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The Educational Journal.

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

VOL. II.

TORONTO, SEPTEMBER 15, 1888.

No. 9.

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A. Editor.
H. HOUGH, M.A. Manager Educational Dept

Terms:—One dollar and fifty cents per annum. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25 each. Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

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Rates of advertising will be sent on application.

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

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.
TORONTO, CANADA.

JAMES V. WRIGHT General Manager.

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Editorial Notes.

THE attention of all our readers is respectfully invited to the editorial announcement of our Music Department, which will be found elsewhere in this number. The introductory article will appear in next issue.

THE Hon. G. W. Ross, Minister of Education, has had the honorary degree of LL.D. conferred upon him by the University of St. Andrew's, Scotland. The teachers of Ontario will congratulate him and hope that he may long live to enjoy the distinction.

IN answer to various inquiries and requests, we beg to say that a list of the Entrance Literature Lessons for December, 1888, and July, 1889, appeared in our last issue. The requirements for the Entrance Examinations will be found given in full in the advertising columns of this number.

THE City Council of Paris (France) has wisely given up the military drill for boys from eight to ten years of age, in the schools. The money appropriated for this purpose has been otherwise, and we have no doubt, more usefully applied. A scientific course of gymnastic exercises, which should include marching, carriage, etc., should be deemed indispensable, and commenced at a very early age in the public schools, but the sooner the inculcation of the war spirit by the mimicry of military evolutions and uniforms is abolished, in the case of school children, the better for the future of civilization.

PRESIDENT WHITE, in his article in the August *Atlantic*, says that "good examination results do not always prove that the training of the children examined has been of the best kind." This, we should say, "depends." It requires definition and limitation. What is meant by "good examination results." Can there be "good examination results" without good examination questions, that is, such questions as test not the tenacity of the child's memory, but the breadth of his comprehension and the clearness of his thinking. May we not safely affirm that good examination results, secured by the right kind of examination questions,—and there can be no really good results apart from such questions—do always show that the training of the children has been of the right kind?

REFERRING to the vexed question of athletics, in its relation to Harvard University life, some

one has proposed that the authorities of the University should take up the subject of sports and make this branch of manly development a recognized part of college duties. The Boston *Courier* urges that this plan, which was mooted in jest, should be adopted in earnest, and points out that Harvard has an excellent opportunity to lead in the matter. The practice of the ancient Greeks, the most intellectual of peoples, might certainly be quoted as a precedent for the innovation. If, with this new departure there could be coupled, as the *Courier* suggests, "the utmost severity in regard to betting, and any tendency to a dishonest spirit," there would be unquestionably a good deal to be said in its favor. Might not the plan be worth trying in secondary schools?

TEACHERS, in these days of discovery and colonizing enterprise, will find some pains necessary in order to keep themselves abreast of the progress of political and commercial geography. An English Captain Wiggins has lately accomplished the feat of passing through the Straits of Kara, which separate the western point of Nova Zembla from the Russian mainland, and have hitherto been supposed to be impassable by reason of perpetual ice. The passage was in this case no empty triumph, as Captain Wiggins sailed eastward to the mouth of the river Yenisei, and then up that mighty river for a distance of two thousand miles, landing his miscellaneous cargo at the town of Yeniseik, in the very heart of Asia, and only a short distance from the Chinese frontier. The people gazed on the ship with wonder, as if it had come from the clouds.

PROFESSOR CARPMAEL, of the Dominion Meteorological Service, in his lecture before the Provincial Teachers' Association on the "New Time Notation," suggested that teachers should make their pupils familiar with the new system, as it is clearly only a question of time when it will come into general use. It is already employed on the Intercolonial Railroad, and on the Canadian Pacific west of Port Arthur. Everybody knows that the interchange of "a.m." and "p.m." is one of the chief causes of mistake and perplexity in reading railway time tables. The twenty-four o'clock system entirely obviates this difficulty. The new system is extremely simple. The day commences immediately after midnight, and goes on to 24 o'clock, the next midnight. The chief inconvenience would be the necessity of having all our clocks and

watches supplied with new dial plates. By drawing a 1-24 dial on the blackboard the coming change may be readily explained to children.

THE appointment of Mr. Thomas Shaw to the vacancy on the staff of the Agricultural College at Guelph, caused by the resignation of Professor Brown, meets, we believe, with very general approval. Mr. Shaw is widely and favorably known among the farmers of Canada. Mr. Shaw began life, we learn, as a public school teacher, and proved himself an able and successful instructor of the young. He afterwards devoted himself with enthusiasm to practical farming, wisely keeping up his studies, and improving himself in both knowledge and culture by extended and careful reading. His contributions to the *Live Stock Journal*, of which he was the founder and for some years the editor, were marked by ability and won success for the *Journal*. Mr. Shaw has rendered excellent service to Canadian agriculture by his activity and energy in organizing Farmers' Institutes, and in other ways promoting the interests of the farmers of Ontario. Those teachers who had the opportunity of listening to Professor Shaw's excellent address at the late Association in Toronto will have no doubt of the wisdom of his selection for the chair he is to occupy.

THE authorities and friends of the University of Toronto are to be congratulated on the prospect of a happy settlement of the difficulties which have arisen between the Governors of the University and the City of Toronto, in reference to alleged violations of the terms of lease under which the City has been long enjoying the use of Queen's Park and other valuable property belonging to the University. There is now every probability that the difficulty will be finally settled on the basis of an offer which has been made on behalf of the City Council, by which the Council undertakes to endow two chairs in the University, at an annual cost of \$3000 each. This act of justice will enable the University to strengthen very materially its teaching staff, and to add to its curriculum departments of instruction which are much needed in order to place it in the foremost rank of American institutions of learning. We cannot refrain from suggesting that an admirable opportunity will be thus offered for supplying the great lack in the department of English classics, of which the High School masters so justly complain.

AMONGST the valuable recommendations made by the High School section of the Provincial Teachers' Association, at its recent meeting, was one to the effect that the English literature to be read for the Junior Matriculation and First Examinations of the Provincial University should, with the exception of Shakespeare's plays, be selected from authors of the nineteenth and latter part of the eighteenth centuries, exclusively.

It is to be hoped that the opinion of those so well qualified to judge may have due weight with the University Senate. The principle underlying the recommendation is sound. The course proposed is strictly in harmony with the inductive methods which are more and more prevailing in all the better classes of educational institutions. It would make the study of literature a proceeding from the known to the unknown, and so a true educational process. The same method should be pursued in History. Commencing from the present and working backward, the student is kept constantly in touch with that which is understood and familiar. Instead of being bewildered by a headlong plunge, all unprepared, into a distant past whose ways are all strange and uncouth, he is led gradually backward and introduced to the life and thought of remote ages at a stage of intellectual progress which fits him to comprehend and analyze and generalize, and so to reap both enjoyment and profit from the exercise.

THE current number of the *Canada Law Journal* has a thoughtful article on the subject of Legal Education. The writer very justly holds that there is reason for "shame-faced regret" in the fact that while the requirements for entrance to nearly all the various professions and callings have been very greatly extended within the last few years, there has been no corresponding advance in the requirements for entrance for students-at-law. The knowledge required to pass the primary law examination is still exceedingly meagre. For instance, three or four months of cramming at a High School often supplies all the Latin required for entrance into this "learned profession." After pointing out the insufficiency of the lecture system that has been in vogue, to meet the wants of these immature minds, even if they attended the lectures, which as a rule they do not, the writer discusses and generally approves the scheme for the establishment of the proposed Law Faculty, in connection with Toronto University, though some serious objections are allowed their full force. But, while convinced that in the co-operation of the University and the Law Society is to be found the true solution of the problem of legal education, the *Law Journal* suggests that in the meantime the greatest service that the Law Society could render to legal education would be to abolish its primary examination, "always a slipshod and superficial one," and exact in lieu of it evidence that the candidate for admission had passed the First Year examination in one of our Universities. The suggestion is reasonable. The standard of a First Year examination is surely low enough, in all conscience, to guard the entrance to what should be one of the most learned of the learned professions.

EMBARK in no enterprise which you cannot submit to the test of prayer.—*H. Ballou*.

LET another man praise thee, and not thine own mouth; a stranger and not thine own lips.—*Bible*.

Educational Thought.

FEELING is the mainspring of action. Elementary education in right feeling, and the consequent willing; in the idea and love of health, beauty in life and art, truth, honor, virtue, and piety, can be very largely informal and incidental. That is, it need not be a separate text-book study. Every teacher, or other person known to the pupil, in whom right feeling and good willing are seen to exist, is an object lesson in the points here named; while, as already shown with respect to other subjects, much can be accomplished in moral instruction in connection with the reading lessons.—*Prof. S. E. Warren in Forum for August*.

THE ancient Persian, in the day when he was hero and conquerer, summed up the education of youth in the triple teaching, to speak the truth, to be fearless, and to be a skillful archer. In one sense only do we moderns honor the example, and then only metaphorically. We are adepts in drawing the long bow. Cut many of the fairest fruits of civilization open, and you will find the lie coiled like a worm at the core. Sometimes, indeed, it has helped the mellowing, for deceit has a function in some of the glittering and attractive sides of culture. The so-called amenities of life cling to the lie as a convenient lubricant. Grinding competition in all lines of trade and commerce tempts the constant manipulation of the lie in some of its forms. The lie of the lawyer is almost a necessity of professional ethics. The harness of the politician and diplomat would gall most grievously without this padding. The journalist, when need be, lies, because he finds his vocation and profit in amusing the public, fond of extravagant and sensational stories. The man of society—but why multiply examples? Of course the self-respecting liar sugar-coats the fact with euphemism, and is prompt to resent the charge. Disgrace consists not in the lie, but in the exposure. Naked veracity is the most unfashionable of virtues. Generally the liar and the coward are bound together in the self-same calfskin. If courage exists, it is more apt to be the lower form of physical courage. The habit of truth is always conjoined with moral courage, even if not always concomitant with fighting "grit." In any case it raises natural courage to its *n*th power, be it great or small. The redeeming feature of the English public schools, brutal as they are, is that a liar is instantly tabooed and exiled by his mates. So at West Point, the cadet caught in a lie is promptly and permanently cut by his class. Truth and courage are thus recognized as Siamese twins, each necessary to the other. Montaigne recognized this in his celebrated definition of the lie as courage toward God, and cowardice toward man.

Untruthfulness with its sequence of moral cowardice is the most prolific source of the corruption of the age. It should be strangled where Hercules strangled the serpents, in the cradle. Trained at home to love truth with a passionate reverence, the child, blossoming into youth and manhood, consecrates the idol on a shrine in the *penetralia* of his being. In the beautiful words of Sir Henry Wotton:

"This man is freed from servile bands
Of hopes to rise or fears to fall;
Lord of himself, if not of lands,
And having nothing, yet hath all."

There is hardly a social or a public evil that would not shrivel to its minimum before this sun-like force. Why such hair-splitting over the niceties of intellectual training, with the infinitely more important need crying to us? Train the child, all children up to manhood, to be unflinching truth-tellers. Then will the *pou sto* have been found, and the millennium be near at hand. Truth-tellers are instinctively truth-seekers. Intellectual education will be quickened to ends undreamed of now. Mephistophiles, the Goethean demon, who is the spirit of dissent, denial, skepticism, the deification of the sneer, belongs to the small fry of hell beside his great Suzerain, the Father of Lies.—*G. T. Ferris, in the North Am. Review*.

TIME past and time to come are not;
Time present is our only lot;
O God! henceforth our hearts incline
To seek no other love than thine.

—*Montgomery*.

Special Papers.

*PROMOTION EXAMINATIONS.

BY H. M. HICKS.

Most of the teachers present will either have attended, or heard described, an old-time examination in a rural school, at which the assembled parents and friends of the pupils were made to stare by the superior knowledge and fluency of the children; and also to congratulate themselves on having so wonderful a teacher, and one so well able "to get the young uns on good." Some of us know that in many cases this knowledge and fluency had been developed by a special course of daily exercise for a month or so on these self-same questions. Many of us know, too, the nature of question and answer,—“What is a river?” “A large and long stream of running water.” “What is a noun?” “Name, person, place, thing.” “Parse ‘knife.’” “Com’n noun, noot’ gender, third person, sing’l’r number, nom’ve case to the verb ‘cuts.’” Such slipshod, *go-as-you-please* answers are still very common where only oral tests of knowledge are applied.

In connection with such an examination a large number of promotions would take place, especially if the teacher were leaving the school; and then his successor would find a motley group in each class, and would, at will, either struggle with the pupils as they were, turn the poorer ones back, or promote the better ones to the next class.

“Some twenty years ago,” in a small school-house in Norfolk there was a fifth class of about twenty-five pupils—nearly half the school. Some of these were very fair readers, while others would scan the verses, emphasize the prepositions, and make a grand pause for breath before, and for rest after, each long word. Part of them were in the senior geography class, the rest in the junior, or in no class at all. Some *ciphered* in division, others in reduction, many in fractions, and the select few worked as far even as “cubic root,” as one man called it. The work of many of them amounted to scarcely more than a ‘*cipher*,’ as little attempt was made to teach or learn principles. In one thing all were about equal—each could spell off the great words of the spelling-book, such as hippopotamus, extraordinary, incomparable, and the like, though each was in blissful ignorance of the distinction in such forms as ‘pale’ and ‘pail,’ ‘ere’ and ‘e’er;’ as well as unable to write an ordinary letter without many misspelt words and ungrammatical expressions. Why all this confused mass of pupils in the class? Partly because there was no sixth class to promote into, and partly because the promoting was done by a complete system of guess-work on the part of the teacher, or of self-promotion on the part of the pupils. Many a school in the county contained such a class then, and yet a third-class of to-day would be found superior to it, if measured in these cardinal directions on the educational compass—extent of knowledge, depth of thought, ease and clearness of expression, and accuracy and neatness of composition. How has this advance been made? By a long series of short steps together with one great stride. That stride is the introduction of the uniform, written, promotion examinations.

It was long felt that something of this kind was needed. Parents found, on moving from section to section that the children were put forward or backward to suit the circumstances of the school, or the apparent whim of the teacher; and that in consequence new books were required and more or less friction experienced. The faithful teacher, on entering a new school, found before him in too many cases the herculean task of bringing order out of chaos. To promote was impossible, to submit was suicidal, and to turn back would require weeks, perhaps months of judicious and persistent effort, in order to avoid doing harm, and to win the pupils’ consent; and even then his success was more likely to be partial than complete. Teachers saw too, that parents, having no better criterion, regarded promotion as the true test of advancement; and so teachers were constantly tempted to promote pupils unfit for it, a temptation to which too many of them yielded.

For all these ills people sought a remedy. It was seen that written work is the truer and surer test of

knowledge, and so in some places competitive examinations for prizes were established. These were found unsatisfactory, as they removed teachers and pupils from home, and induced petty jealousies and a spirit of rivalry; so they were abandoned. What next? Well, invention is the daughter of necessity, you know, and so after many temporary failures, some fertile brain evolved the idea at present carried out—that of promoting only after a systematic, uniform, written test in each subject required in the form from which a pupil is promoted. Blessings on the head of the inventor, and of those who have introduced, and so far perfected, these examinations, which have done so much to unify and to elevate our schools.

From the first, the promotion examinations have been doing good. At once the pupils felt that a definite standard must be reached, and felt too, that that standard was likely to be higher than that before set up. The constant raising of the standard, and tightening of the reins, has had a good effect in keeping up this idea. The teacher, too, found the pupils more ambitious for work, and less inclined to ask for promotion. The teacher had an additional incentive to interest both himself and the pupils in the work of the session. As time has advanced, we have, directly and indirectly, reaped many advantages from these examinations. The classification has become far better and more in harmony with the work as laid down in the limit for the various forms. With the same effort the teacher can accomplish more in each class, because of the more uniform mental capacity of the pupils of the class. Competition in a class is a very important element of success, and it can do its proper work only in a school thoroughly classified. In fact no school is prepared for genuine work without thorough classification, no proper classification can well be made without a searching written examination, and no written examination can be better than that which has for its examiners the best among the teacher’s equals. These principles have long been recognized in our higher institutions of learning, and their recognition in our public school promotion is bearing good fruit. And there is no reason why they should not be recognized in the public school, unless the teacher be possessed of a spirit of divination which is denied to the high school master and the professor. The examinations have promoted education with us in each of the cardinal directions indicated above.

In extent of knowledge.—Till lately nearly all pupils in the third form omitted one or more of the four subjects, Grammar, History, Geography, and Drawing, and pupils in the second and fourth forms did the same to a greater or less extent; now it is the rule rather than the exception that all take all the subjects of the form. Of course as time passes on, the exceptions become less and less; and thus we gain a decided advantage both in possession and in prospect.

In the depth of thought.—It is a well-known fact that every examiner runs sooner or later into a perceptible groove, so that a person, by knowing the examiner, can forecast, to a greater or less extent, the nature of the questions to be given in an examination. Now, when a pupil knows that promotion depends upon answering properly the questions of a stranger, he will be better prepared on all points than if he has to answer only the questions set by his teacher whose peculiar style he already knows. He must think for himself more, and so he more fully absorbs the essence of the work in hand.

In ease and clearness of expression.—The true examiner takes nothing for granted. He gives credit for nothing but what is clearly stated. This clearness can be developed only by the pupil’s constant oversight and criticism. These will induce that ease which is born only of work and thought.

“True ease in writing comes by art, not chance. As those move easiest who have learned to dance.”

In accuracy and neatness of composition.—The teacher is impelled to be more careful and definite in planning the work of each session, more concise in teaching what he undertakes, more exacting as to the answers given by a pupil; and all because other eyes may deliberately scan the blunders he condones, and other minds may easily judge as to the neatness or the work he turns out.

In thinking over this question we concluded to give a faithful word-picture of each advantage, and each disadvantage connected with it; and so we

captured a large number of specimens of each, and locked them up in an inner chamber to await our pleasure. We first disposed of the advantages, some of which were photographed, and others allowed to escape; then turning our attention to the disadvantages we had just brought our camera to bear full upon them, when they vanished through the solid wall, and so we concluded they were only ghosts after all. Indeed, we are quite sure of this, for some persons have been frightened by them.

And now, since we have this examination with us, not, we trust, as a sojourner, but as a permanent friend, we take the liberty of a true friend to discuss, in a friendly, prosy way, some improvements in his character.

We gladly note the good effect of changes made within the past year. It is much better to have the work in history limited, as at present, to certain subjects; and to have each subject of the form written on as far as possible. But it is too hard for young pupils to write continuously for three days as at present, and we suggest that the work for them be limited to four hours’ writing a day; and this could be done either by shortening the work on each paper, or by extending the examination over four or even five days. We are thankful to the high school masters for past favors, but think that for the future all the examiners should be public school men. These are of course inferior in education to the high school teachers, but they are more in touch with the wants of the pupils, and better able to appreciate the small difference in the capacity of pupils in the various forms. They have already shown themselves fully equal to the tasks imposed upon the examiners. Two examiners should be appointed for each subject, and the whole body of examiners should be expected to see that all the questions are within the prescribed limits, and none of them unduly severe. Not more than two marks should be deducted for each misspelt word on the spelling paper. Ten marks should be allowed for neatness on each paper, and one mark deducted for each mistake in spelling and syntax. Each pupil should have a full set of papers, as in the higher examinations. This would make the work of writing much easier and more satisfactory to the pupils, and would give the school the benefit of the teacher’s attention at a time when it is greatly needed. The best paper for the pupil to use is foolscap, and the teacher should cut each half-sheet across the middle, since the quarter-sheet answers every purpose, and will be kept much neater than a large half-sheet well could be. After writing a page the pupil should fold the paper once across—that is, so that the crease shall run from top to bottom—and then carefully write on the *front*, the name, subject, etc., and also fasten together, all the answers to one paper so that none may go astray. These examinations have become so popular with us that nearly every teacher in the county uses them, and nearly every school-board furnishes pupils with paper for them. But since they are so useful, and since a few teachers and school-boards still shirk them, it would be well to have them made legal and necessary for promotion in those counties in which the Teachers’ Association arranges for their adoption; so that funds may be forthcoming for their management.

In order to introduce and perfect any such improvement as these examinations furnish, and also to ensure their highest success and usefulness, we need a good supply of two prime qualities—enthusiasm and criticism. Of these the former is said to be greater, and this we grant since it initiates and carries forward, since it furnishes the motive power by which reform or improvement is carried on. But criticism is scarcely less important, as it is the balance wheel by which this motive power is steadied and preserved. Enthusiasm is the force centrifugal which would at any time make us go off at a tangent.

[NOTE.—We are sorry to find that the last sheet of MS. of the foregoing article has been lost or mislaid, and we are obliged to terminate it thus abruptly.—ED.]

THE ten largest cities in the world, with the number of inhabitants of each, are:—London, 4,149,533; Paris, 2,344,550; New York, 1,520,066; Berlin, 1,206,577; Vienna, 1,103,857; Philadelphia, 1,043,698; St. Petersburg, 929,100; Tokio, 902,837; Constantinople, 873,565; Calcutta, 871,504.

English.

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

TEST PAPERS IN ENGLISH LITERATURE.

BY N. O. T.

ENTRANCE EXAMINATION.

"THE DESERTED VILLAGE."

1. TELL what subject is treated by each paragraph.

2. Give in your own words the portrait of the village preacher.

3. Quote portions of the piece showing the poet's (1) sympathy for the suffering of others; (2) quickness to perceive surroundings; (3) humorous character.

4. Explain: village of the plain, seats of my youth, the decent church, the swain responsive, sought the shade, passing rich, doctrines fashioned to the varying hour, claimed kindred there, forgot their vices in their woe, the reverend champion stood, unprofitably gay, terms and tides presage.

5. *Labouring swain, smiling spring, blooms delayed, loitered o'er thy green, neighboring hill, mingling notes, sober herd, filled each pause, the place disclose, seek for power, chid their wanderings, faults to scan, fond endearment, allured to brighter worlds, anguish fled the struggling soul, awful form, leaves the storm, skilled to rule, in arguing too.* Substitute for the preceding italicized words the following, and state which you prefer and why: *Working, laughing, remained, lingered, adjacent, mixed, quiet, completed, reveal, search, scolded, sins, kind, coaxed, grief, dreadful, tempest, govern, debating.*

6. Expand the following; *labouring swain, talking age, village murmur, he chid their wanderings, kindly bade to stay, talked the night away, tales of sorrow done, leaned to virtue's side, had rest in heaven, stern to view, in his morning face, even though vanquished he could argue still.*

7. What is the relation of the italicized words: *Where health and plenty cheered, the busy mill, for talking age, bayed the whispering wind, passing rich, unskilful he to fawn, bent to raise, had his claims allowed, talked the night away, the good man learned to glow, thus to relieve the wretched was his pride, who came to scoff remained to pray, midway leaves the storm, unprofitably gay, full well the busy whisper, even the story ran, still where many a garden-flower grows wild?*

FOR THIRD CLASS EXAMINATION.

"DAFFODILS."

1. WHAT is the main thought of this piece? Whether is this thought enforced suggestively or explicitly?

2. What aesthetic qualities of style are chiefly noticeable in this poem?

3. *Daffodils, weep, hastening, stay, meet, decay, pearls.* Discuss the effect of substituting for the preceding words the following: *Roses, mourn, declining, remain, encounter, death, diamonds.*

4. Examine into the appropriateness of use, and develop the meaning, of *fair, early-rising, hastening, as short as spring, summer's, morning's.*

5. Criticise the poem as to the use of imagery and figure.

6. Examine the poem as to versification.

SECOND CLASS.

"THE LAY OF THE LAST MINSTREL."

CANTO I.

1. Discuss the *Introduction* as to function, and indicate by paragraph headings the office of its various parts.

2. "He meetly stabled his steed in hall
And sought the convent's lowly wall."

State whether in your opinion this ending of Canto I. is sufficiently exciting to the interest and curiosity of the reader.

3. Outline the growth of the plot in Canto I., noting how Scott heightens the effect by *picture, contrast, the use of the pathetic and of the humorous.*

4. In what sense is stanza viii. expected to be read? Would the removal of the stanza improve the poem?

5. Explain the meaning of *by word and by spell, tables were drawn, to bower from stall, Slogan's deadly yell, mortal jar, mortal frame, their morris pacing.*

6. Give the meaning, and explain any allusions of *Teviot-stone, corslet-laced, merry Carlisle, his patron's cross, and trampled the apostate's pride, he learned the art in Padua far beyond the sea.*

7. Describe in your own words, as vividly as possible, the scene at the grave of the wizard at midnight.

NOTES ON ENTRANCE LITERATURE.

FROM "THE DESERTED VILLAGE."

BY MONA.

(MONA is but a public school teacher, and does not pretend to know more than his fellow teachers. The object of these notes is to elicit criticism, ideas, questions, etc., from all interested in Entrance Examinations. Many hands make light work. If "Mona" neglects, omits, or otherwise underrates selections, please speak and let the JOURNAL readers have your ideas.)

PLAN OF WORK.

As an introduction to this lesson require a map of Ireland from the pupils, marking the position of Auburn (Lissoy, Westmeath county, Leinster Province.) If time permits, read *The Deserted Village* to the class; if not, merely tell the story, interest them in the genial author by stories from his life, and direct them to the comparison with his contemporaries—Addison and Pope—which is found in our Readers. All this is well in itself. To lure the pupil to the beauties of literature must be the first task of any teacher. He must lead the way, try each art, reprove each dull delay, but should not do the learning as well as the teaching. The lesson naturally divides itself into three parts: (1) *The Village*, (2) *The Preacher*, (3) *The Teacher*. These may be sub-divided, and when the lesson is fully understood the pupil should be allowed to state the substance in his own words. By consulting the curriculum many a composition lesson may be given, in changing the voice, expanding a word, phrase, or clause; contracting, combining, separating, rewriting, restating, etc.

Substituting equivalents is a very important stage here, first, a word for a word; second, a phrase for a phrase; third, a clause for a clause; fourth, sentences for sentences. A number of such exercises are to be found in the grammar, and may be continued with much profit in the literature class.

NOTES.

1. Note: "smiling spring," "lovely bowers," "humble happiness," "every charm," "talking age," etc. Goldsmith had a wonderful command of language and uses it to the best advantage. Ask the pupils individually to select a subject for each separate stanza. Then assist them to choose the most appropriate.

2. Note the "mingling notes," "responsive swain," "sober herd," "noisy geese," "playful children," "watch dog." These pleasant sounds, dear to every lover of nature, mingled in sweet confusion heightened by the nightingale's songs. See page 59 of the grammar for rules referring to "hawthorn, never-failing, watch-dog, garden flower."

3. "Copse," a hedge of green, likely thorny. Note contrast between "garden" and "wild." "Modest mansion"—explain figure. Have pupils find more such examples.

"Passing rich." "Passing," in the sense of surpassing, exceeding. Compare Shakespeare's "passing strange," Milton's "passing fair," etc. "Godly race." Have pupils examine this and similar adjectives, comparing with others.

Distinguish between "vice and woe," "pity" and "charity."

4. Explain fully "duty," and distinguish from other words having similar meanings.

Page 82, first four lines, contains a beautiful simile. See page 150 of the P. S. Grammar. Continue the exercise.

5. This can be best explained by a paraphrase:

The good man, called to the bedside of the dying, defied and dismayed the grim monster death, comforted and consoled the dying sinner, till the fears of death were overcome.

6. "Truth prevailed with double sway," because he practised what he preached. "Rustic ran." Note the alliteration, and ask what the running indicated on the part of the rustic. "Heart, love, grief." Are these not serious?

The pupils will readily see the grandeur of the metaphor, and with some attention will feel its poetic effect. A paraphrase of the figure will test their comprehension of the comparison.

7. The pupils will tell whether this is a correct word-picture. Why "unprofitably gay?" Let each pupil write a description of the village master. "Tide." This refers to time, as in, noontide, Eastertide, etc. "Terms," as required in law. See page 338 of Reader. What word should be emphasized in the third line before the last?

Show by quotations that Goldsmith is "dignified, brilliant, and graceful." Quote lines to show his "power to move the passions." What particular lines indicate his "loftiness," etc.

Teachers' Miscellany.

SCHOOL-ROOM HINTS.

AT a history class, last winter, I found a hint on school discipline. The passage that gave me the suggestion was this:—"The people are best governed, where there is the least outward show of government." It seems to me if we change the word people to pupils, we have an excellent thought for the school-room. A little pleasant attention shown to a rough boy, who has had little experience of kindness, and who, we might think from his outward appearance, would be incapable of regard for his teacher, has sometimes a happy effect. I had an amusing illustration of this, a short time ago, at the State primary school, where I was teaching. Many of the boys there are boys whose early associations have not only been almost entirely without refining influences, but have been an education in evil. A large, rough boy came into school one afternoon, evidently the embodiment of ill-nature. The exercise that day was letter-writing. He did not seem inclined to begin his work. I did not appear to notice his idleness or crossness, but called him by name and asked: "Wouldn't you like to sit at my desk by me to-day to write your letter?" Strange as it may seem, this simple device banished, for the time, his ill-nature, and secured a good afternoon's work. He even wished to write at recess, which at this school is an intermission of half an hour. Children, in public schools, too often come from homes where they suffer too much, rather than too little, attention, but possibly there may occasionally be a child, like my poor State primary boy, who can be allured into doing his best, by the privilege of sitting beside his teacher for a few hours and sharing her desk. —Evelyn S. Foster.

LANGUAGE TRAINING.

Paraphrasing.—In connection with the reading, the higher grade pupils may, with profit, occasionally write out the substance of a difficult piece of prose or poetry. It will not be necessary to rely upon the memory to do this, but, with the book before the pupil, he may freely translate the essay or poem, being more careful to preserve its sense than its letter. Besides directly assisting him in composition, such an exercise will lead him to understand many expressions which he might otherwise pass by.

Letter-Writing.—The writing of letters of one form or another should occupy the attention of all grades of pupils. The proper form of dating, addressing, subscribing, folding, and directing letters should be taught as early as possible, and afterwards attention should be given to the body of the letter. The good letter-writer, like the good talker, has something to say, and says it in a direct and natural way. At first it may be necessary to give to the children some hints of what they should say in a letter. For example, the teacher may say,

"Suppose you write a letter inviting your cousin, whom you may call John or Mary, to come to see you for a week during your next vacation. Tell him or her when your vacation is, and then what you could do to entertain yourselves." Similar instructions may have to be given to the children in the second or third year in school; but as soon as may be, lead the children to compose their letters without help; encourage in all possible ways originality of thought and naturalness of expression. Imaginary journeys and visits may be described in letters to friends at home, thus bringing in what has been learned in geography and history. Letters descriptive of familiar scenes may be written to distant friends, and the story of their own experience in vacation time be given in familiar letters to each other. In these and other ways the teacher will encourage the pupils to write good, naturally expressed, and original letters, being careful not to tell too much on the one hand, and not to discourage by too little assistance on the other.

In addition to letters of friendship, pupils in the higher grades should give attention to writing business letters of all kinds. Ask your pupils to write letters applying for board or a situation, or giving an order for goods. Cut out advertisements from the column of "wants," and give one to each pupil to answer in a proper way.

Business Forms and Notices.—Before leaving school, pupils should be able to write in proper form ordinary business papers, such as notes, receipts, orders, bills, and notices of all kinds. Let them practise in writing notices advertising a lecture or a concert, an auction sale, or a private sale of goods of any kind, the loss of a dog or the finding of a pocket book. For practice in condensation, the writing of telegrams is useful, in which the most is to be said in the fewest words.

The composing of items of news for the newspaper is both interesting and instructive practice. It may do no harm to have the pupils sometimes see the result of their efforts in print. A fire or an accident, or any other event which has occurred in the neighborhood, may be described by the pupils, with the understanding that the best description will be sent to the local newspaper for insertion. They should be taught that a plain, direct statement of facts is to be preferred to the extravagant expressions which are so frequently found in newspapers.—*Prince.*

Correspondence.

AN EXAMINATION GRIEVANCE.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—In the last curriculum issued by the department, I find that the book to be used in studying botany, is Spotton's edition of 1888. Last Christmas I sent to Toronto for it, not being able to get it here. It was not then ready, and I got the old edition. In it Cryptogams are passed over with a few remarks on ferns. In the last examination two-thirds of the Botany paper was upon cryptogams. If the department authorize a book, and intend to have questions set out of it, they should see that it is issued at least a year before the examination.

The first question in the Geography paper was most unfair, I think. I don't suppose one student in Ontario ever thought that one-third of the questions would be on two insignificant counties in England. I was told that the answers to some of the Algebra questions are not to be found in Todhunter's. Should not all the questions be set from the authorized books? If it is to keep down the supply of teachers that is aimed at, some fairer way of doing it might be found. If the examiners keep on as they have begun, they will have great success, but I'm afraid the teachers will be learned pedagogues who have no sympathy with child nature.

When will the new book on Zoology be published? Next spring, I suppose. R. O. S.

HONEY catches more flies than vinegar.

LITERATURE is the immortality of speech.—*Willmott.*

IT is as important how the children learn as what they learn.—*Dr. Mayo.*

Question Drawer.

No notice will be taken of any question unless accompanied with the real name and address of the inquirer.

(a) WHAT subjects are required for First Class Certificate, grade C? (b) What Literature is prescribed for the examinations in July next, 1889? (First Class.) (c) What are the Literature lessons for Entrance work for the Christmas examination?—H. G.

[[a) Candidates for First Class Non-Professional Certificates, Grade C, will be examined in the following subjects:—

1. English Grammar and Philology—Honor Matriculation.
 2. Composition—Pass Matriculation.
 3. Literature—Honor Matriculation.
 4. History and Geography "
 5. Algebra, "
 6. Geometry, "
 7. Trigonometry, "
 8. Latin and Greek, "
- or
French and German, } Honor
or } Matriculation.
Chemistry and Biology.

(b) Shakespeare's "As You Like It."

(c) See advertising columns.]

1. Is it compulsory for a Third Class Professional teacher to pass the Professional or Non-Professional Second Class Examination before he can attain the standing of First Class Professional?
2. What text-books are recommended in the preparation of history and ancient geography for matriculation?—D. S. M.

[1. No. There is nothing to that effect in the Regulations. 2. We are not aware that any recommendations are made by the University. Those authorized for High Schools will cover the ground.]

["ENQUIRER" had better address the Registrar of Toronto University for the information asked in respect to the Civil Engineering course.]

[C. F. W. will find answer to first question in advertising columns. Any bookseller would, no doubt, order for you the Directory of Winnipeg. Probably it would have to be ordered from Winnipeg.]

[H. L. Write to G. Bengough, 36 King St. E., Toronto, for information about copying pad.]

Educational Notes and News.

APROPOS the subject of mixed metaphors, the following sample, from a late number of the *Springfield Republican*, is not bad: "It (the Chicago Convention) broke new ground, and failed to strike a chord."

THE highest classical honor in the London University has this year for the first time fallen to a woman, Miss Mary Louisa Worley, of Girton College, who gained the gold medal for classics at the annual examination for the M.A. degree.

AN American exchange, opposed to co-education, says, in reference to the colleges which admit both sexes: "Women are almost always treated with greater favor than the male students, and are never so closely watched during examinations." Possibly they do not need so much watching. But we scarcely think the gallantry of examiners often carries so far. One could almost suspect that the complainant was smarting under some defeat by a fair girl student.

It appears from a report read during the recent exhibition of the "Home Arts and Industries Association" at London, that upwards of 4,000 children are now being taught in nearly 300 classes chiefly by volunteer teachers. An interesting exhibit of the work done in these classes was a feature of the exhibition. Drawing, cabinet-making, wood-carving, and *repoussé* work in brass and copper, were among the branches of industrial education represented.

THE first step has been taken by the University of Oxford toward a change which has long been certain. The Congregation has passed without opposition the preamble of a statute which will admit women to compete for honors in the final classical examination. Female candidates will not be present in the room in which male candidates assemble. They will have the same questions set them, and the same time to answer them in. According to their work, they will be arranged in classes exactly corresponding to the classes of their male contemporaries.

ENCOURAGE discussion in your classes, but beware of training pupils to talk and say nothing. If a pupil is talking for talk's sake, or not talking to the point, shut him off without hesitation. Lack of faithfulness in this particular will breed a wretched "gift of gab," which is worse than stupid silence. But be patient. Pupils can only learn to talk by talking. It is infinitely easier to shut them up than to open them up. A certain amount of looseness and inappropriateness of expression must be expected and tolerated. In their first efforts, pupils should be given great freedom and the tongue of criticism should be closely tied, except for praise. When about to condemn your pupils for failure to express what you wish, try to say it yourself and let them criticize you.—*Normal Exponent.*

WE regret to see the announcement that the Baltimore and Ohio Railroad Company's failure to pay dividends on its common stock has seriously embarrassed the Johns Hopkins University. The hospital buildings, though nearly completed, cannot be finished; expenses must be cut down to the lowest possible limit; tuition fees for the term beginning in October have been raised, and will hereafter be required of the fellows as well as the other students, thus practically reducing the \$500 fellowships to \$375; the eighteen honorary scholarships hitherto awarded each year to the undergraduate students, will be cut down to six. Should the next dividend be passed, it will be necessary to cut down the expenses of the professors. This is heroic economy, and it is a great pity that the work of such an institution should be thus crippled.—*Ex.*

AS an example of mixed metaphors, the following from a recent discourse on the affairs of a railway company is worthy of record:—"To-day those unhappy but bewildered shareholders meet again to hatch out their addled egg. They have got to decide how they will have their omelette cooked—whether plain, or savory, or with cheese. The directors have, with characteristic consideration, prepared for them a three-pronged fork to sit on. A ballot is to be taken as to which prong a majority of shareholders wish to be hung up on. It amuses us to think how easy it still is to draw shareholders after a red herring. If the latter knew one-half of the risks which threaten them it is doubtful if they would let themselves be amused, as they are going to be to-day—blowing soap-bubbles to float their shares upon." Shareholders hung up on the prong of a fork, hatching out an addled egg for their omelette, and floating their shares upon soap-bubbles, must have been a sight worth going to see.—*Belfast Telegraph.*

WE have in previous numbers described the great Lick telescope, which was a few weeks ago put into position in the observatory at Mount Hamilton, California, and the expectations and hopes excited in connection with it. Professor Holden, the manager, has recently published an interesting report of the first five weeks' observations, which, though cautiously worded, indicates that the scientific world will not be disappointed. In the *San Francisco Bulletin* of August 6, Prof. George Davidson, who had visited the observatory, says:—"Some of the discoveries they have made are, in fact, so novel and wonderful that Prof. Holden and his corps of assistants are really timid about announcing them to the world until they are entirely satisfied that they really do exist and are not illusions of some sort. Important discoveries have been made in all of the departments—nebulae, double stars, planets, etc., and questions which have been subjects of doubt and speculation for generations have been entirely put at rest and accounted for. The telescope exceeds my most extravagant hopes and imaginations." The power of the telescope may be divined when it is said that its total length is thirty-six feet.

Examination Papers.

UNIVERSITY OF TORONTO. ANNUAL EXAMINATIONS, 1888.

JUNIOR MATRICULATION.

FACULTY OF ARTS.

HISTORY AND GEOGRAPHY.

PASS.

Examiner—T. ARNOLD HAULTAIN, M.A.

NOTE.—Candidates for scholarships will answer questions 1 to 9A, inclusive; all other candidates may substitute for 7A, 8A, 9A, questions 7B, 8B, 9B, respectively.

1. Write a short biographical sketch of Cimon, or of Alcibiades; and of L. Cornelius Sulla, or of Octavianus up to the time of his return to Rome from the East (B.C. 29).

2. What and where were Naxos, Eubœa, Numidia, Actium?

3. Distinguish between Isothermal, Isotheral, Isochiminal Lines.

How is the direction of Isothermal Lines generally determined?

4. Name the more important exports of France, Italy, and Spain and Portugal.

5. Is Sault Ste. Marie, in your opinion, well or ill situated for a great commercial centre? Give full reasons for your answer.

6. Draw a map of New Brunswick, Prince Edward Island, and Nova Scotia, indicating the important bays, capes, towns, and rivers.

7a. Remark on the progress made by British industry during the eighteenth century; touching on population, wealth, agriculture, important branches of trades and manufactures, means of communication and transport, inventions, and discoveries.

8a. Write short notes on the National Debt, the Mutiny Act, the Riot Act.

9a. Mention the chief legislative enactments of the reign of William III., briefly explaining each.

7b. What was the condition of the English working classes in the beginning of the present century? To what influences would you be inclined to ascribe that condition?

(The candidate is reminded of the riots of the "Luddites," which occurred in 1812 and 1816.)

8b. Write short notes on "Junius," Adam Smith, John Howard.

9b. Narrate briefly the principal occurrences in the history of the Young Pretender's invasion of 1745.

EDUCATION DEPARTMENT, ONTARIO. MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

ARITHMETIC.

Examiners { J. F. WHITE.
W. H. BALLARD, M.A.

NOTE.—Only nine questions are to be attempted; of these, numbers 1, 3, 4, 6, 9, 12, must form six.

1. Simplify

$$(a) \frac{2}{3} \text{ of } \frac{1}{2} \text{ of } \frac{3}{4} - 2\frac{1}{2} \text{ of } \frac{3}{4} \text{ of } \frac{1}{2}$$

$$4\frac{1}{2} - (3\frac{1}{2} + 4\frac{1}{2}) + 3\frac{1}{2} + \frac{1}{8}$$

(b) What fraction of 365 $\frac{1}{4}$ days is 349 days, 8 hrs., 52 min., $\frac{1}{2}$ sec.?

2. A can do a work in one-half the time that B requires, B can do it in two-thirds of the time that C takes. All working together do it in 18 days. How long would it take each one separately?

3. A man got a 90 days' note for \$1360 for a lot which cost him \$1200 cash just a year before. Money 6 per cent.: find his net gain at time of sale. (Bank discount; 360 days to a year; no days of grace.)

4. Bought 78ac. 3r. 15per. 7yds. 1ft. 9in. of land at \$80 per acre; sold $\frac{2}{3}$ of it at \$120 per acre, and the rest at \$.005 per square foot. Find gain.

5. A number of men and women earned \$93 a day, each man getting \$2.25 and each woman \$1.50.

Had there been 6 more men and 7 more women the whole number of women would have earned the same as the whole number of men. Find the actual number of each.

6. A commission merchant receives 125 bbls. of flour from A, 150 bbls. from B, 225 bbls. from C; he finds on inspection that A's is ten per cent. better than B's, and C's is 5 $\frac{1}{2}$ per cent. better than A's. He sells the whole lot at \$7.00 per barrel, charging 4 per cent. commission. What sum must he remit to each?

7. A compound of tin and lead weighs 10 $\frac{1}{3}$ times as much as an equal bulk of water, while tin weighs 7 $\frac{1}{4}$ times, and lead 11 $\frac{3}{5}$ times as much as equal bulks of water. Find the number of pounds of each metal in 765 lbs. of the compound.

8. A bankrupt had goods worth \$7950, which, if sold at their full value, would give his creditors 81 $\frac{1}{4}$ per cent. of their claims. But $\frac{2}{3}$ of them were sold at 17 $\frac{1}{2}$ per cent. below their value, and the remainder at 23 $\frac{3}{4}$ per cent. below their value. How many cents on the dollar did his creditors realize?

9. A begins business with a capital of \$3200; after 3 months B is admitted as partner with \$2400; after three months more C is admitted with \$1600. What fraction of the year's gain should each have?

10. If it cost \$11.20 for paper for a room 25ft. 3in. long, 19ft. 9in. wide, and 12ft. high, when the paper is $\frac{3}{4}$ yds. wide, find cost of the paper per linear yard. (No allowance for doors and windows.)

11. What is the cost of polishing a cylindrical marble pillar, 2ft. 6in. in diameter and 12ft. long, at \$1.25 a square foot?

12. A square field, containing 16ac. 401 sq. yds., has a walk around it outside 12ft. in width. Find the area of the walk in yards.

JULY EXAMINATIONS, 1888.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners { J. E. HODGSON, M.A.
W. H. BALLARD, M.A.

NOTE.—Not more than six questions are to be attempted, and of these 1, 2, and 7 must be three. A maximum of five marks may be added for neatness.

1. "The humble boon was soon obtained,
The aged minstrel audience gained.
But when he reached the room of state
Where she with all her ladies sate,
Perchance he wished his boon denied;
For, when to tune his harp he tried,
His trembling hand had lost the ease
Which marks security to please,
And scenes long past of joy and pain
Came wildering o'er his aged brain—
He tried to tune his harp in vain."

(a) Point out and classify the modifying phrases in this passage.

(b) Classify and state the relation of the subordinate clauses.

(c) Parse the words printed in italics.

2. Explain the meaning of the terms *number*, *gender*, *case*, *passive voice* (or, *passive conjugation*) *old* (or, *strong*) *conjugation*. Illustrate your answer by examples from the passage in 1.

3. Select, from the passage four words, each of which may be used as more than one part of speech. Form sentences in illustration, and name the part of speech in each case.

4. Name the qualities indicated by the following adjectives:—*humble*, *uneven*, *stupid*, *cleanly*, *royal*, *stingy*, *strong*, *rapid*, *abundant*, *busy*, *intrepid*, *deceptive*.

5. Form words from each of the following to indicate (a) an agent or doer, (b) the result of the action implied by the verb:—*jump*, *act*, *reside*, *deposited*, *worship*, *transcribe*, *strike*, *destroy*.

6. Write out in full the various forms of the present tense (active) of the verb *wed*, and explain the difference in meaning of these forms.

7. Re-write five of the following sentences, making such corrections as you think necessary:—

(a) He that promises too much do not trust.

(b) Who wrote Jacks the giants-killers exploits?

(c) John as well as his brother were clerks in the shop.

(d) The richer of the three brothers is the less generous.

(e) He is so through conceited that he don't care for nobody's opinion.

(f) I will ask my mother if I can go and play.

(g) Looking out of the window a cat was seen going to catch a sparrow on the lawn.

School-Room Methods.

SEAT WORK IN LANGUAGE.

COMPLETE the following statements, using for the purpose the words on, see, Thee, have, My, is made, his, paper, at, and go:

1. paper very white and smooth.

2. We can write paper.

3. I a fan out of red paper.

4. father reads paper night.

NOTE.—The teacher will put on the board such words as the pupils need.

1. monkey a cat lived in same family, and they both great thieves.

2. One they found chestnuts roasting the

3. "Come," said the cunning, we have these for our dinner.

4. "You shall have half if will them out the fire."

5. Puss pulled nuts out, burning her very badly.

6. When she stolen every one, she turned to get share; but she found that the had eaten every

7. One evening, when oxen went to the for their supper, they found a dog asleep the hay the manger.

8. When the dog awoke and began to and, one of the oxen said, "Do you want eat this?"

9. "No," the dog; "I shouldn't think such thing."

10. "Very well, then," the ox; "we want to it, for we hungry and tired."

11. "Oh, go," growled dog, "and let me"

12. "What an, snappish fellow," the ox. "He will neither the hay himself, nor let us it."

13. Once man driving along a road.

14. Soon wheels stuck fast, and horses to stop.

15. The man very lazy, and did try to get the out the mud.

16. He a strong who was passing come and help him.—Ginn & Coady.

WOOD MEASUREMENT.

Wood cut in lengths of 4 feet is called *cord wood*. A pile of cord wood 4 feet high and 8 feet long, or equal bulk of other material, is called a *cord*. Thus a cord of wood is 8 feet by 4 feet by 4 feet, and contains 128 cubic feet. To find the number of cords in a pile of wood or bark piled in the form of a rectangular solid, find its solid contents or volume in cubic feet and divide the result by 128.

1. How many cubic feet are there in a pile of wood 8 feet long, 4 feet wide, and 4 feet high?

2. How many cords of wood are there in a pile of 16 feet long, 12 feet wide, and 6 feet high?

3. How many cords are there in a pile 100 feet long, 4 feet wide, and 5 feet high?

4. What is the value of a pile of wood 120 feet long, 16 feet wide, and 8 feet high, at \$4.50 a cord?

5. What is the value of a pile of tan-bark 120 feet long, 16 feet wide, and 12 feet high, at \$6.10 a cord?

6. A sleigh upon which 4-foot wood is piled is 12 feet long. How high should the wood be piled to make 1 $\frac{1}{2}$ cords?

7. What is the length of a cord of 2-foot wood piled 6 feet high?

8. A cord of 27-inch wood is 16 feet long; how high is it?

9. How many cords of wood can be piled into a woodshed 24 feet long, 16 feet wide, and 10 feet high?

10. A wagon is 12 feet long and $3\frac{1}{2}$ feet wide; how high must wood be built upon it to make 1 $\frac{1}{2}$ cords?

ANSWERS.—1. 128 cu. ft. 2. 9 cords. 3. 16 $\frac{3}{4}$ cords. 4. \$540. 5. \$2,470.50. 6. 4 ft. 7. 10 ft. 8 in. 8. 3 5-9 ft. 9. 30 cords. 10. 4 4-7 ft.—*Popular Educator.*

LESSONS TO DEVELOP IDEAS OF NOTATION.

First Exercise.—The teacher may dictate the numbers to be written as follows:—Write two units; write five units; four units; nine units; three units; eight units; six units; one unit; seven units.

When the pupils can readily write columns of units under each other from dictation, let them proceed to write column *c* from dictation, thus: Write one ten; write one ten and one unit; write one ten and two units; one ten and three units, etc.

Next let the pupils write from dictation column *d*, first in order, then out of order, thus: Two tens; two tens and one unit; two tens and two units; two tens and three units, etc.

Then two tens and three units; two tens and six units; two tens and nine units; two tens and four units; two tens and seven units, etc.

Second Exercise.—The writing of numbers may be continued from dictation, as in the first exercise. When the pupils can readily write in that manner any number below 100, these numbers may be dictated as follows, and the pupil required to tell how he wrote the number:—

Write twenty-four. How did you write it? "With two tens and four units." Write thirty-six. How did you write it? "With three tens and six units." Write seventeen. What did you write? "One ten and seven units."

SECOND STEP.—NUMERATION AND NOTATION.

During this step the pupils may be taught to read numbers by *units, tens, hundreds*, through three places, or the period of units, and also to write them. To lead the pupils to see that *ten tens make one hundred*, take the numeral frame, and let them count ten balls on each of ten wires. Then count the groups of ten, thus: "One ten, two tens, three tens, four tens, five tens, six tens, seven tens, eight tens, nine tens, ten tens." Then let the pupils add them by tens, thus: "Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred." Then ten tens make how many? "One hundred."

How many balls in ten tens? "One hundred balls."

Illustrate Hundreds with Bundles of Sticks.—At this stage the teacher will find the use of bundles of small sticks one of the best plans for developing the idea of hundreds in the minds of young pupils. Having provided several hundred of these small sticks, as in the exercise for illustrating *tens* in the "First Step of Numeration," and tied up some thirty or forty bundles of ten each, let the pupils count *ten* of these bundles, then tie them up in one large bundle, and call it *one hundred*. Then let them count ten more bundles, and tie them up as before, and call it *one hundred*. Placing this by the side of the first *hundred* bundle, say, Here are *two hundreds*. Proceed in the same way to count and tie up three or more bundles of a *hundred*.

Now the teacher may ask the pupils: How many sticks are there in one bundle of *ten*, or one small bundle? "Ten sticks."

How many sticks in two bundles of *ten*? "Twenty sticks."

How many sticks in five of the *tens*? "Fifty sticks."

How many of these bundles make ninety sticks? "Nine bundles."—*Calkins.*

(To be Continued.)

Hints and Helps.

PROMISSORY NOTES AND DRAFTS.

BY F. W. JOHNSON, F. C. A.,

Principal Ontario Business College, Belleville.

(CONTINUED.)

WHEN A NOTE BECOMES OUTLAWED.

A bill or note becomes outlawed six years after the date of maturity, or after the date of the last payment on account, or after the last written acknowledgement. That is, the holder of such a note cannot recover upon it if the maker, on being sued, sets up in defence the Statute of Limitations, which was passed in the twenty first year of the reign of King James I., to limit the time allowed to parties to commence their suits, so as to shorten litigation. In all civilized countries some period is prescribed by statute with this view. An instrument approaching the legal, though not the moral, end of its existence may be brought back to infancy and have its life renewed by the holder obtaining, say in answer to a letter, an acknowledgement in writing of the debt from the maker of the note.

ENDORSEMENTS.

The act of writing the name upon the back of an instrument is called endorsing, which has two effects. It makes the endorser responsible for payment in the event of the maker failing to pay at maturity, and it makes an instrument that is payable to order, transferable. The forms of endorsement commonly in use are (taking a note payable to the order of John Jones as an example):—

ENDORSEMENT IN BLANK, AS,

JOHN JONES,

which has the effects just described.

ENDORSEMENT IN FULL, AS,

Pay to the order of William Black,

JOHN JONES,

which makes the endorser responsible, and the instrument negotiable only after it has been endorsed by the endorsee, William Black.

QUALIFIED ENDORSEMENT,

Without recourse to me.

JOHN JONES,

which relieves the endorser of responsibility and simply makes the instrument transferable.

RESTRICTIVE ENDORSEMENT,

Pay to Richard Brown.

JOHN JONES,

which makes the endorser responsible, but confines the payment to one person.

Other forms of qualifying endorsement are used, such as that placed on cheques sent by a clerk to the bank to be deposited to the firm's credit:

For deposit only.

JOHN BEATTY & CO.

The qualifying words make it impossible for the person making deposit to draw the money.

Endorsements are often made to serve as receipts, as, for example, I draw a cheque to the order of S. Jones instead of to S. Jones or bearer, because if drawn to order, Jones must sign his name on the back before he can receive payment. On paying and receiving back a note payable to order that has not been transferred, and consequently not endorsed, you should have the payee indicate that he had held it, or you could prove nothing by it. Have him endorse it and immediately cancel the endorsement. Notes that have been retired should be canceled and filed away like receipts.

THE ORDER OF ENDORSER'S LIABILITY.

The holder of a note upon which there is an endorser or several endorsers has equal recourse against any of them and the maker at maturity. If he should be obliged to sue and should recover from the maker, that would discharge all the endorsers: should he recover from the first endorser that man would have recourse against the maker, but not against subsequent endorsers: should he recover from the second endorser that endorser, would have recourse against all that preceded him, namely, the first endorser and the maker.

THE PROCEEDINGS TO BE TAKEN ON THE NON PAYMENT OF A NOTE HAVING AN ENDORSER.

It is of the first importance to understand what should be done in the event of a note, having an endorser, being dishonored at maturity. A note that may be regarded as perfectly good before maturity, not because the drawer is reliable, but because the endorser upon it is financially sound, may, after it has become due, be worthless, if the proper steps to hold the endorser have not been taken. Having presented it at the place named by the drawer for its payment, and payment being refused, the holder is bound to notify the endorser, immediately, in order to have recourse against him. This will be best accomplished by handing the instrument to a Notary Public to be protested. The notary will make a demand for the payment and, being answered "No funds," will write out a protest, inserting in it the answer to his demand; and he will, within twenty four hours, mail a notice of protest to the known address of the endorser or endorsers, from the nearest post office to the place at which the note was payable. The protest will cost the holder, in the province of Ontario, fifty cents, and each notice twenty-five cents and the postage; which charges he will be entitled to collect from any of the parties to the note, as well as legal interest from the date of maturity. The production of the protest with the note in court will be sufficient *prima facie* evidence upon which to sue an endorser.

In this province, notaries are appointed without special examination by the Ontario Government. They are usually attorneys, however. In the province of Quebec, the notarial is a distinct profession, as it is in France.

WAIVING PROTEST.

By waiving protest an endorser renders it unnecessary for the holder to have an instrument protested. This is usually done, if before maturity, by the endorser writing the words on the back "Protest waived."

JOHN JONES.

If at maturity:

I hereby accept notice of non-payment and waive protest.

JOHN JONES.

Protest may be waived by letter or telegram, should the endorser be absent from the place of payment at the date of maturity.

There is no necessity to protest a dishonored note upon which there is no endorser: the maker can be held for six years after maturity.

PAYING OR MAKING PARTIAL PAYMENTS UPON NOTES.

When you pay a note or renew one be sure that you get it back, and, if it has not been done already, cancel it, by writing "cancelled" or "paid" across the face, and run a pen through the maker's and endorser's names and thus render it valueless. If the payee should still be the holder he should, before returning it, endorse it, or place some written evidence upon it that he had been in possession of it, otherwise you could prove nothing by it. Put cancelled notes away in packages, as you should receipts, for production at any time when necessary.

The importance of receiving back notes that have been paid was made very apparent to me by a circumstance that came under my observation recently. A man borrowed a sum of money upon two notes from a note shaver, and he, in turn, discounted them at a bank. At the date of maturity the drawer duly appeared and tendered payment to the man from whom he borrowed, who accepted it, and gave a receipt. His excuse for not producing and returning the notes was that they were in the bank and it was inconvenient to go for them, but he promised to send them at an early day. In less than a week he skipped out without returning the notes, and of course the maker had to pay the amount to the bank as well as the notarial charges incurred in protesting them. Retail dealers, who have to ask for renewals from wholesale houses, are often careless about receiving back their old notes. It is not difficult to recall cases in which such paper has turned up in banks after the failure of a wholesale concern, and the easy-going dealer had to pay them.

When making partial payments upon notes see that the payment is properly acknowledged on the back of the instrument.

FINE manners are the mantle of fair minds.—*Alcott.*

*See columns in JOURNAL of Sept. 1.

BUSINESS NOTICES.

WE direct attention to the advertisement, 13th 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 fourteen 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.

Editorial.

TORONTO, SEPTEMBER 15, 1888.

OUR MUSIC DEPARTMENT.

WE are glad to announce that an arrangement has been made which enables us to add another most useful and necessary department to those which already, as we are proud to know, cause the EDUCATIONAL JOURNAL to be very highly prized by teachers of all grades. Our readers will have noted with approval the resolution passed at the late Provincial Association, urging that the Tonic-Sol-Fa system of music teaching should be put on the same footing in the schools as the older system of staff notation. It can scarcely be doubted that the Department will comply with so reasonable a request. It is now clear to impartial observers, that the Tonic-Sol-Fa is rapidly coming to be regarded as the school system, *par excellence*. According to statements, based on statistical authority, no less than eighty-six per cent. of the schools in England and Wales which earned the music grant last year, used the Tonic-Sol-Fa system. In Scotland the use of this system is almost universal. In the city of London, where, according to a recent declaration of the teachers, in answer to the official enquiry, music is by far the most popular study, all but one of more than six thousand teachers use the Tonic-Sol-Fa notation. Two or three years since, the New Jersey State Teachers' Association appointed a committee to spend a year in investigating the Tonic-Sol-Fa system. At the end of that time the committee reported that they had sent a circular letter to principals and teachers of both public and private schools, to professors and teachers of music, and to any one who had tried this system and whose name they were able to obtain; that they had received replies to this letter from about five hundred persons in various parts of the United States and Canada, and the evidence furnished in these replies was, *without exception*, decidedly in favor of the Tonic-Sol-Fa. The committee added that the most positive answers to their questions and the most emphatic remarks came from professors and teachers of music, who do not hesitate to declare in no uncertain terms their preference for this system. The committee, after carefully considering all the evidence, expressed, in the following terms, their conclusions relative to the Tonic-Sol-Fa system.

1. It is simple and easily understood.
2. It has a tendency to encourage pupils to sing.
5. It is well adapted to the youngest primary pupils.
4. It holds the attention and sustains the interest of pupils better than the staff.
5. It secures the greatest educational results to the greatest number.
6. It is most likely to be taught successfully by the regular teachers who have not had a special musical education.

7. It is the best possible introduction to an intelligent understanding of the staff notation.

In view of all the facts it is clear that the time has come when the EDUCATIONAL JOURNAL should make provision to afford the teachers of the Dominion full information in regard to this admirable method of teaching the young elements of vocal music. We are fortunate in having been able to secure the services of one in every way well qualified to edit our Musical Department. Mr. A. T. Cringan, Musical Instructor in the Public Schools of Toronto, whose name is no doubt already familiar to many of our readers, has agreed to furnish a Tonic-Sol-Fa column in every issue of the JOURNAL. Mr. Cringan's experience as a successful teacher will enable him to know just the kind of information which will be most helpful to teachers, and those preparing to become teachers of the system. In addition to the regular contributions which he will furnish, he will be glad to receive and answer in the columns of this journal, all enquiries in reference to the subject. Teachers and other subscribers interested may freely and confidently submit their difficulties to Mr. Cringan, and ask for any information or advice they may require. All communications for this department should be sent direct to his address as given in the proper place.

Teachers who have been regarding with some apprehension the question of their success in the teaching of what will soon be a compulsory subject, may confidently look for all needed assistance, and for the solution of any difficulties which may arise, in this new department of the EDUCATIONAL JOURNAL. We refer them to the opening article on the subject which will appear in next issue.

THOUGHTFUL vs. MECHANICAL TEACHING.

AT one of the sessions of the Inspector's Convention, a report of which will be found on another page, the Minister of Education asked the Inspectors present whether their observations led them to believe that thoughtful teaching had succeeded the old mechanical methods in the Public Schools. The Inspectors were nearly but not quite unanimous in giving an affirmative answer. The question was a most important and searching one. It goes directly to the root of the matter. Just in proportion to the degree in which intelligent has superseded mechanical teaching, rote-work given place to thought-work,

just in that proportion has the school system of Ontario approximated to the high stage of excellence which is so confidently claimed for it.

It is but reasonable to assume, however, that the reply of the Inspectors who answered "Yea," was understood, and intended to be understood, as relative, or comparative, rather than absolute, and the hesitation of the few who could not see their way to an affirmative answer is, no doubt, to be interpreted in the same way. It would be too much to believe, or hope, that all our teachers, in all the subjects of instruction, have attained perfection or any near approach to it. It is much to be thankful for, if all, or nearly all, have set the right goal before them and are earnestly striving to reach it. Nor is the goal one easily reached. We are glad to believe that there is at present a very helpful concurrence of influences setting in that direction. Normal, training, and model schools, teachers' institutes, educational journals (we may speak of them in general terms without violation of modesty, we hope) and last, but not least, public examinations, are all, let us trust, now working together for the accomplishment of the one great end, intelligent teaching, in other words, genuine, in distinction from spurious educational work in the schools.

We do not forget, however, that there is another agency, more potent than either of the foregoing, and occupying a ground of vantage over them all—the public examinations of all grades from Promotion and Entrance upwards. Every practical teacher will agree with us that with the examiner, more than with all other officers and workers combined, it rests to say just how swift and how complete shall be this great educational revolution, which we are all glad to know is in progress and well advanced. We do not propose here to enter into the vexed question of the character of these much discussed examinations. That their character has been very greatly improved within the past few years, and that they are still far from ideally perfect, are propositions in which all our readers will readily concur. The point we wish to make, and to make with all the emphasis it is in our power to give it, is the fact above stated, that upon the kind of examination questions set, and the manner in which the answers are read and valued, more than upon any or all other conditions, depends the character of the teaching in the schools. It cannot be otherwise. So long as the examinations are set as tests of proficiency and passports to higher grades and certificates, so long will the teacher be compelled to shape his methods of instruction to suit. His pupils must pass, or he must cease to teach.

TORONTO HUMANE SOCIETY.

"Ye therefore who love mercy, teach your sons
To love it too."

WE have received a copy of the "Aims and Objects of the Toronto Humane Society," a pamphlet of 230 pages, beautifully printed on fine toned paper, and containing 112 illustrations,

all of them good and some of them excellent. The cover also is handsomely illustrated. There can be no doubt whatever that this work is admirably adapted to promote the principal object aimed at in its publication, the promotion of a humane public sentiment. The aims and objects of the Society are presented in five parts, each of which is complete in itself and teaches its own lesson. These parts are enumerated as follows:—

- I. What the Society will seek to prevent.
- II. Care of the waifs and strays of our cities.
- III. Lessons in kindness to animals and birds.
- IV. The humane education of children.
- V. Miscellaneous objects to be accomplished.

Under each head is presented a large and choice selection of short articles and extracts in prose and poetry, with numerous, well-chosen illustrations, all well adapted to impress the lessons it is desired to teach upon the minds and hearts of all classes of readers. It may not be amiss to enumerate the chief objects of the Society, as they are summarized by the Editor of the pamphlet. They are the following:—The prevention of cruelty to animals, protection of insectivorous birds, the protection of children from cruelty and neglect, the establishment of Children's Bands of Mercy, and the erection of drinking fountains. With every one of these objects, every thoughtful and humane man and woman must warmly sympathize. They will especially commend themselves to teachers. We know no work that the latter can do better calculated to refine and elevate the natures, and to beautify and bless the lives, of the children whose still plastic characters are being formed for all time under their hands, than to instil into their minds and hearts the lessons of kindness and mercy to all God's creatures which are inculcated in this book.

The Humane Society also seeks to promote the circulation of humane literature in the home and schools, more humane methods of killing animals, the feeding, watering, and protection of animals on stock trains, and generally a more humane and merciful treatment of God's creatures, remembering that He has declared that:—

"Blessed are the merciful for they shall obtain mercy."

The Humane Society wants every individual citizen to help them in this good cause. We feel sure the appeal will not be made to the teachers of Ontario in vain. No man or woman is fit to be a teacher of children who is incapable of sympathizing with Cowper when he exclaimed:—

"I would not enter on my list of friends,
(Though graced with polished manners and fine sense,
Yet wanting sensibility,) the man
Who needlessly sets foot upon a worm,"

or who does not realize the dire truth expressed by the same tender-hearted poet when he declared that of all the evil passions which deform the human soul,

"None sooner shoots,
If unrestrained, into luxuriant growth,
Than cruelty, most devilish of them all."

We omitted to state at the outset the fact that would, were it needful, commend this publication still more to the teachers of Ontario, the fact, viz., that it is edited by J. George Hodgins,

M.A., L.L.D. the Deputy Minister of Education and Vice-President of the Humane Society. It is printed for the Society by William Briggs, 78 and 80 King Street East, Toronto. The Editor states that the Society had hoped to have been enabled to distribute the publication gratuitously, but the cost of the numerous engravings, added to the cost of printing and stereotyping the large edition of 10,000 copies absolutely prevents the Directors from doing so. The price has, however, been fixed at the low rate of twenty-five cents per copy, or five copies to one address for one dollar. We make no apology for occupying so much space with a notice of the work, for we feel that in so doing we are directly in line with the highest objects we have set before us in connection with THE EDUCATIONAL JOURNAL. The Society has our most hearty sympathy, and any aid we can render in the promotion of its noble aims will be gladly rendered. If we could persuade every teacher who has not already received a copy of the pamphlet, to enclose twenty-five cents to the publisher, with an order, forthwith, we should feel that we were rendering most efficient help in the good cause, for we can think of nothing better adapted to promote it, than the placing of a copy of this publication in the hands of every one who has to do with the training of children.

UNIVERSITY COLLEGE MISSION.

THE decision of the Y.M.C.A. of University College to send out a missionary to Korea will, we are confident, meet with the warm approval of teachers generally, and especially of the large number of them who are alumni of the college. It is most pleasing to know that the young men at our Provincial University, notwithstanding the pressure of absorbing studies on the one hand, and the enticements of recreation and pleasure on the other, are able to keep in view the problems of human life and destiny, and that they are willing to deny themselves in order to share their light and privileges with their less favored brethren across the sea. We are told that the missionary about being sent out is to be supported entirely by the graduates and undergraduates of the University. The undertaking is thus purely a university matter, and is of necessity undenominational. The missionary is, moreover, a layman.

The missionary elect, Mr. James S. Gale, B.A., will probably leave for Korea in October. On his voyage to "the hermit nation," he will be accompanied by our earnest good wishes. We trust that the example of University College Y.M.C.A. will be followed by the associations connected with all our larger educational institutions.

While the expense of the missionary's support is entirely borne by University men, the committee have thought it well to receive contributions to the fund opened for Mr. Gates' outfit and travelling expenses. This is, accordingly, open to the public generally. Persons desiring to show their sympathy with the good work in financial aid may send their contributions to J. McL. Scott, Knox College; the Rev. G. M. Wung, Wycliffe College; A. Young, Secretary University College Y.M.C.A.; or W. H. Huston, Collegiate Institute, Toronto.

Literary Notes.

"SPIDERS AND THEIR WAYS," is the title of a generously illustrated article to appear in the October number *Popular Science Monthly*. It is by M. Emile Blanchard, a French naturalist, who deals with a great variety of these intelligent little creatures in an exceedingly interesting manner.

EVERY parent who has a child between the ages of five and nine will do well to send five cents to the D. Lothrop Company, Boston, for a sample copy of *Our Little Men and Women*. The number for September shows us at a glance twenty-four pages filled with pictures and stories well adapted to delight the little ones.

"THE WRITER," the bright Boston magazine for literary workers, from whose pages we are often glad to clip useful and suggestive paragraphs, and which those who have the opportunity of seeing it will be glad to learn has been a success from the first, is likely either to be enlarged or to be made a semi-monthly at the beginning of its next volume in January.

IN the September number of the *Forum* the Rev. T. T. Munger, perhaps the most prominent Congregationalist clergyman in New England, has a very suggestive and instructive article pointing out the benefits that religion has gained from science. This is one of the most notable of the *Forum's* recent essays on religious subjects, all which are directed to building up reverential thought.

THE general reader of the *Atlantic Monthly* will be charmed with Miss Julia C. R. Dorr's fresh and racy sketches of "A Week in Wales," in the September number, while the goodly number of our readers who have classical and antiquarian tastes will turn with interest to the second and concluding paper on "The Prometheus of Æschylus," by William Cranston Lawton, in the same number.

"THE NORTH AMERICAN REVIEW" for September, has for its leading article a paper by Cardinal Manning on the Gladstone-Ingersoll Controversy. The article is entitled "The Church its Own Witness." It will be read with interest by those who have followed this remarkable controversy up to date. This *Review* is now one of the brightest of the non-illustrated American monthlies, and is competing closely with the *Forum* for first place.

MR. CAPPER, who has corresponded with Mr. Whittier for the past thirty years, considers that the most absolute revelation of the poet's inner self in all its deep humility and reverend trust, is to be found in "Andrew Rykman's Prayer," which closes with these lines:

Let me find in Thy employ
Peace that dearer is than joy;
Out of self to love be led,
And to heaven acclimated,
Until all things sweet and good
Seem my natural habitude.

A GOOD story of Whittier, the American Quaker poet, is told by Mr. Samuel James Capper in the *Leisure Hour*. In the course of a conversation, the poet expressed astonishment that Mr. Capper should know so much of his verse by heart. "Why," he said, "I can't remember any of it. I once went to hear a wonderful orator, and he wound up his speech with a poetical quotation, and I clapped with all my might. Some one touched me on the shoulder, and said, 'Do you know who wrote that?' I said, 'No, I don't: but it's good.' It seems I had written it myself."

Educational Meetings.

THE ONTARIO TEACHERS' ASSOCIATION.

THE following summary of the proceedings of the Public School, High School, and Inspectors' Sections of the Provincial Association, at their late meeting, will be of interest to the profession:—

PUBLIC SCHOOL SECTION.

At the first session of this section, interesting papers on the "Model Schools" and the "Professional Training of Teachers" were read by Messrs. R. Coates, of Burlington, and A. McIntosh, of Toronto, respectively. General discussions upon both papers followed.

A notice of motion with regard to the distribution of Government grants was made.

A committee was appointed to urge upon the Minister of Education the advisability of a change in the summer vacation, making it to commence on the 31st of July of each year, ending on the 31st of August in towns, and on the third Friday in August in rural sections.

The text-book of History, now used, was criticised and condemned as unsuited for the use of either teachers or pupils.

Mr. Fotheringham, for the committee appointed to report on the paper delivered by Mr. R. Coates on Model Schools, presented the report, which recommends that the time during which a teacher is under probation be lengthened considerably, and that a more rigid and thorough system of examination be inaugurated at the next session. The following report was adopted with reference to the Model schools:—

That no male be permitted to enter upon his County Model course until he has completed his nineteenth year, and that no female be permitted to enter upon her C.M.S. course until she has completed her eighteenth year.

That the training of candidates for third-class professional certificates be extended to one year.

ELECTION OF OFFICERS.

The officers were elected as follows:—President, J. A. Brown, Whitby; Secretary, W. Rennie, Newmarket. Directors, J. Munro, S. B. Sinclair, F. C. Powell, A. McIntosh, J. H. Smith.

Mr. Alexander was elected to represent the Association at the unveiling of the Ryerson memorial statue.

The following were elected as a Legislative Committee:—Messrs. Doan, McAllister and Chapman.

Mr. A. Barber, of Cobourg, read a paper on "The Teacher's Idea of Inspection."

THE HIGH SCHOOL SECTION.

The High school section, presided over by Mr. J. Millar, B.A., of St. Thomas, at its first meeting, discussed the question as to what degree of liberty should be accorded to teachers in the choice of text-books. This resolution, on motion of Dr. J. J. Burchard, of Brantford, seconded by P. C. McGregor, B.A., was unanimously carried:—

"That while we recognize the necessity of a prescribed list of text-books in forms I. and II. of the High school course, in the opinion of this section the choice of books required in the higher classes, viz., junior matriculation with honors, and senior matriculation pass and honors, be left in the hands of the principal and masters concerned."

An excellent paper, severely criticising the present curriculum of University College, was read by Mr. J. Henderson, M.A., of St. Catharines, who also presented the report of a committee appointed last year to draft a scheme for the re-arrangement of that curriculum. The report, which proposed many radical changes, brought out a spirited discussion, during which it was frequently complained that the Senate of the University were not keeping pace with the advancement made by other leading universities in the broadening and strengthening of their curriculum. Among the alterations suggested a stiffening of the English course was urged, and a more careful attention advised to the classic grammars and proses. The report was adopted with some slight emendations.

At the second session, Mr. J. H. Strang, B.A., occupied the chair.

A report from the committee appointed to consider desirable changes in English in the University curriculum was presented by Mr. Embree, and adopted as follows:—

That wherever English is prescribed for pass, the critical reading of prose texts for grammatical and rhetorical purposes form part of the work.

That at the junior matriculation and the first examinations, only authors of the nineteenth and the latter part of the eighteenth centuries, with the exception of Shakespeare's plays, be selected in both prose and poetry.

That Chaucer and the older texts, including Anglo-Saxon, be prescribed as part of the honor work of the later years, in order that intending teachers of English may have an opportunity of mastering the philology and historical grammar of the language without memorizing from text-books.

That all students of University College and the University of Toronto be required to take pass English for the first three years of the course.

RESOLUTIONS ADOPTED.

On motion of Mr. Strang, a resolution regretting that examination papers of so retrograde and objectionable a character as the third class Latin and French Grammar papers should have been set at the recent examinations was adopted, and it was declared that the section trusted that in future more careful supervision would be exercised.

A committee was appointed to press upon the Minister of Education the resolutions adopted.

Mr. Dickson moved a resolution expressing disapproval of the practice of publishing comparative lists of successful candidates. Carried.

On motion of Mr. Henderson, a motion was adopted requesting that the requirements of zoology be omitted from the departmental examinations.

Mr. Spotten moved that High school entrance examinations at Christmas should be abolished. Carried.

ELECTION OF OFFICERS.

The following officers were elected:—Chairman, Samuel Woods; Secretary, Dr. I. J. Birchard. Executive Committee—L. E. Embree, Parkdale; H. B. Spotten, Barrie; J. E. Dickson, Newmarket; J. Henderson, St. Catharines.

A paper on "Biology in High Schools" was read by Mr. C. A. Scott, B.A., Ottawa, and a paper on "Zoology," by Professor Ramsay Wright, was also read.

INSPECTORS' SECTION.

The meetings of this section were presided over by Mr. C. A. Barnes, B.A., Inspector for the First Division of Lambton.

At the first meeting, the advantages and disadvantages of overgrading in public schools were discussed by Messrs. Campbell, Ballard, Deacon, Dearness and Johnston.

It was urged as an objection to too close grading, that its results were chiefly to retain children too long in the public schools, to retard the healthful development of ambitious children, and to render the teacher's work too general and mechanical. It was suggested that a greater subdivision of classes and more rapid promotion should be substituted, where possible.

A committee to report on the subject was appointed.

The committee appointed last year to request the Minister of Education to render the entrance and non-professional examinations not contemporaneous reported that they were unsuccessful.

A committee appointed to inquire into the advisability of imposing a fee upon all who came up to the entrance examinations, recommended that, owing to the various conditions, no general rules should be laid down.

An interesting paper on the "University Curriculum," was read by Mr. J. H. Henderson. The curriculum came in for some pretty severe criticism.

On the next day the following resolution was, on motion of Mr. McIntosh, adopted:—

"That the report of the committee appointed to urge upon the Minister of Education the wisdom of holding the entrance and non-professional examinations at different times be received. The sections learn with pleasure that the Minister agreed

with the views expressed by the committee; regret that owing, no doubt, to circumstances of temporary force, the examinations were held this year simultaneously."

The section reiterates its opinion that they should be held at different times. This view is held for the following, among other reasons:—

1. When simultaneously held, it is in many places extremely difficult to get suitable and adequate accommodation for the examinations.

2. If the High school entrance examinations were held at an earlier date than the non-professional examinations, the answers of the candidates could be read and the results announced at an earlier date than is now possible, and before the inspectors had to undertake other important duties. More especially is the plan adopted this year extremely inconvenient to those examiners who are members of the sub-committee of examiners.

OFFICERS ELECTED.

The following appointments were made for the year 1888-9 as officers to represent this section:—President, D. Fotheringham, Toronto; Secretary, J. Johnston, Belleville. Directors—W. H. Ballard, Hamilton; Wm. McIntosh, Madoc; John Dearness, London; James McBrien, Prince Albert; J. E. Dickson, Newmarket. Legislative Committee—A. Campbell, Kincardine; W. E. Tilley, Bowmanville; D. J. McKinnon, Brampton.

D. Fotheringham was appointed to represent the section at the unveiling of the Ryerson statue.

THE AGE OF CANDIDATES.

It was decided to request the Education Department to send to the county Boards of Examiners and other authorities of the county Model schools, a circular, giving explicit instruction as to the age at which candidates may be admitted to such schools.

Mr. A. Campbell addressed the section on methods of inspection. The address was followed by an interesting discussion.

CONFERENCE OF PUBLIC SCHOOL INSPECTORS.

In reply to a circular issued by Hon. G. W. Ross, Minister of Education, the public school inspectors of this province met in convention, on August 21, in the theatre of the Normal School. The circular, dated August 14, calling the meeting together, stated its object as follows:—"Promoting, if possible, a more thorough inspection of the public schools, and obtaining for the benefit of all the experience of each; every inspector will be required, as he may be called upon, to explain the methods of inspection to his fellow inspectors."

The Minister of Education presided, and nearly all the public school inspectors in the province were present; also a number of town inspectors. There were also present:—James F. White, Separate School Inspector, Toronto; John E. Hodgson, M.A., Toronto, and John Seath, B.A., St. Catharines, High School Inspectors; and James A. McLellan, LL.D., Inspector of Normal Schools.

Mr. Ross opened the convention with an address, in which he said that an opportunity should be furnished the Public School Inspectors of Ontario to consult with each other and compare notes. He thought it extremely desirable that those who discharge judicial and executive functions should meet as a body to consider means and methods. First, they would consider whether greater accuracy and thoroughness could not be obtained in the present methods of inspection. Doubtless some inspectors were more advanced than others in different departments, but all would feel that what they learned they could improve on.

Another feature to be taken up would be how best to secure the methods of teaching and discipline in schools. The Normal schools do their work well, but they could only send out annually some 450 teachers. Model schools do excellent work, but last year they turned out an exceptionally large number, and that only reached 1,491. Other professions were stimulated by competition, but in a certain sense there was no competition between teachers, and it rested with the inspectors to see that they read the best school journals, the latest texts, and kept up with the times. Discipline in the school was very important. There was too often apparent want of interest in the

public schools on the part of teachers, ratepayers and trustees. They were to consider how they might get these teachers and trustees full of enthusiasm for the good of the schools. He feared that they were a little behind in the improvements of the school houses. The making of these improvements imposed burdens on the ratepayers, but they should go on for all that. There was much in the ventilation and healthful arrangement of the schools that should be carefully attended to. He explained, in closing, the mode in which the convention would be carried on.

PROPER INSPECTION OF SCHOOLS.

The first subject on the order paper for discussion was the "Time required for a proper inspection of school."

Inspector Brown led the discussion. He thought half a day twice a year would be better than a whole day once a year. He thought parents and trustees should be given an opportunity to be present at one of the inspections.

Inspector McKinnon favored three visits yearly.

Some further discussion took place, and the expression of opinion was given in favor of an occasional public inspection, and against visiting the schools before 9 a.m., which was also proposed.

The next subject taken up was the "Distribution of the inspectors' time between teaching and examining."

The discussion on the point was long, and it was suggested that a number of set questions be drawn up to be put at each school. The large majority present did not think this an advisable course. It would be preferable to leave the matter to the discretion of the inspector.

AFTERNOON SESSION.

At the afternoon session the question first taken up was, "Should inspectors take a list of the pupils in each class?"

This question gave rise to a lengthy discussion and elicited some difference of opinion, but on a vote the meeting favored a general register of the pupils.

SCHOOL DISCIPLINE.

The next point brought forward was "How to judge and record the discipline of the school."

In the course of discussion of this question much stress was laid by several inspectors and by the Minister on discipline and order. The general opinion did not seem to be in favor of absolute silence being insisted on. The principle of self-government was commended. Several inspectors regarded the degree of order and discipline observed as the first test of the teacher's efficiency.

Mr. Ross put the query whether, in the opinion of those present, the old method of teaching by rote had been laid aside and replaced by thoughtful teaching. The almost unanimous expression was that thoughtful teaching had generally replaced the former method.

The next subject was that of

TEACHERS' TESTIMONIALS.

After considerable discussion, Mr. Morgan moved: That, in view of the desirability of securing some more uniform style of recommendation to be used by inspectors this conference should nominate a committee to prepare a form to be presented at the meeting on Thursday."

The motion was put and lost, and the expression of the meeting was that the matter of granting testimonials should be left to the inspectors themselves.

TREATMENT OF TEACHERS.

"How to deal with negligent teachers and young teachers" was then discussed.

How many know of teachers who have left the district and gone elsewhere, or left the district because of severe criticism, inefficiency, or negligence? Eight inspectors signified that they knew of such cases.

How many have reported negligent teachers to trustees? Nearly all present replied that they had.

How many have suspended teachers for negligence? Three inspectors intimated that they had done this.

How many know of teachers who have left the profession because of severe criticism? Ten signified that they knew of such cases.

Mr. Ross said the duty of the inspectors with regard to negligent teachers was a most important one. To make the system more effective all incompetent teachers must be got rid of. The work of the schools could not be done without competent teachers. If there was any weakness in our system it was that the power to deal with these teachers was used with too much gentleness. However, it was well to bear and forbear for a time.

TREATMENT OF YOUNG TEACHERS.

In the discussion of the subject, kindness was commended by almost all who spoke.

Mr. Ross said that while inspectors should be kind to young teachers they should at the same time be courageous enough to dispose of unsuitable teachers in some way. It often occurred that trustees would be deceived by some ancient testimonial or other such fact as to the ability of the teacher, and it rested with the inspector to get rid of such by some way. He would appoint the following as a committee to consider the "Reports to Trustees":—Messrs. Fotheringham, McKinnon, Dearness, Alexander (Stratford), and McDiarmid.

Dr. McLellan then, at the request of the Minister of Education, addressed the meeting. He praised the system of education in this Province, and said a great deal lay with the inspectors if they wanted to further improve it. The inspectors make not only the teachers, but the schools. He asked in particular that they have mercy on young teachers. Sympathy is the divine power that gives unity to the moral universe, and it was the power to be used among them. He related his own early experience on coming into town to take charge of a class on his examination. He was shy and nervous at the voice of the inspector, and instead of his taking the class the class took him. The report made, put him out of the profession, and he attributed that harsh report to the unsympathetic mind of the inspector.

Meeting then adjourned.

WEDNESDAY'S SESSION.

The report of the Committee on the Form of Reports to Trustees was received and adopted.

The first subject discussed was "Teachers' Reading Course." The deficiency of some teachers in reading and literary culture was regretted, and suggestions were offered whereby their proficiency in these departments may be improved. Special examinations of teachers in these subjects were favored by several of those who took part in the discussion.

The subject, "Should Entrance Examinations be Annual or Semi-annual?" was discussed at length. On a vote being taken five only were in favor of annual examinations, while the other sixty-five inspectors approved semi-annual examinations.

"Should Third-class Certificates be Limited to the County, or be Provincial, as at present?" was easily disposed of, a large number voting in favor of the limitation. The school law, however cannot be interfered with for some time to come.

The present constitution of county boards of examiners was approved.

The inspectors' relation to Model Schools was discussed, and there was a unanimous expression of opinion that these schools are of great value to the cause of Public School education. There was, however, some reservation among four of those who voted, who believed that, under certain conditions, the Model School injured the Public School, because the former was not properly conducted.

The inspectors' relation to Teachers' Institutes, their relation to Trustees and the Education Department were discussed.

This closed the deliberations. Mr. Ross said that if the meeting had been satisfactory to the inspectors, it had been doubly so to him.

The convention adjourned at one o'clock.

EARTH is our work-house and Heaven is, or should be, our store-house. Our chief business here is to lay up treasures there.—Grynoeus.

For Friday Afternoon.

QUIBBLES.

1. Place four fives so as to make six and a half.
1. What numbers multiplied together will produce 7?
3. What three figures multiplied by 4 will make precisely 5? —Selected.

GOOD QUESTIONS.

1. What word is that composed of five letters, from which if two letters are taken one remains?
2. There are two words only in our language in which the five vowels follow each other in successive order: what are they?

THE NINE DIGITS.

Place the nine digits in the accompanying square, one digit to each division, in such a way that when added vertically, horizontally or diagonally, the sum shall always be the same.

Take the nine digits and arrange them in a sum that (instead of making 45) will add up exactly one hundred.

WHEN I'M A MAN.

For a fine, manly little fellow who can assume the serious air of a grown person. To be spoken with animation.

When I am big, what do you think I'll have, the first thing, then? Now, if I give you guesses three, You'll have to guess again.

Why, I'll have a splendid house, All rich men do, I s'pose, With carpets fine, and pictures, too, And lots of things like those.

And in the very nicest room, I'll have the nicest chair, And sitting in it, smiling sweet, The nicest woman—there.

She's pretty, but it is'nt that— She is so good she'll shame The bad right out of a fellow's heart, And MOTHER is her name.

—Southwestern Journal of Ed.

BIDE A WEE AND DINNA FRET.

Is the road very dreary? Patience yet!

Rest will be sweeter if thou art a-weary, And after night cometh the morning cheery, Then bide a wee, and dinna fret.

The clouds have silver lining, Don't forget; And although he's hidden, still the sun is shining; Courage! instead of tears and vain repining, Just bide a wee, and dinna fret.

With toil and cares unending Art beset? Bethink thee how the storms from heaven descending Snap the stiff oak, but spare the willow bending, And bide a wee, and dinna fret.

Grief sharper sting doth borrow From regret; But yesterday is gone and shall its sorrow Unfit us for the present and the morrow Nay; bide a wee, and dinna fret.

An over anxious brooding Doth beget A host of fears and fantasies deluding; Then brother, lest these torments be intruding, Just bide a wee' and dinna fret.

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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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ENTRANCE EXAMINATIONS

TO

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

THE next Entrance Examination to High Schools and Collegiate Institutes will be held on December 19th, 20th, and 21st, 1888.

The following is the limit of studies in the various subjects:—

Reading.—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read *intelligently* as well as *intelligibly*.

Literature.—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader:—

DECEMBER, 1888.

1. The Face against the Pane.....pp.	74-76
2. From "The Deserted Village".....	80-83
3. The Battle of Bannockburn.....	84-90
4. Lady Clare.....	128-130
5. The Gulf Stream.....	131-136
6. Scene from "Ivanhoe".....	164-168
7. She was a Phantom of Delight.....	188
8. The Demon of the Deep.....	266-271
9. The Forsaken Merman.....	298-302

JULY, 1889.

1. Clouds, Rains, and Rivers.....pp.	54-59
2. The Death of the Flowers.....	67-68
3. From "The Deserted Village".....	80-83
4. The Battle of Bannockburn.....	84-90
5. Flow Gently, Swift Afton.....	98
6. Resignation.....	105-106
7. Lead, Kindly Light.....	145
8. Dora.....	137-142
9. Scene from "Ivanhoe".....	164-168
10. She was a Phantom of Delight.....	188
11. The Heritage.....	212-213
12. Song of the River.....	221
13. Landing of the Pilgrims.....	229-230
14. Edinburgh after Flodden.....	277-281
15. National Morality.....	295-297

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization as well as passages of special beauty from the prescribed literature selections. At the December examination, 1888, they will be expected to have memorized 1-8 of the following, and at each examination thereafter all of the following selections:—

1. The Short Extracts.....(List given on page 8.)	
2. I'll Find a Way or Make It.....pp.	22
3. The Bells of Shandon.....	51-52
4. To Mary in Heaven.....	97-98
5. Ring Out Wild Bells.....	121-122
6. Lady Clare.....	128-130
7. Lead, Kindly Light.....	145
8. Before Sedan.....	199
9. The Three Fishers.....	270
10. Riding Together.....	231-232
11. Edinburgh after Flodden.....	277-281
12. The Forsaken Merman.....	298-302

Orthography and Orthoepy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

There will be no formal paper in Orthoepy, but the Examiner in oral Reading is instructed to consider the pronunciation of the candidates in awarding their standing.

Geography.—The form and motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

Grammar.—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice (or, conjugation) of the verb; expanding a word or phrase into a clause; contracting a clause into a word or phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

History.—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1847. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

Arithmetic.—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

Writing.—The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly.

Drawing.—Drawing Book, No. 5, of the Drawing Course for Public Schools.

Agriculture.—A paper on this subject will be set at the Entrance Examination in July, 1889; but the subject will be an optional one, and any marks made thereon will be counted as a bonus.

TIME-TABLE OF THE EXAMINATION, DECEMBER, 1888.

FIRST DAY.	
1.30 to 3.30 p.m.....	Literature.
3.40 to 4.10 p.m.....	Writing.
SECOND DAY.	
9.00 to 11.00 a.m.....	Arithmetic.
11.05 a.m. to 12.15 p.m.....	Drawing.
1.15 to 3.15 p.m.....	Composition.
3.25 to 4.00 p.m.....	Dictation.
THIRD DAY.	
9.00 to 11.00 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.

TORONTO, July, 1888.

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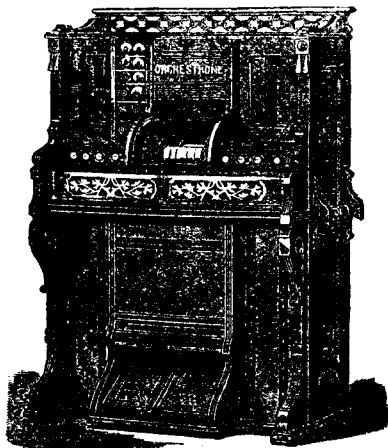
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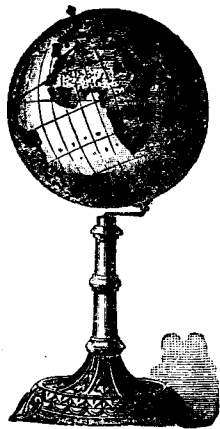
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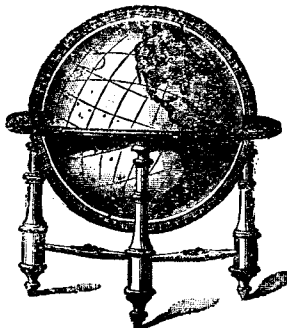
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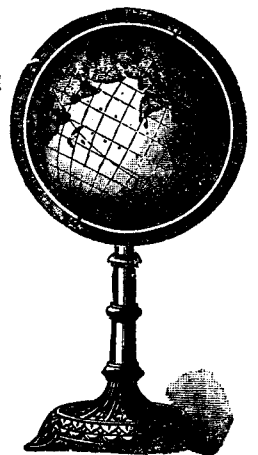
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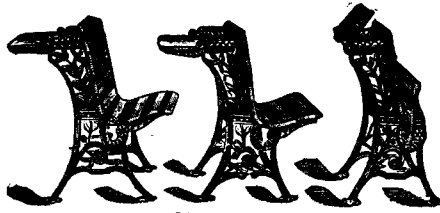
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