blackboard something like the following, but with more figures in a line :

5 8 7 6 4
9 7 6 4 2
5 2 6 7 3
6 3 2 8 4

I.—Addition : (1) Teacher places the pointer between any two figures, pupil promptly names their sum. Let both teacher and pupil be alert and prompt. (2) Place pointer between any two figures; pupil names the sum of the two, places the figure at the right. (3) Same as (2), using the figure at the left. The exercise may be varied by permitting a pupil to handle the pointer a part of the time, by reciting in concert, reciting consecutively, etc.

Lessons in subtraction, multiplication and division may be given upon the same plan, and with same figures.

These exercises cultivate closeness of attention, promptness, rapidity in combinations, and may be conducted without talk on the part of the teachers. —*Teacher's Magazine.*

READING AND SPELLING.

THERE are many excellent plans for keeping the little ones employed ; I will mention some that I have found in general use ; the pupil has a lesson containing the word cat : write the word at ; then —at, —at, —at, —at, etc. ; show pupils how to form new words from these by prefixing a single consonant. Thus, from —at we may form hat, fat, rat, cat, etc. The board might present the following appearance :—

at ox it an up eat
—at —ox —it —an —up —eat
—at —ox —it —an —up —eat
—at —ox —it —an —up —eat

Have the pupils invent the words upon their slates and hold them accountable for the work in some manner. They will take great delight in constructing them, for a time. As they progress the words should be made more difficult.

List of words in which the vowels are omitted will afford much pleasant work. Thus : b—x, t—x, s—nd, p—p—r, m—n, st—v—, r—k—, m—p, P—dd, p—p, br—m, h—n.

Always inspect the slates. Use the correction marks in grading.

Take a lesson in the reader and write sentences from the regular lesson upon the board, omitting the verbs to be supplied by pupils in writing ; other parts of speech might be omitted. Have slates brought to class, and sentences read.

The teacher who fails to secure much slate work in the preparation of the primary reading lesson will fail to secure that accuracy and ability in the pronunciation of words at sight, so necessary in the department.

By a little caution, work and thoughtful attention, the teacher will soon invent ways and means of securing the object sought. A method of one's own invention is invaluable. —*Country School Council.*

ADVANCED LANGUAGE LESSON.

1. WRITE five sentences, each containing an infinite.
2. Write five sentences, each containing a participle.
3. Write four forms of each of the following verbs :—
wish, pull, talk,
start, call, play,
row, sail, walk.
4. Write five sentences, each requiring three capital letters.

5. Write sentences containing the following abbreviations, correctly used :—

Mr.	Jan.	lbs.
Dr.	Mar.	bbls.
Rev.	B.C.	oz.
Mrs.	A.D.	chk.
Prof.	A.M.	&
A.M.	P.M.	Co.
Capt.	Inst.	Me.
Messrs.	Ult.	Md.
Miss.	Prox.	Que.
E. q.	Tues.	D. v.

—*The Supplement.*

THE ANALYTIC METHOD IN ARITHMETIC.

In visiting schools professionally I have been surprised that so few teachers teach mental and written arithmetic together in a harmonious manner. If the mental analysis should precede the formula of the written work, how is it that such a majority of teachers put pupils to the written work first, throughout the course? Ninety per cent of the pupils I have met the last twenty years in the common schools, and seventy-five per cent of the teachers could not give the following analysis, or anything equivalent to it.

Question. What is $\frac{2}{3}$ of $\frac{3}{4}$?

Analysis. $\frac{2}{3}$ of $\frac{3}{4}$ must be five times as much as $\frac{1}{3}$ of $\frac{3}{4}$, and $\frac{1}{3}$ of $\frac{3}{4}$ must be three times as much as $\frac{1}{4}$ of $\frac{3}{4}$.

Solution : $\frac{1}{4}$ of $\frac{3}{4}$ is 1.32 and $\frac{1}{3}$ of $\frac{3}{4}$ is 3 times 1.32 or 3.32 ; and $\frac{2}{3}$ of $\frac{3}{4}$ is 5 times 3.32 or 15.32.

Conclusion : Therefore $\frac{2}{3}$ of $\frac{3}{4}$ is 15.32.

Ought we not to be as thorough as this from the beginning? Ought we not to continue the analytic method through all the course of mathematical study? Tens of thousands of our boys and girls still "do sums and get the answers"—as when I was a boy—and spend years in accomplishing what might be done in months.—*Senior, in School Education.*

A GEOGRAPHICAL GAME.

HORACE MANN has the credit of applying the following interesting exercise to school-room work ; it is said that he first used it in a teachers' institute at Hartford, Conn. We suggest its trial in the school :—

Divide the class by choosing sides, or in some other manner, into two divisions. Explain that the first pupil may pronounce any important geographical name he may remember, upon condition that he be able to tell what and where it is, and why important, or noted for what. When this is done have the next pupil tell what and where it is, why important, etc., then pronounce a name whose initial is the final letter of the preceding ; have this explained as before and same plan followed throughout the class ; when a pupil fails to respond or to answer correctly he is to be seated and considered out of the game ; continue until time is called or until all are seated.

This may be varied by having each spell the word given.

The same pleasant recreation or change may be applied to any branch studied by a large class.—*Our Country and Village Schools.*

THE Hebrews of New York some three years since established a technical institute with the object of giving their boys a sound, practical education. The average age of the pupils when admitted is slightly over twelve years, and they graduate usually at about fifteen. To the ordinary English branches are added instruction in physics and mechanical free hand drawing, pasteboard work, bracket sawing, joinery, wood turning, cabinet making, wood carving, pattern making, casting and moulding, chipping and filing, speed lathe and engine lathe work in metal, and the use of the drill press and plower. Already the institute is able to exhibit a dynamo made by a boy of fifteen, and a steam engine large enough to be of practical use constructed by one of sixteen years old. Such a school must be of great advantage in any city, and especially in one having a large industrial population.

BUSINESS NOTICES.

WE direct attention to the advertisement, 16th page, of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

At the end of last week we sent away the orders for clubbing and premiums which had accumulated to the date of the close of the offer. Parties concerned will receive their copies of *Cottage Hearth* and the other books within a very few days. We still hold ourselves in readiness to forward the excellent large music book, "Silver Carols," to all who were in arrears for the old *Educational Weekly*, who will pay up such arrears and the current liability for the *Journal*, to the end of 1888. They ought to pay these arrears without these inducements; but some appear to have braced themselves up to the endurance of such a pressure, as it were.

TORONTO, FEBRUARY 15TH, 1888.

Editorial.

SCHOOL GOVERNMENT.

"It is not the teaching but the discipline that makes the profession so often irksome and life itself sometimes a burden." We dare say there are hundreds of our readers whose feeling at the close of many a weary day is something not very unlike the above. If only the children would be "good"; if by some means they could be induced to become quiet and orderly and attentive, without so much expenditure of effort and time by the teacher, then indeed would the work of instruction become a delight. There are, no doubt, exceptions. A happy few may have governing power of some kind as a natural endowment. By virtue of native mind-force, or moral power, or ever-ready tact, or we suspect still oftener, of a larger, closer sympathy with the mind and heart of childhood, they are able to keep the complicated machinery of even a large school-room in easy and almost frictionless motion. Happy indeed are such among school-masters and mistresses!

There is another class, all too numerous we fear, who reach the same end, so far as outward manifestations are concerned, by a very different process. These are the men and women of harder, harsher stuff. Their minds are of coarser fibre. Their ruling force is an inflexible will. Their sceptre is a rod of iron. Their pupils must be quiet, orderly, obedient, or take the consequences. When those consequences involve keen pain, and keener humiliation, the great majority of children may, of course, be taught to dread and shun them. Such a rule is sure to involve much of injurious harshness, much of

injustice, much lack of sympathy and discrimination. The moral effect can scarcely ever be good; it must often be very bad indeed. But the teachers referred to are not of the kind who go home to torture themselves with questionings as to the wisdom and justice of the day's proceedings. They are not made miserable by the fear that the punishment was inflicted on the wrong party in this case; that it was given in a passionate and hateful spirit in that case; that the impression left upon such and such a tender nature may be permanently harmful; or that the whole tone and tendency of the discipline may be hardening and morally injurious. They have done their duty according to their notion of duty; they have earned their pittance; and they go forth to give themselves up to other thoughts and pursuits. These may be, and often are, the more successful teachers, as success is generally estimated, but they are scarcely to be envied even by the super-sensitive.

We have the fullest sympathy with the young teacher who finds his or her whole course made rough and thorny by the tendency to restlessness and disorder in the school-room. Nothing but daily experience can develop the power and wisdom essential to successful government. Yet there are many difficulties in the path of the young teacher that may be avoided; many cases in which a few hints from the experience of others may save from painful and costly mistakes. Space limits make it impossible to say in an article one-half of what occurs to one to say by way of help and encouragement. The young teacher who is thoroughly in earnest must study to overcome. Study the words and methods of successful teachers as set down in books and educational papers. Study human nature, child-nature, as exhibited in the school-room. Determine to understand each individual child as far as possible, and find the key to unlock its mind and heart. Have faith in children, not expecting them to be angels, but believing that each has an inclination, half-formed perhaps, to do right, a heart and a conscience that can be reached and operated upon.

Above all, study self. Be determined to know the weak spots in your own character, and to strengthen them. Self-rule is the first condition of all right ruling of others. When complete self-mastery is attained, mastery of others will be comparatively easy. Determine to be what you would have the children become.

Do not forget physical conditions. We have often said this in substance, but it needs to be constantly repeated. When you find the control of yourself and of the school slipping out of your hands, don't give way to excitement and nervousness. Call a halt. Stop and think. What is wrong? Is the ventilation good? Have the children been kept too long in one position, or at one thing? Nothing, not even childish petulance or perversity is uncaused, and the exciting causes are oftener than we think external.

Keep the children busy. Govern them through

their activities. See that everyone has something to do and a motive for doing it. These are golden rules. They involve trouble, thought, work. But it is trouble, thought, and work which pay. To preserve decent order in a school of fifty or sixty children when half of them are idle is impossible, or possible only by virtue of an arbitrary and cruel despotism at which a sensitive nature shudders.

Finally, for we must stop, enlist the children on your side. Get them to help you in the matter of government. Consult them. Nothing will please them better, few things will do more to make them quiet and thoughtful, than to point out the objectionableness of this and that kind of disorder, and ask their advice as to the best mode of preventing it. Thus get them to feel that the school is ours, not yours. In thus getting children to help govern themselves, in making them feel that they are helping the teacher to keep order and make the school what it ought to be, lies the secret of much of the tact in government, which often seems so wonderful to the uninitiated.

COLLEGE CO-EDUCATION.

THE question of co-education of the sexes has been brought again to the front in the United States, where it was supposed to have been pretty well settled, by the recent action of Adelbert College, an institution which has been in operation for fifty years, in Ohio, but has but recently been removed to the city of Cleveland. For some time this college, in common with most Western institutions, has admitted women to its classes. It has now decided to close its doors against them. We are not in possession of the full history of the change, or of the controversy which must have preceded and followed it. The new departure seems, however, to have been taken on the initiative of the new Principal, the Rev. Dr. Haydn. His reasons, as given in his inaugural speech, are thus summed up by an exchange.

Co-education is, he avers, natural to primitive social conditions and must be looked for in all universities supported by the State, as it is natural for all to claim equally the benefits of public appropriations. But under more thoroughly organized conditions of society those institutions which have choice will probably more and more decide to have distinct schools for the two sexes, and for the very practical reason that such are more successful. The young women of the West go eastward in streams, passing all the co-education institutions and crowd such colleges as Wellesley and Vassar, quite beyond their capacity. Mount Holyoke is seeking university powers and other women's universities are springing up everywhere. The same is the case with the young men, whose parents prefer colleges for men only. To see if it cannot stay to some extent the eastward stream of Western students Adelbert has decided to close its doors against women and to lay the foundations in the neighborhood of a separate school for them.

On the other hand, it is pretty sure to be urged—it is being, if we mistake not, urged—that the change in the case of Adelbert arises really out of the failure of the institution to understand and apply the best modern methods of management; that the failure, in short, so far as there has been a failure to make co-education successful, has resulted from the incapacity or wrong-headedness of Principal and Faculty, rather than from any objection to co-education itself on the part of parents or students.

The Montreal *Witness*, from which the above summary is taken, is disposed to congratulate McGill on the wisdom of those who secured for it separate classes from the first. We strongly suspect the *Witness* is on the wrong track. We are pretty sure that a fuller knowledge of the facts would show that the strong objections to co-education are not based on any difficulties arising from the meeting of the sexes in the same classes. They lie rather, we have no doubt, against the concomitants. To a thoughtful and wise parent about to send his son or daughter from home to be educated, the question of the standing and ability of the staff of instructors, though a matter of great importance, does not take first or highest rank. The question of transcendent interest is to what kind of personal training, to what character-forming influences, will my boy or my girl be subjected during the all-important hours which are not spent in the class-room, or even in study? Few, who have paid attention to the matter, can doubt that such institutions for women as Holyoke or Wellesley, are able to furnish such advantages in this respect, to surround the student with such refining, elevating, ennobling influences, as are utterly unattainable in connection with any institution, whether it has boarding departments connected with it or not, to which both sexes are admitted. The kind of training suited to develop all that is best in either sex, is not that which serves best for the other. On this point almost all educators of both sexes will be, we believe, agreed. This may not account wholly for the tendency of Western students towards Eastern institutions. We do not think it does. The prestige of the older institutions has to be taken into the account. We do not remember to have met an educator who has tried it, who objects to the presence of qualified students of both sexes in the same classes, especially in advanced classes. Most rather prefer it, finding the mutual influence healthful and stimulating. But we believe there are very few who will doubt that such colleges as Holyoke and Wellesley for girls, and those of corresponding efficiency for boys, can do a work for their respective students which could not be done for them under the conditions which co-education involves; a work, too, which is by far the most valuable part of all collegiate training.

OBSERVED FACTS, LAWS, THEORIES.

THE first of the "Test Questions" in the appendix to the second edition of the High School Physics is, "Carefully distinguish from one an-

other—(1) An observed fact; (2) a law of nature; (3) a theory."

We consider this a very important question, as the relations which these three elements in scientific investigation bear to one another are not generally understood. In some text-books a certain statement is called a law, while in others the same statement is called a theory, and, in at least one text-book in common use, we find the assertion that a conclusion based on observed facts is called a law if it be beyond reasonable doubt, but a theory if it be doubtful. It may be very true that a law of nature is beyond reasonable doubt and that a theory is not, but we do not consider this a happy method of distinguishing them. We can best express our views by examples. It is an observed fact that the volume of a given quantity of air is reduced to one-half if the pressure is doubled, while the temperature remains constant. It is an observed fact that the same is true of hydrogen, and of other so-called permanent gases. It is an observed fact, in the case of each of these gases, that if the pressure is increased threefold, while the temperature remains constant, the volume is reduced to one-third. Now, it is a general conclusion, based upon these and other similar observed facts, that, at constant temperature, the volume of any permanent gas varies inversely as the pressure. This general conclusion is called a law of nature. A law of nature may be defined as a statement which sums up what has been found to be true in all cases examined. It is a statement of fact discovered by actual experiments.

But it is one thing to know a general fact and quite another to know the cause of the fact. We know that at constant temperature the volume of any permanent gas varies inversely as the pressure, but it does not necessarily follow that we know why this is so.

When a law has been discovered by careful study of observed facts, the next thing to be done is to *imagine a cause*. We try to imagine a condition of things which, if it existed, would lead to the results discovered. If we succeed in imagining such a condition of things, we suggest an *hypothesis*. If, on testing this hypothesis in every way that suggests itself, we find that all facts discovered are in accordance with it, we are justified in calling it a *theory*. For example, the suggestion or hypothesis that at the same temperature and pressure equal volumes of any two gases contain the same number of molecules, has been found to offer a satisfactory explanation of the law of gases already mentioned, and not only this law, but the law relating to the temperature and the volume of gases; the law concerning interdiffusion of gases through porous partitions, and that concerning combinations of gases by volume, are found to be in accordance with this hypothesis. Hence this hypothesis may now appropriately be called a theory. To sum up, an hypothesis is a speculation in regard to the *cause* of certain phenomena. A theory is an hypothesis which has been thoroughly tested, and which is applicable to a large number of related phenomena.

Book Reviews, Notices, Etc.

Outlines of Medieval and Modern History. By P. V. N. Myers, A.M. Boston: Ginn & Co.

A useful book of some seven hundred pages, constructed on philosophical principles, and affording a well-proportioned outline of the periods treated.

Scott's Marmion. By M. Macmillan, B.A. London and New York: Macmillan & Co.

A neat, tasteful edition of the stirring story of Marmion. The notes are full, not too philological, and of such character as to interest the ordinary school boy. With such a book it surely must be a pleasure to study English Literature.

The Elements of Psychology. By David J. Hill, LL.D. New York and Chicago: Sheldon & Co.

This is a school text-book of the subject, and is designed besides as an aid to intending teachers, especial attention being paid to the application of psychological principles to the practical problems of education. The latter feature of the book is, to our mind, its chief merit.

Quantitative Analysis for Students. By W. N. Hartley, F.R.S., Royal College of Science, Dublin. London: Macmillan & Co. 1887. Toronto:

This book contains a selection of examples in quantitative analysis which will be found very useful in any laboratory in which this kind of work is taken up. All the operations involved are such as can be carried out without complicated apparatus. The book also contains numerous examples worked out.

An Elementary Treatise on Kinematics and Dynamics. By James Gordon Macgregor, M.A., D.Sc., Professor of Physics, Dalhousie College, Halifax, N.S. London: Macmillan & Co. 1887.

This book treats in an elementary manner the whole of what is ordinarily known as abstract dynamics, including kinematics, kinetics, and statics, and is designed for use in the junior classes of colleges and universities. Altogether the book seems to us superior to most of the text-books on this subject that we have seen. The arrangement of the different departments of the subject is particularly good.

A History of Elizabethan Literature. By George Saintsbury. London and New York: Macmillan & Co.

This is the first published volume of a History of English Literature, and is the work of an authority. It is marked by careful study, critical taste, and independence of thought. Its freshness and candor are admirable. As the remaining volumes of the series are being prepared by Stafford Brooke, Edmund Gosse, and Professor Dowden, it goes without question that the series will in every respect be excellent.

Elements of Chemistry. A Text Book for Beginners. By Ira Runsen, Professor of Chemistry in the Johns Hopkins University. London: Macmillan & Co.

This little book is another example of what may be called the "new method of teaching science." It contains a description of well selected experiments, but the observations and conclusions are asked from the pupil instead of being stated in the book as has been the practice heretofore. It appears that Prof. Runsen is a new convert, as "An Introduction to the Study of Chemistry" by the same author, published by Henry Holt & Co., of New York, in 1886, is prepared in the old style. In the preface to the book before us Prof. Runsen says: "It should be remembered that the object of the course laid down in this book is not to make chemists, but to help to develop sound minds, and at the same time to awaken interest in a set of natural phenomena of great importance to mankind." All educationalists, we fancy, will agree that this is the proper object in teaching science in our high schools, and it is with no little satisfaction that we are able to say that Ontario has been the first country to recognize this.

Hints and Helps.

• WHY SOME TEACHERS FAIL.

THEY are too lazy.
 They have no eyes to order.
 They are easily discouraged.
 They do not try to improve.
 They fail to know what the world is doing.
 They have too much outside business.
 They talk politics too much.
 They fail to have new ideas.
 They are not polite enough.
 They think most things take too much trouble.
 They read no educational papers or books.
 They are trying to go into something else.
 They follow the same method with each class.
 They keep away from their pupils.
 They attend no teachers' meetings.
 They complain too much.
 They do not study their lessons.
 They fail to practice what the educational papers tell them.
 They do not determine to be the best teachers in the place.
 They do not seek information by studying the methods of the best teachers.—*Lansing Republican.*

HINTS FOR TEACHERS.

1. WITH beginners in every study, the first processes must be learned slowly and very thoroughly by long continued reiteration. The important point is not how much, but how well.
2. Make the text-book subordinate to skilful teaching. The book is designed only as an aid both to pupil and teacher.
3. You can best show your pupils how to study a lesson by going over it with them in advance. In many lessons pupils do not know what to study or how to study.
4. Make lessons short.
5. As a rule when conducting a recitation, stand. "In Germany," says Horace Mann, "I never saw a teacher hearing a recitation with a book in his hand, nor a teacher sitting while hearing a recitation."
6. Use your eyes. Look your pupils in the eye when you question them, and make them look you in the eye when they answer.
7. Keep your voice down to the conversational key.
8. Lighten up your class with a pleasant countenance.
9. Have something interesting to say to your pupils at every recitation.
10. In general, put your questions to the whole class in order to make every pupil think out the answer; then after a pause, call upon some pupil to give it.—*Cincinnati P. C. Journal.*

MORAL TRAINING IN THE PUBLIC SCHOOLS.

THE public school affords constant opportunity for the practice of integrity and consideration for others. In these things, as in others, a child learns to do by doing. There is an element of morality in the punctuality required of pupils, which is much needed. So, too, in the systematic arrangement of work, and moving about in an orderly manner. Pupils should be led to scorn to take unfair advantage of each other, or to hide their own transgressions behind another. The very little child should not be allowed to say, "He made me do it." A sense of honor, which has to be patiently cultivated from feeble germs in some children, should constantly be inculcated. Very early the child may be shown that every right he has has a corresponding duty arising from the equal right of others.

No child who is absolutely truthful is a coward or a sneak, and is never hopelessly depraved. Prince Hal surprised the wise courtiers by becoming so worthy a king after his wild youth. But he carried truth as a talisman, which prevented the contamination of his dissolute companions penetrating his soul. Had the prince been the liar Falstaff would have made him, the king would have been a different man. I would have "Thou shalt not lie,

prevaricate, equivocate, quibble, nor deceive," burned into the head and heart of every child. Every thoughtful teacher knows the manifold forms in which falsehood takes up its abode in the school-room, but few maintain vigilant warfare against the evil. Every recitation should be a lesson in truthfulness. Accuracy of statement can be insisted upon, and good, honest work should be exacted of each pupil.—*Citizen.*

DEALING WITH THE YOUNG.

IN dealing with the young we should try to feel ourselves young again, to see things as they are seen by young eyes, to realize the difficulties that lie in the way of children's appreciation of the world around them, to be filled with an abounding sympathy which subdues all impatience on our side, and calls out on the side of the children their confidence and affection. Mutual sympathy and esteem are a pledge of enduring success. To cement this bond of union between teacher and taught there should be no set tasks for some considerable time. The lessons ought rather to be pleasant conversations about familiar things. The pupils should be asked questions such as they can readily answer, and the answering of which causes them to reflect and gives them confidence in themselves and freedom with the teacher. The objects in the school-room, in the play-ground, on the road to school, should be made use of as subjects for such questionings, with the aim of drawing out the knowledge acquired by the pupils from their own observation. Every question should be one which requires for its answer that the children have actually seen something with their own eyes and have taken mental note of it. The putting of such questions stimulates the observing faculty, and not unfrequently gives a chance of distinction to boys and girls whose capabilities are not well tested by the ordinary lessons of school.—*From "Geikie on the Teaching of Geography," by Frederik A. Fer-nald, in Popular Science Monthly.*

SCHOOL GOVERNMENT.

A SKILFUL teacher took charge of a night-school class in New York city, in a ward where the most depraved people lived. He failed, but a slender girl took the same class and succeeded admirably. In the same ward a lady failed who had excellent success in a day-school and a young man of almost no experience took the class and was very efficient. These classes, it must be noted, are the hardest in the world, for no punishment is allowed and expulsion is not resorted to. These pupils would astound the teacher in the country districts, because their wickedness would transcend his experience.

It would seem, therefore, that there is a power to govern or manage, either intuitive or attained by experience and observation. It is undoubtedly the latter, for many fail at first but afterwards succeed. Let teachers take courage; no matter how poor their government, they can improve daily; they can learn how to govern or manage their pupils if they will set to work.

If you fail in government, it is because you do not do the proper thing. You take out a pencil and it does not mark, and you at once proceed to get a knife and sharpen it; that is common sense, is it not? If a dog jumps up for a piece of meat and does not reach it, he will jump harder next time? Why, of course. The teacher who fails to manage his pupils is like a tool not adjusted to the work in hand. He may be a good man and a fine scholar, but he is not fitted to control other minds. He must fit himself—that is all. He is ignorant of the springs that control human nature.

Let him, therefore, begin with a single child, at his boarding-house; let him determine to obtain an influence over that child; let him tell him stories, and, in every way, draw him towards himself; let him persevere until he can do it; let him then try another and another. Let him go out visiting and make himself agreeable and influential with young and old, no matter who.

For it will be found that all these persons who fail in government have no skill to meet others with eye and voice; when at home or away from school they avoid the society of children and prefer to be by themselves. In general, the children do not like them—simply because they see that they do not like children. Those who fail in govern-

ment don't like to take a part in discussions, but prefer to sit down with a book. But ability to govern implies a knowledge of human nature; to get that one must mingle with human beings. Hence we say, go to a human being and experiment with it; try to be influential with it. Try, try, try, and try again. If you can do it with one you can do it with two.—*N. Y. School Journal.*

USEFUL HINTS FOR THE PRIMARY SCHOOL.

A LADY, who has taught many years, once gave me a helpful suggestion for teaching children to perform examples in addition. I had in my school at that time a boy who had long been my despair. It seemed impossible for his mind to grasp ideas that the rest of the class readily comprehended. He naturally found it difficult to learn to add. When I tried this new way with him a smile brightened his usually blank countenance. Let me illustrate by an example:—

668

445

365

18

The child adds the units and writes the *whole result* below. The result is 18; he places the units below units, the tens below tens; he then adds the tens, beginning with the 1 ten, which is now a part of the column; the result is 17; he erases the one he began with and writes 17 beside the 8, the tens below tens, the hundreds below hundreds; he then adds the hundreds, not forgetting the one hundred which is the first number of the column; the result is 14; he rubs out the one he began with, and writes the 14 beside the 78. In the example given, I have written the first results only, to show my meaning.

One occasionally meets with a pupil whose mind can grasp little but mechanical work. For such, this method is excellent.

I have found the game of letters very helpful in my school-room. I let one or two children take the box to form words with the letters, making this pleasure a reward for good conduct and good lessons. In this way several objects are secured, the child is stimulated to do well, and is rewarded for doing well in a way that is improving. I was looking at the words one of my little pupils had formed when a sister teacher came into the room, who told me a better way to get letters for this purpose than by buying the game of letters. She had ordered some of a printer, and for two dollars had procured two hundred and fifty alphabets. So in her room the pleasure and profit were not limited to a few pupils.

Few things are more annoying to a teacher than to have her pupils drop their pencils, slates and books. I have tried several ways to correct this careless habit. One way that was quite successful was this. I told the children that I should try to be careful about dropping anything and I wanted them to be careful also. Whenever I dropped anything I would excuse those who had before that time dropped anything during the session, and then we would all begin afresh. This plan pleased the children greatly, and led them to make more earnest and cheerful efforts to correct their careless habits. This plan suggests the motto, "Be what you wish your pupils to be."

I have sometimes divided the school into two sections, and picked out from each section a pupil who learned so rapidly that he could spare time to help me. These pupils watched their sections, and kept an account of the number of minutes that elapsed between the droppings of their sections. The children in the section that had the greatest number of minutes recorded during the session, in which nothing was dropped, were considered winners in this dropping match.—*Evlyn S. Foster, in Popular Educator.*

A BRIEF rule with regard to the use of "got" is this: Wherever get is correct in the present tense got is correct in the past or the present perfect. Thus, "I get the book," "I got the book," or "I have got (gotten) the book." All such expressions as "I have got a dollar" (denoting possession), "You have got to go," and the like, are of course incorrect.—*Educ. News.*

For Friday Afternoon.

THE INDEPENDENT FARMER.

LET sailors sail the windy deep ;
Let soldiers praise their armor ;
But in my heart this toast I'll keep—
"The Independent Farmer."

When first the rose in robe of green,
Unfolds its crimson lining,
And round his cottage porch is seen
The honeysuckle twining ;

When banks of bloom their sweetness yield
To bees that gather honey,
He drives his team across the field
Where skies are soft and sunny.

The blackbird clucks behind his plow,
The quail pipes loud and clearly ;
Yon orchard hides behind its bough
The home he loves so dearly ;

The gray old barn, whose doors enfold
His ample store in measure,
More rich than heaps of hoarded gold,
A precious, blessed treasure ;

But yonder in the porch there stands
His wife, the lovely charmer,
The sweetest rose on all his land—
The Independent Farmer.

—Whittier.

THE BABY'S KISS.

AN INCIDENT OF THE CIVIL WAR.

(For boy or girl from 10 years up.)

ROUGH and ready the troopers ride,
Pistol in holster and sword by side ;
They have ridden long, they have ridden hard,
They are travel-stained and battle-scarred ;
The hard ground shakes with their martial
tramp,
And coarse is the laugh of the men of the camp.

They reach the spot where a mother stands
With a baby, shaking its little hands,
Laughing aloud at the gallant sight
O the mounted soldiers fresh from the fight.
The captain laughs out—"I will give you this,
A bright piece of gold, your baby to kiss."

"My darling's kisses cannot be sold,
But gladly he'll kiss a soldier bold."
He lifts up the babe with a manly grace,
And covers with kisses its smiling face,
Its rosy cheeks, and its dimpled charms ;
And it crows with delight in the soldier's arms.

"Not all for the captain," the troopers call ;
"The baby, we know, has a kiss for all."
To each soldier's breast the baby is pressed
By the strong, rough men, and kissed and car-
ressed ;
And louder it laughs, and the lady's face
Wears a mother's smile at the fond embrace.

"Just such a kiss," cried one warrior grim,
"When I left my boy, I gave to him."
"And just such a kiss, on the parting day,
I gave to my girl as asleep she lay."
Such were the words of these soldiers brave,
And their eyes were moist when the kiss they
gave.

—G. R. Emerson.

THE BLACKSMITH MAN.

MY mother puts my apron on, to keep my pants
all clean,
And rubbers on my little boots, and then I go and
lean
Against the blacksmith's doorway, to watch the
coal-fire shine,
The bellows heave, the hammers swing—I wish
they were all mine.
The horses bend their legs and stand—I don't see
how they can ;

But I would love to shoe their feet, just like the
blacksmith man.

Tang-tiddle, tang-tiddle, tang-tiddle, tan !
What a jolly noise he makes, the blacksmith man.

When I grow up an old big man, with whiskers on
my chin,
I will not have a grocery store, or dry-goods store
or tin ;

I will not be a farmer, or a lawyer, not a bit ;
Or president—all the other boys are meaning to be
it—

Or a banker, with the money bills piled high upon
the stan' ;

I'd rather hold a red-hot iron, and be a blacksmith
man.

Tang-tiddle, tang-tiddle, tang-tiddle, tan !
O, what a jolly noise he makes, the blacksmith
man !

* * * * *

The blacksmith man has got such arms ; his shop
is such a place ;

He gets as dirty as he likes, and no one cleans his
face ;

And when the lightning's in the sky, he makes the
bellows blow,

And all his fires flare quickly up, like lightning
down below.

Oh, he must have the nicest time that any person
can ;

I wish I could grow up to-day and be a blacksmith
man.

Tang-tiddle, tang-tiddle, tang-tiddle, tan !
I wish I could grow up to-day and be a blacksmith
man !

THE GRAVES OF A HOUSEHOLD.

THEY grew in beauty side by side,
They filled one home with glee ;
Their graves are severed far and wide,
By mount, and stream, and sea.

The same fond mother bent at night
O'er each fair sleeping brow ;
She had each folded flower in sight—
Where are those dreamers now ?

One, midst the forest of the West,
By a dark stream is laid—
The Indian knows his place of rest,
Far in the cedar-shade.

The sea, the blue lone sea, hath one—
He lies where pearls lie deep ;
He was the loved of all, yet none
O'er his low bed may weep.

One sleeps where southern vines are drest
Above the noble slain ;
He wrapt his colors round his breast
On a blood-red field of Spain.

And one—o'er her the myrtle showers—
Its leaves, by soft winds fanned ;
She faded 'midst Italian flowers—
The last of that bright band.

And parted thus they rest, who played
Beneath the same green tree ;
Whose voices mingled as they prayed
Around one parent knee !

They that with smiles lit up the hall,
And cheered with song the hearth !—
Alas, for love ! if thou wert all,
And naught beyond, O Earth !

—Mrs. Hemans.

GEMS FOR MEMORIZING.

THE greater the difficulty, the more glory in
overcoming it.—Anon.

A man must stand erect, not be kept erect by
others.—*Marcus Aurelius.*

No to wrong ; Yes, to right ; you can be as truly
heroes as on any of earth's famous battle-fields.—
C. A. Cooke.

The talent of success is nothing more than doing
well whatever you do, without a thought of reward.
—*Longfellow.*

Educational Meetings.

WEST LEEDS TEACHERS' ASSOCIATION.

THE first meeting of the West Leeds Associa-
tion was held in Gnanoque High School, on Jan.
19 h and 20 h, 1888.

In consequence of this being the first meeting
of the Association, the usual officers were ap-
pointed *pro tem.*, until a larger attendance could
be secured.

The first exercise after organizing, was the read-
ing of a paper by Mr. Ulysses Brown, on his
method of teaching History. A lengthy discus-
sion followed, in which several teachers took part.
In the afternoon, Mr. J. J. Tilley, Director of
Teachers' Institutes, illustrated the subject of
Grammar by teaching a class, which proved to be
a very interesting and profitable exercise to all who
were present.

Several questions were asked Mr. Tilley after
the close of the exercise, and a short discussion
ensued.

Next in order was a paper on "Teaching En-
trance Literature," by Mr. W. K. T. Smellie,
which was well received, and, after a somewhat
lengthy discussion, the meeting adjourned.

A large attendance being present on Friday
morning, the 20 h, the following officers were ap-
pointed for the present year:—Mr. W. Johnson,
Public School Inspector for West Leeds, presi-
dent ; Miss M. Bews, vice-president ; Mr. S. G.
Cook, secretary-treasurer. Committee of Man-
agement,—Mr. W. K. T. Smellie, Head Master
Gnanoque High School, Mr. Robert McDonald,
Miss Susie McLaurin, Miss A. Turner, Mr. James
Murphy.

An eloquent and practical address on the "Prin-
ciples of Education," by Inspector Tilley, was lis-
tened to with great attention and interest.

Mr. McKay, of the Business and Commercial
College, of Kingston, then occupied a short time
with a lesson on the "Principles and Teaching of
Writing," which proved very instructive.

In the afternoon, Mr. J. J. Tilley delivered an
address on "Professional Fellowship," which, like
his former addresses, was highly instructive, as well
as very interesting, to all who heard it.

After a short discussion on Mr. Tilley's address,
the meeting adjourned.—S. G. COOK, *Secretary-
Treasurer.*

Educational Notes and News.

CORNELL is full to overflowing more than a thou-
sand students being registered, 350 of whom are
fresh men.

HARVARD COLLEGE begins its two hundred and
fifty-first year with about 1,700 students in the
various departments.

THERE are more students from farmers' families
in the Ann Arbor University than from those of
any other occupation.

AMONG the students at John Hopkins Univer-
sity are ten from Canada, five from Japan, and one
each from England, Italy and China.

THE largest library in the world, the Biblio-
theque National in Paris, contains 1,400,000 vol-
umes, 300,000 pamphlets, 175,000 manuscripts,
300,000 maps and charts, and 150,000 coins and
medals.

DENVER, Col., is to have a college for women
modeled after Wellesley or Vassar. The Ladies'
College Society, which has the matter in charge, is
to be incorporated and will work to raise \$750,000
in real estate and cash.

GIRARD COLLEGE endowment is \$10,000,000,
Columbia, \$5,000,000 ; John Hopkins, \$4,000,000 ;
Harvard, \$3,000,000 ; Princeton, 3,500,000 ; Le-
high, \$1,800,000 ; Cornell, \$1,400,000 ; Stanford's
University in California, \$20,000,000.

PRESIDENT HUNTER, of New York, in a recent
address to teachers, emphasized some of the
points made by him in his lectures on history and
geography at the Industrial Education Associa-
tion, viz., that the thing a teacher should aim at is,
not dates, nor dry facts, but to produce a picture
in the mind of the child. This being done, the
child can "tell the story" in his own language.

Consumption Surely Cured.

To the EDITOR—

Please inform your readers that I have a positive remedy for the above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will send me their Express and P.O. address.

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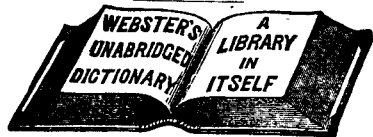
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—TO—

HIGH SCHOOLS

AND

COLLEGIATE INSTITUTES.

The next Entrance Examination to High Schools and Collegiate Institutes will be held on July 4th, 5th and 6th, 1888.

TIME-TABLE OF THE EXAMINATIONS.**FIRST DAY.**

1.30 to 3.30 P.M. Literature.
3.40 to 4.10 P.M. Writing.

SECOND DAY.

9.00 to 11 A.M. Arithmetic.
11.15 to 12 NOON Drawing.
1.00 to 3 P.M. Composition.
3.10 to 3.40 P.M. Dictation.

THIRD DAY.

9.00 to 11 A.M. Grammar.
11.15 A.M. to 12.30 P.M. Geography.
2.00 to 3.30 P.M. History.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

Extracts from the Official Calendar of the Education Department for the year 1888.**FEBRUARY:**

1. First Meeting of High School Boards and Boards of Education. [H. S. Act, sec. 22.]
2. Teachers' Institute Meetings—Lincoln and Dundas.
9. Teachers' Institute Meetings—Frontenac and Stormont.
16. Teachers' Institute Meetings—W. Middlesex and Grenville.
23. Teachers' Institute Meetings—E. Middlesex and Prince Edward.

MARCH:

1. Minutes of County Council to Department, due. [P.S. Act, 128.]
Inspector's Annual Report to Department, due. [P.S. Act, sec. 183 (6).]
Auditor's Reports on the School Accounts of High School Boards and the Boards of Cities, Towns, Townships and Villages to Department, due.
Teachers' Institute Meeting—N. Victoria and Peel.
8. Teachers' Institute Meetings—N. Simcoe and Waterloo.
29. Closing of High, Public and Separate Schools for Easter holidays.
30. GOOD FRIDAY.

NOTE.—The Minister of Education is distributing the Revised School Acts and Regulations through the Inspectors—one copy for each school corporation. Extra copies are charged for at 50 cts. each.

TO TEACHERS & STUDENTS.**MR. GEORGE BELFORD,**

who has recently lectured on ELOCUTION at OXFORD UNIVERSITY, is now making his second CANADIAN TOUR as

ELOCUTIONIST AND RECITER.

His recitals have received high encomiums from Professor Plumptre, (Lecturer on Elocution at King's College), as well as many others engaged in Educational Work, while the English Reviews unanimously agree that he is one whose name should stand alongside of Bellevue, Vandenhoff and other famed ones.

Educationists would do well to make a note of this.

Mr. Belford is open for engagements during February, March and April.

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The Concise Imperial Dictionary, based on the well-known four-volume Imperial, is admirably adapted in many ways for popular use. The author of it is Dr. Annandale, who prepared the latest edition of the larger work; and as English philology has made great progress during the half decade since the publication of the latter, it goes without saying that the smaller but more recent lexicon, in spite of its brevity, is in many respects a more satisfactory *vade mecum* than the earlier and more voluminous compilation. I have made a somewhat careful examination of the philological features of the work, and I have no hesitation in saying that while the compiler has exercised his right to a choice of views where the question is one of opinion, he has shown a conscientious and scholarly respect for all that philologists are bound to accept as matters of fact. In short, The Concise Imperial Dictionary is fairly abreast of the philological scholarship of the day. Dr. Annandale has done wisely in conforming to the modern practice of grouping derivative words under those from which they are immediately derived, and in printing them in easily distinguishable type. This arrangement facilitates rather than hinders the finding of individual words, and it affords material aid to the young student of philology by bringing them constantly under his eye as members of etymological groups and families. The meanings of words are accurately if concisely given; and though one misses the appropriate illustrative citations from standard writers in which The Imperial Dictionary abounds, there is little to be desired in the way of well-expressed shades of meaning. The Concise Imperial should find a place in every school library, and in the library of every ordinary reader and writer; and, as I can testify from experience, even those engaged in literary work will seldom find it necessary to go elsewhere for lexicographical aid.

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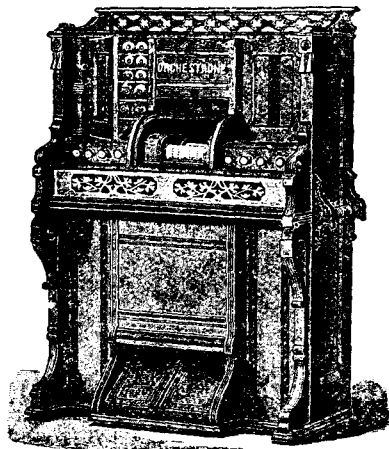
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