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# The Educational Journal.

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

VOL. II.

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## The Educational Journal.

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J. E. WELLS, M.A. Editor.  
H. HOUGH, M.A. Manager Educational Dep't

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## Editorial Notes.

To our readers one and all we wish a Happy Christmas!

OUR friends of the teaching profession have now in their hands the first copy of *School Work and Play*. They will judge of its fitness as a boys' and girls' paper; and we believe they will decide it useful for school purposes. The publishers promise that future numbers shall be better—this copy being necessarily issued in a hurry. We call their attention to premium offers for clubs. The time is now very short.

MR. F. D. MONK, a member of the Board of Roman Catholic School Commissioners of Montreal, states that the school accommodation of the city is far from sufficient to accommodate the whole school population. He asserts that at a low estimate there are in the city from 4,000 to 5,000 children of school age who do not go to school. This ought not so to be. Four or five thousand children growing up in utter ignorance in a city no larger than Montreal cannot fail to lower very seriously the average level, intellectual, social, and moral, of the whole city.

THE following "notice of motion" was given at a meeting of a School Board in Swansea. Resolved,—“That, in the opinion of this Board, the time has arrived when the services of all married men employed as teachers by this Board should cease, and that three months' notice be given to all such teachers to terminate their engagements, and that no married men shall be engaged as teachers, and that, in the opinion of this Board, marriage is a failure and a fraud.” There is some reason to suppose that the mover has a turn for sarcasm.

THE *Universal Review* has come to the rescue of the competitive examinations, with a battalion of 400 schoolmasters. This formidable corps of defenders is said to be composed of teachers of all grades, from city and country. Speaking with the authority of educational experts, they all agree that the competitive examination system is not harmful in any way. As we have not yet seen the article we are curious to know what line of argument, if any, is followed by these teachers; whether they take higher ground in favor of the system than the merely negative position that it is not damaging; and to what extent they can be accepted as fairly representing the views of the profession in England.

IT is stated that members of the Winnipeg Normal School staff, and probably other educationists in the employ of the Manitoba Government, have received notice of the intention of the Government to materially reduce their salaries. The *London Journal of Education* says that the *fons et origo malorum* which degrade the teaching in the schools is in the incurable stupidity of the human race which supposes that any one, even if good for nothing else, is good enough for a teacher. The members of the Manitoba Government, in common with the trustees of all the School Boards in Canada, would do well to study the *London Journal's* dictum, in its relation to false economy in the matter of teachers' salaries.

WHO would not like to be a teacher in Japan? A correspondent of the *Educational Review*, writing from that wonderful land, says, amongst many interesting things in the description of a Japanese school, “There is one command not needed here, and that is, ‘Pay attention.’ They would consider it very impolite to be inattentive while a teacher is talking.” \* \* \* “Whipping a pupil is unknown here. No teacher would think of doing such a thing. It would be looked upon as a dreadful insult.” By the way, either the correspondent must have made a slip or their school buildings are pretty lofty over there. He (or she) says, speaking of a designing room visited, “the ceiling was between two hundred and three hundred feet from the floor!”

THE Wisconsin *Journal of Education* admits that in two or three particulars the American schools seem to be behind the English. Special reference is had to vocal music, in regard to which it observes:—

“Professor MacAlister said his attention had been especially attracted to the singing in the Board schools and to the excellence of the scientific instruction. Instruction in the former is very thorough, the ‘Tonic Sol Fa’ system being universally used throughout England. ‘So far as my observation went, the results are very striking. Universally the children sing well, and in the higher standards difficult part music was sung by the children at sight quite readily. The English people, I think, value this training quite highly. It is a feature of the schools which more than any other reaches the home, and is having a marked effect upon the general culture of the great mass of the people.’”

IF Cornell University is not embarrassed with riches, it must be plagued by the limitations of law which prevent its becoming so. By a decision of the Court of Appeals it is debarred from accepting a bequest of a million and a half of

dollars recently made to it by Mrs. Fiske. By the provisions of its charter, the university is limited strictly to the possession of \$3,000,000 in property of all kinds. The court holds that the property of the university had already exceeded this amount by a small sum when Mrs. Fiske's will was made, and that it could not therefore receive the specific legacy of \$290,000 or become the residuary legatee, as provided in the will. There may be good reasons why an institution of this kind should not be permitted to receive and hold an unlimited amount of landed property, but why its capital should be arbitrarily restricted in such fashion it is hard to understand.

SPEAKING of the English schools, Professor McAlister, an American educator, says that the science instruction has taken the place of the object lessons, which still survive in American schools. The teachers who give the science lessons are required to hold special certificates, and in the higher standards the boys pursue laboratory work in chemistry. The memorizing of words and facts aside from experiments is almost wholly unknown. It will be a good day for Canadian public education when similar lessons in science take the place of much of the routine work in grammar, and some other subjects which now make up so large a part of the public school courses. We should like to hear from some of those who know, how much is now being done in the average county, or village, or city school, to cultivate the perceptive faculties of the children, and to train them to that habit of accurate observation upon which success and usefulness in life so largely depend.

THE subject of school discipline continues to be discussed in England. Head-masters who flog pupils are not infrequently prosecuted by parents, and in some cases heavy fines are inflicted. To those who believe, as many Englishmen, and a few Canadians and Americans yet do, that corporal punishment is necessary to discipline, it seems intolerable that masters should be punished for "doing their duty." An LL.D., and the Earl of Meath, have written strong letters to the *Times* on the subject, the latter offering to pay a part of a fine recently inflicted, and proposing that some concerted action be taken for the protection of teachers in "the performance of their duty." The actions of the magistrates complained of probably shows a drift of public sentiment which teachers would do well to note. Every teacher should be glad to have it understood that flogging is no part of his duty. It can scarcely be a congenial task, or one whose performance tends to elevate the profession.

AN interesting incident in connection with Toronto University was the presentation of an elegant easy chair by the students in the department of metaphysics, to Professor Young, on the occasion of his seventieth birthday. In the address which accompanied the presentation

the following high, but well-merited compliment, was paid the venerated Professor:—"A study, which in the hands of many would be dull and uninteresting, becomes under your Promethean touch, all instinct with life. Your own burning enthusiasm and zeal kindle as nothing else could do a corresponding enthusiasm in your students." The address concluded with the following clause, which we have no doubt is a perfectly sincere expression of the estimation in which Dr. Young is held by his students, past and present:—"We ask you to accept the chair as a memento of the occasion, as an expression, however inadequate, of our esteem, reverence and affection, and as a memorial of the halcyon days we have spent in the lecture-room under our guide, philosopher and friend."

SIR JOHN LUBBOCK, in a recent address, remarked that it was extraordinary to look back now on the affectation of the last century about "blue stockings." Every one now recognized that education was as good and as necessary for girls as for boys. No, Sir John, not every one. We do not know how it is in England—rather we do know pretty well that it would still be easy to find regiments of the old fogies in England—but in Canada, enlightened, free Canada, we could point you to men of education and intelligence, who do not believe in any education worthy of the name for women. They are terribly afraid that education will destroy the modesty, delicacy, and refinement of the female nature. Such persons need to be told, though it is vain to tell them, as the Archbishop of Canterbury did his hearers on the occasion above referred to, the elementary truth, that "Ignorance is not a great civilizer or refiner; but, on the contrary, whatever delicacy and reserve there was in women is drawn from beautiful and cultivated intellects, and the greater the cultivation and refinement the more they would see come out those particular properties and qualities which all mankind had loved in woman from the beginning."

A LOCAL journal says that at the recent meeting of the West Grey Teachers' Association, Dr. McLellan, Government Inspector of Model Schools, gave the following as a sample of some of the examination papers set by Departmental examiners:—

"Hi diddle, diddle, the cat and the fiddle,  
The cow jumped over the moon."

1. Define *Hi*, and give its etymology.
2. Give force of *diddle*.
3. Account for the prowling of the cat around the fiddle.
4. What breed of cow?
5. What was the probable cost of beef at the time?
6. There are two readings: "The cat on the fiddle," and "the cat and the fiddle." Which do you prefer, and why?
7. What platform did the cow jump from?
8. What was the probable psychological state of the man in the moon?

As a specimen of destructive criticism this is good. The irony is fine and keen. The trouble is that the sword is many-edged, and seems to cut in every direction. Dr. McLellan does not,

probably, mean to condemn all examinations. We cannot think he would have the Departmental examiners return to the old style of questions, such as were in vogue some years ago. If, now, he would but give us a set of model questions on the above, or some other extract, showing the kind of information which may be properly sought for in an examination, he might lift some of us out of the pit of perplexity into which he has cast us.

### *Educational Thought.*

A GOOD education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable.—*Plato*.

FOR every purpose, whether for action or speculation, I hold that quality to be the most valuable which it is quite within our own power to acquire, and which Nature, unassisted, never yet gave to any man—I mean a perfectly accurate habit of thought and expression. Such is, as far as I can see, one of the very rarest acquirements.—*Lord Stanley*.

By a right character I mean one that would make a man a vital co-operative force in all that would tend to build up society and to aid in the onward movement of the moral government of God. Character transcends knowledge. Knowledge is instrumental, character is directive. Knowledge teaches us how to do, character determines what we will do. It is a man's deepest love, and will determine his ultimate destiny. Hence the highest form of benevolence in seeking to improve character. This is the object of missions. This was the object of Christ. His coming was a testimony to the value of character. He who appreciates this value clearly, and devotes himself with energy and self-denial to its improvement in himself and others, is the highest style of man, and the institution that does the most for character will do most for the individual and for the country.—*Mark Hopkins*.

MOST children are endowed with a fair degree of native energy that manifests itself, among other ways, in a curiosity that leads them to investigate nature and to seek information from their companions. When properly nourished, this curiosity is sufficient to ensure to them a full development of their powers and a large acquisition of knowledge. Too often, however, by neglect or false methods, this divine gift of curiosity is stifled. A recent writer, alluding to his seventeen years' experience as a professor in one of our oldest colleges, says: "I am more and more impressed, and often sadly impressed, with the failure on the part of college students to manifest that intellectual curiosity, and to put themselves in that mental attitude, that shall make their studies truly educating to them."—*Thos. J. Morgan, in Education*.

THE mind is stimulated to action by the presence of real things in nature and art. The natural phenomena appeal strongly to the child's curiosity; but the mystery of nature is too profound, the difficulty of understanding its laws is too great for the unaided student. The child of nature is always a child. No man, or generation of men, left to itself, would or could make much progress in the conquest of the secrets of the universe. It is the accumulated knowledge and wisdom of the ages, increased little by little, and taught by one generation to another, that is man's heritage. The teacher initiates the student into these mysteries, gives him the key to this great treasure house, enthrones him as ruler over nature's great forces, and teaches him how to subject them to his own uses. To leave him to his unaided efforts is to doom him to failure and consign him to despair. To attempt to lay upon him, ready made, the accumulation of science and the formulas of philosophy is to crush him with riches. The teacher is to put him into right relation with the world about him and that greater world within him, and by hint, suggestion, and question, lead him to put forth all his powers of observation, introspection, and thought, until he comes to self-conscious freedom and to the mastery of his surroundings.—*Thos. J. Morgan, in Education*.

## Special Papers.

## OUR EXAMINATION SYSTEM.

CERTAIN DEFECTS; A FEW REMEDIES SUGGESTED.

(Concluded from last issue.)

The influence of such prescribed courses and their accompanying examinations cannot be overestimated. And this leads me to raise the question, "Which of our examinations has the most influence on the trend of common school education, and therefore on the education of the masses?" Doubtless the entrance examination, that examination which forms the connecting link, or rather that bridges the chasm between the common and the High School! When the pupil has passed the entrance examination he has practically finished his common school course. True, he may still attend the common school; but the danger is that he is now comparatively neglected unless indeed he have a higher examination in view, to wit, a teachers' examination. And the great danger is that, as Inspector Seath points out, *undue influence may be brought to bear to induce the successful entrant to study for a teacher's non-professional certificate*; and thus he may be wafted or drafted into a profession and into work for which he may have no natural inclination and for the performance of the duties of which he may be in no wise specially adapted or fitted.

To avoid this and other evils already referred to, we would suggest the following changes:—

I. PLACE ON YOUR COMMON SCHOOL CURRICULUM, to be taken at least as optional studies, CERTAIN ELEMENTARY TEXTS ON AGRICULTURAL SUBJECTS. If it be found expedient, follow these up with more advanced texts in the High Schools and Collegiate Institutes; and let this course connect by examination, directly or otherwise, with the Agricultural College.

This suggestion will probably be met with the loud and too common acclaim that we thus do away with a broad general education. We think not. The general course is still open to him who wishes to pursue it, and the superior training of the student who takes that course is not denied; but the specific course is made available for him who desires it. Have we not shown that our common and High Schools lead up to similar courses in Medicine, Law, Civil Engineering, etc. Why, we ask, should the study of that science upon which more than upon any other depends the progress of the nation, be so studiously avoided in our schools? Will those who differ from us give an intelligent answer to this question? True, we have a Model Farm, an Agricultural College, and a staff of professors who do practical, and we doubt not, very useful work; but what fraction of our prospective farmers attend on their teaching? Not one in a thousand; the reason is obvious. There is no *connecting link* between the boy's common or High School education and such a course. Connecting link! Indeed there is nothing at the one end to connect! Not one idea has been planted, not a single aspiration generated, not one inclination strengthened, that naturally directs the prospective farmer's steps to an Agricultural College; and, mark you, just as the twig is bent the tree inclines. It is almost amusing to read the Minister of Agriculture's lament that boys who take an advanced course of study do not return to the farm. The refrain of his song would seem to be that the higher education gained in our state schools is, in this way, dangerous to agricultural interests. This ought not to be so, and if it is a fact, I would fain ask our bucolic Minister whether the philosophy of the fact is not truly set forth in this paper. Again we say that elementary texts on agricultural subjects should be placed, at least as optional studies, on our common school curriculum. To a boy who spends sixteen or eighteen of every twenty-four hours on the farm—to whom the farm is, as it were, a great laboratory, there should be no difficulty in teaching this subject practically. It goes without saying that if taught theoretically, the result would be mischievous, rather than beneficial.

II. RAISE THE STANDARD OF THE ENTRANCE EXAMINATION. We do not go as far as Principal Grant, when he says that our common schools

should prepare candidates direct for the Universities; but we do think that our common school teachers are or ought to be competent to do a higher grade of work than that at present required of them. What would be the result were the examination of entrants made more searching? Beneficial to the student who intends taking a High School course by giving him a wider and a more thorough knowledge of the elementary work ere he grapples with the manifold difficulties to which the High School programme introduces him; beneficial also to the student who, from whatever cause or reason, will never take a High School course. The *terminus ad quem* of his course would be placed farther in the distance and upon a more elevated plane. Our education system should, if possible, accomplish the utilitarian ideal of conferring the greatest good on the greatest number. The great majority of the youth of our land live either in the country or in villages where there is no High School; and if we are to regard the entrance examination as marking the limit (and it certainly does mark the limit of work done in a great many schools) of that education which the country or village boy is to receive at his own door, when we say that the raising the standard would place at the door of the boy's home the possibilities of receiving a higher grade of education, accessible alike to the poor and the rich, and would stave off either entirely, or for a greater time, the period at which he is brought under what I have already characterized as the baneful influence of departmental examinations.

Another needed change is the wiping out of the December entrance examination. It is utterly absurd to argue that a pupil can gain a fair mastery of entrance work in four months. Added to this therein the difficulty that the successful candidate at Christmas is, particularly in our smaller High Schools, necessarily placed in the same classes with the successful entrant of the previous July. The absurdity of this is so apparent as to need no comment. Stiffen the examinations, hold them at the end of the academic year, so that the successful candidate may enter the High School at the beginning of the next academic year's work.

3. I have already pointed out that there is a danger that the competitive character of our departmental examinations exercises an evil influence. The possibility of such evil influence would be to a great extent removed if the result of the examinations held throughout the province were published alphabetically *en masse*. At present the names of the successful candidates at the different non-professional examinations throughout the province are so published that comparisons can yet very easily be made between competing schools. Such comparisons may be absolutely misleading, for we are given merely the quantity of work done, not the quality. We notice that one school has passed a certain number of candidates; but the total number that wrote and the number that were rejected we know nothing of. Consequently we say that comparisons may be actually misleading. The possibility of such mistakes and of the evil influence above indicated, should, if possible be wiped out.

4. Make the professional training of teachers a reality. At present the law-student spends five year's in practical training for his profession, during which time he pays some \$200 in fees; the medical student takes a four year's course in professional training, and pays his fees with a liberal hand; the teacher spends about as many months as the former do years in professional training, during which time the fees are merely nominal. Is it any wonder then that so many aspirants for honors in the other professions use that of the teacher as a mere stepping stone? Is it any wonder that the majority of those engaged in teaching are travellers and not sojourners.

## TEACHERS' SALARIES.

BY A COUNTY TEACHER.

NOT long since I heard a trustee remark to an applicant for a situation, "You will have to come down; we have always been very fortunate here. We never hire until late, and then we get some one who has been disappointed in getting a situation,

cheap." Now, while it is undeniably true that many trustees do all they can to keep the salaries as low as possible, still I do not consider the fault is entirely on their side. We have close-fisted trustees and we have teachers who pander to this close-fistedness.

About a month ago I resigned my position, and my trustees advertised for a male teacher. In reply about forty applications were received. I was present at the meeting when my successor was chosen, and had the privilege of reading the applications, and I must say that for the first time I was ashamed of my profession. There was, indeed, a small percentage of neatly written, well composed applications, but in many cases the spelling was bad. One applicant held a Third Class Certificate, but had "*studded*" some Second Class subjects; another "*inclosed recommendations*." The writing was even worse than the spelling, and the composition stiff and awkward. The punctuation certainly could not be criticized, for there was none to criticize. I watched with great interest and curiosity to see if the trustees would detect the errors. They noticed the writing, but errors and deficiencies in other respects appeared to pass unnoticed. And these trustees are as intelligent on the whole as most of those on the country school boards.

These applicants, armed with lengthy and learned testimonials from interested High School teachers, asked for their services—perhaps a great deal more than they were worth—but so little that the remuneration required by a competent teacher seemed very large in comparison. One man, "twenty-one years of age, strong and healthy," demanded for his services the sum of \$298 per annum. He evidently expected to meet trustees like the one above referred to, and thought that being \$2 lower than the round sum his competitors might name, he would surely be appointed. Another applicant, for a very small sum, would pledge himself to give satisfaction to the *entire* section, which he knew by *personal* experience could be done.

In a neighboring section, where they have been paying \$500, a young man who has attended a High School for at least five years, and who, in addition to his Professional Third, holds a Second Class Non-Professional Certificate, applied for and accepted \$300, though the trustees had expected to pay more. In another neighboring section where they pay \$400 this year, and to my knowledge offered the same salary to another teacher for the coming year, an experienced teacher made a *personal* application and accepted \$265. Now don't you think in these cases the teacher is most to be blamed?

Worse again than accepting such low salaries where there are vacancies, is the undermining system practised by some who profess to be teachers. During the time I have held my present position persons who hold the necessary certificates of qualification—I will not call them teachers—have come in repeatedly and offered their services for less than I am receiving. Others, I have no doubt, have had the same experience. I know of a recent instance in which one of these persons offered to teach for \$50 less than the trustees were paying, and the result was that their teacher was obliged either to resign or accept a lower salary.

I have the most unbounded sympathy with the boy who has, perhaps, spent every available cent in gaining his professional papers, in his anxiety to obtain a situation; but my sympathy ceases when that anxiety leads him to undervalue his services, or seek to undermine another. The teacher who accepts \$300 will find it harder to have his salary raised to \$500, than if he had started with \$350 or \$400; and besides injuring himself, he does the profession an irreparable wrong. We occasionally find a board of trustees who are willing to pay a good teacher for his services; but there are always a sufficient number in the section to make it unpleasant for them to do so, especially when the neighboring sections are paying such low salaries.

Teachers not infrequently are annoyed because they do not belong to the same church as a few of the leading cranks in the neighborhood, and cases are known in which they have lost their situations on account of political views. But I believe as serious difficulties as any that are met with, come from the petty jealousies and undermining schemes of those in the profession.

## 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.

## QUESTIONS AND ANSWERS.

1. KINDLY give analysis of, "Logs are cut, notched at the ends, and dovetailed together so as to form a quadrangular enclosure." Also parse the words "so" and "as" separately. Parse also the words, "in order that," in the sentence, "He did it in order that he might gain favor."

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2. Please answer these questions in the first number of the JOURNAL:—

(a) The characteristics of Sir Walter Scott's poetry, especially the *Lay of the Last Minstrel*.

(b) "Till pride be quelled and love be free." Show that this line is of very special importance in its bearing on the whole story.

(c) Which is the central point of the story, the Goblin Page or Cranstoun's love for Margaret?

D. N. B.

3. Why in the Public School Grammar are the words *seek, tell, sell* and *think* called "weak," while *bite, chide*, are called "strong," especially when we are told that if the vowel changes they are strong?

G. H. M.

4. (a) The following divisions for analysis are given in the Public School Grammar, p. 34:—I., Subject; II. Adjective modifiers of subject; III. Predicate; IV. Object; V. Adjective modifiers of object; VI. Adverb modifiers of predicate. In which of these divisions would you put what some grammarians call the *complement*?

(b) What is meant by "anthem of the free," (Fourth Reader, p. 162, third line from the bottom)?

(c) Which is correct, "3 and 4 are 7," or "3 and 4 is 7"? "3 times 4 are 12," or "3 times 4 is 12"?

(d) What does "always" modify in the sentence, "He is always sick"?

(e) Do you know any works that would help a teacher in teaching (1) literature to junior classes, (2) object lessons, (3) language lessons?

(f) Is there a report of all the schools in Ontario printed every year? If so, where could I get one, and what would it cost?

5. Will you kindly give a complete analysis of:

"I am certain of this, that I have been at many costly dinners that have not afforded me half the content that this has done, for which I thank God and you."

R. H. C.

6. Please explain, through the medium of the English column in EDUCATIONAL JOURNAL, the following:—"Thy thrice accursed sail," in which reference is made to "Lansulus," whom Horatius had just slain. See High School Reader, p. 253, a little below middle of page.

M. H., Lynedoch.

## ANSWERS.

1. The comma after *cut* indicates that there are three sentences. First sentence:—Subject, *logs*; Pred., *are cut*; Adv. adjunct, *so as—quadrangular enclosure*. Second sentence:—Sub., *logs*; Pred., *are notched*; Adv. adj., *at the end, so as—enclosure*. Third sentence:—Sub., *logs*; Pred., *are dovetailed*; Adv. adj., *together, so as—enclosure*. Subordinate adverbial sentence, *As . . . enclosure*:—Subj., *they*; Pred., *would be cut, etc.*; Adv. adj., *to form a quadrangular enclosure*.

"So." Adverb of manner relating to each of the three predicates, *are cut, notched* and *dovetailed*.

*As*. Adverb of manner modifying *would be cut* or *notched* or *dovetailed*, understood.

*In order that*. A conjunctive phrase. If the words are parsed separately, *in* is a preposition, *order* a noun, *that* a conjunction.

2. (a) An unsatisfactory question. Every person has, and ought to have, his own opinion about such things. To us the chief merits of all of Scott's poetry are vigor, harmony, and fidelity of description of scenery.

(b) The whole story hinges upon this prophetic utterance and the proud determination of the Lady of Branksome to have her way in spite of the decree.

(c) Neither; but the struggle of the lady against fate.

3. The question shows the inadvisability of dealing with such matters in a grammar for junior pupils. The main, in fact the only, thing necessary for them is to learn to use the parts of the verb in every-day speech. The reason that the verbs mentioned first are called *weak* is that they add the *d*, while the others change the vowel, and if they add anything add *en*. In the first case the vowel change is secondary to the addition of the *d*. For full explanation of the matter see High School Grammar, VIII., 48, 98 and 99.

4. (a) The term "complement" is used in many different senses. As employed by some it stands for the object and the adjective modifiers of the object. Some again use the term to indicate a word phrase or clause used to complete the statement of a verb of incomplete predication.

(c) Good usage is divided in both of these expressions. It is impossible to decide which is right or wrong. In the first case "is" seems to be preferred, and in the second case "are."

(d) The relation of "always" depends on the way in which the sentence is spoken. It is safe to take the word as modifying the whole predicate "is sick."

(e) A list will, if possible, be given in the next number.

(f) The Annual Report of the Minister of Education. It may be obtained at the Education Department.

5. Sentence, *I am . . . and you*; Kind, Compound. Sentence, *I am . . . done*; Kind, Complex. Subject, *I*; Predicate, *am certain*; Adverbial adjuncts, *of this . . . done*. Sentence, *(that) I . . . done*; Kind, Complex Substantive in opposition with *this*. Subject, *I*; Pred., *have been*; Adv. Adjuncts, *at . . . done*. Sentence, *(that) have . . . done*; Kind, Subordinate Adjectival to *dinners*. Subject, *that*; Pred., *have afforded*; Obj., *half . . . done*; Adverbial Adjuncts (a) *me*, (b) *not*. Sentence *that . . . done*; Kind, Subordinate Adjectival to *content*. Subject, *this*; Pred., *has done*; Object, *that*. Sentence, *for which . . . you*; Kind, Simple. Subject, *I*; Pred., *thank*; Object, *God and you*.

6. The "accursed sail" stands by Synecdoche for the vessel of the pirate Lansulus. The meaning is that the inhabitants of Campania will no more be terrified by the sight of the pirate vessel.

## Literature.

## MERRY CHRISTMAS.

IN the rush of early morning,  
When the red burns through the gray,  
And the wintry world lies waiting  
For the glory of the day—  
Then we hear a fitful rustling  
Just without upon the stair;  
See two small white phantoms coming,  
Catch the gleam of golden hair.

Are they Christmas fairies stealing  
Rows of little socks to fill?  
Are they angels floating hither  
With their message of good-will?  
What sweet spell are these elves weaving,  
As like larks they chirp and sing?  
Are these palms of peace from heaven  
That these lovely spirits bring?

Rosy feet upon the threshold,  
Eager faces peeping through,  
With the first red ray of sunshine,  
Chanting cherubs come in view;

Mistletoe and gleaming holly,  
Symbols of a blessed day,  
In their chubby hands they carry,  
Streaming all along the way.

Well we know them, never weary  
Of this innocent surprise.  
Waiting, watching, listening always  
With full hearts and tender eyes;  
While our little household angels,  
White and golden in the sun,  
Greet us with the sweet old welcome—  
"Merry Christmas, every one."

—Louise Alcott.

## KEEPING CHRISTMAS.

BY GOLDWIN SMITH, LL.D.

"CHRISTMAS comes but once a year," were words familiar and dear to English childhood. They were uttered by the band of mummers who came into the halls of the gentry on Christmas Eve to exhibit their rude traditional disguises and play their uncouth antics, earning thereby the half-crowns wherewith to make themselves a merry Christmas. If you had traced the pedigree of the mummers, probably you would have found that they, like Punch, represented the actors of some mediæval mystery or morality play, now fallen in its estate, since the Church of the Middle Ages, with all its sacred pageantry and drama-turgy, had passed away. Punch will die only with Shakespeare, but the mummers probably by this time the policeman of a refined civilization has ordered to "move on." Besides the roughness and absurdity of the exhibition, these fooleries enacted by the lower class to amuse the upper class and draw money from them, did smack somewhat of the old *regime* and even reminded one a little of the Saturnalia of the Roman slave. More than two centuries before, Puritanism had banished forever the Lord of Misrule, under whose reign of tipsy jollity and folly the lawyers of the Temple were once fined for having failed to perform their customary dance before the judges. The Lord of Misrule, while he lasted, was kept up in a style incredibly elaborate and expensive. He had a mimic court, with officers answering to those of the real court, and for a season ruled the realm of pleasure as absolutely as the monarch whom he counterfeited and partly supplanted, ruled the State. Mr. Francis Vivian, who was Lord of Misrule or Christmas Prince in the reign of Charles I., spent £2,000, equivalent probably to \$100,000 now, on the maintenance of his mock dignity, besides his allowance from the Crown. To all this the more serious and austere spirit which was then gaining ascendancy in Merrie England was fatal, and the Restoration, though it brought back the May-pole, failed to revive such laborious and thoroughly antiquated tomfoolery as the reign of the Lord of Misrule. "Our Christmas Lords of Misrule," says Prynne, "together with dancing, masques, mummeries, stage-playing, and such other Christmas disorders now in use with Christians, were derived from these Roman Saturnalia and Bacchanalian festivals, which should cause all pious Christians eternally to abominate them." The words are quoted in Mr. Hervey's "Book of Christmas," where all the lore concerning the Lord of Misrule will be found. Prynne is right in connecting the reign of Misrule, morally at least, with the Saturnalia; it was not only a vast "spree," but, like the Saturnalia, a temporary relief from the rigidities of social arrangements and a sort of social safety-valve at the same time. Another festival which used to be celebrated in England when I was a boy, and which had a strong and most pathetic tinge of the Saturnalia, was the festival of the chimney sweeps on the first of May. Those hapless boys, mostly parish apprentices, and the lowest and most miserable slaves of civilization, had that one privileged day of merriment and feasting in the year. They used to dance on the lawn round "Jack in the green," clattering their brushes and wooden shovels, after which they were regaled by the charitable with beef and plum-pudding. Happily that caste of misery and degradation has now ceased to exist. If the mummers have departed, I hope the "Waits" have not departed with them. Their music was hardly an equivalent, especially in the

rural parishes, for the song of the angelic choir heralding the nativity, which I suppose it professed to reproduce. But its sound, in the dead of night, made a strong impression, half awful, half pleasant, on the ear of childhood.

Christians in the Middle Ages thought that they were keeping the actual birthday of the Saviour, as they thought when they went on a pilgrimage to Jerusalem that they saw the identical spots where the scenes of His passion had been enacted and the Sepulchre in which He had been laid. We know that the day of Christ's birth is totally uncertain. Clement of Alexandria, a Father of the second century, speaks of those who affected to assign the day as "over curious," and his confession of ignorance is decisive. All attempts to settle the point by reference to historical landmarks, to ecclesiastical tradition, or to the Shepherd's Calendar, are vain. Probably the time of the winter solstice, the birthday of the year, was fixed on for the nativity of the Sun of Righteousness. The old Latin hymns seem almost to admit as much by coupling the coming of the Saviour with the return of light. Not only the day of Christ's birth, but the year is uncertain, and the French Revolutionists had that fact upon their side when, proceeding to regenerate chronology as well as society, they substituted for the Christian era that of the enthronement of Reason, personified by a prostitute, on the altar of Notre Dame. Nevertheless, we let this article of the mediæval calendar stand, and still on the traditional day celebrate the birth of Christianity and of all that Christianity has brought with it to society, to the home, and to the heart. Even those who in this critical and sceptical age have ceased to be Christians in name may celebrate the festival of humanity. For they can hardly deny that it was with Christianity that the sense of a common humanity and of the brotherhood of man, with all its duties and charities, and with the civilization which is grounded on it, came into the world. A Greek philosopher might point out the close fellowship which united mankind; but that same philosopher pronounced slavery an ordinance of nature, and when he spoke of mankind probably thought only of the free. That there were no hospitals or alms-houses before Christ may not be strictly true; but it is certain that there was nothing in ancient civilization like the vast system of Christian charities. The Comtist religion of Humanity, though it presents itself as a new creation, is, as has been often and fully said, nothing but Roman Catholic Christianity, with a new set of saints, sacraments and festivals. Those who cannot keep Christmas Day as the holiday of a revealed religion may keep it as the holiday and the annual renewal of human brotherhood, social beneficence, and family affection.

Suppose some vestiges and relics of heathenism do mingle with our mode of keeping the Christian feast; suppose the Yule log does represent the sacred fire of pagan superstition and remind us of the scene in a Scandinavian hall, where our rugged progenitors quaffed their mead and sung their rude drinking songs amidst the trophies of wild tribal war. Suppose the mistletoe is the mystical plant of the Druid, though it is difficult to see how the connection can be traced between Druidism and kissing. All this only widens the circle of historic association and makes the festival in a larger sense human. Even the most orthodox among us have by this time pretty well discarded the narrow theology, uncountenanced by any rational construction of the Gospel, which puts the heathen out of the pale of salvation and consigns them to the power of evil for not having heard a word which was never preached to them or believed in miraculous events which had not then taken place. We recognize the debt which the civilization of which we are the heirs owes to its earliest and rudest founders. We recognize the debt which Christian Ethics owe to Socrates, Plato, Marcus Aurelius, and Epictetus. We scout the monkish morality which consigns virtuous pagans, with one or two arbitrary exceptions, to eternal torments. We have enlarged the bounds of Christendom to the full compass of the designation "Son of Man."

It is in vain that the Puritan has tried to dislodge the Papistical, Prelatical, and heathen Christmas by substituting for it Thanksgiving Day. His failure is almost as signal as that of the Jacobins in

their attempt to substitute the birthday of their Republic for the birthday of Christendom. A holy day of any kind is always popular, and it is very right and meet that we should express pious gratitude for the ingathering of the harvest. But who, except the heirs of the Puritans, cares very much about Thanksgiving Day? With what tender and hallowed associations is its name encircled? Who particularly wishes on that day to gather all whom he loves around him, or calls up with special fondness the image of those whom he has lost? To see a man eating his Christmas dinner alone at a club makes one shudder. Would the sight of a man eating his Thanksgiving dinner alone give one the same shock? Perhaps one who is not a New Englander or a Puritan underrates the intensity of New England and Puritan feeling. But Mrs. Beecher Stowe is a New Englander, and she shows us in her *Pogonue* how, when the burst of anti-Anglican feeling connected with the Revolution was over, Christmas, with its little Church pageant-tries and its genial memories, stole back to its place in the hearts of all but the most austere Puritanical portion of the people. The children even of the Puritan minister cannot keep away. One thing is certain, Thanksgiving can never, like Christmas, be a feast of mankind or of Christendom, since the time of harvest will always differ in different parts of the world. Christmas, it is true, we are apt to associate with winter, with snow, and with the storms which raging out-of-doors endear by contrast the bright fire and the happy circle within. But it may be kept, and is kept, at once in England, in America, in Australia, and in Hindostan. If the supporters of Thanksgiving Day fling any stones at Christmas on account of its association with a sacred season of the heathen, the stones may be flung back; for nothing is more certain than that the heathen were in the habit of offering the first fruits to their gods.

The custom of giving presents at Christmas and the New Year certainly cannot be acquitted of heathen associations: it is too clear that *etrennes* is derived from *strenæ*. An ancient ecclesiastical writer consequently denounces the custom as "diabolical," the religion of the heathen and everything pertaining to it being supposed to be the direct work of the Devil. The youthful recipients of the *strenæ* will be inclined to retort the malediction. In ancient times, as in modern, the gifts were accompanied with good wishes for the coming year. The practice is too natural to call for any learned explanation. With us it has been developed into a round of visits on New Year's Day, of the formality of which society seems to be growing a little weary, so that the custom is likely to fall into disuse. We shall have reason to be sorry for its departure if it has served, as I have heard people say that it has, to terminate, without the awkwardness of a formal reconciliation, any misunderstanding or coolness that may have arisen during the past year. The end of the old year coming with the birthday of the religion of charity, is a good time for writing off from the ledger of the memory all the evil debts of unkindness and opening a new book of mutual goodwill.—*The Week*.

### Book Reviews, Notices, Etc.

*A College Algebra*. By G. A. Wentworth, A. M. Ginn & Co., Boston. pp. 494.

The chapters on Choice and Chance are the best. Not equal to the latest English Algebras in most respects.

*Descriptive Geometry*, by Linus Faunce. Ginn & Co., Boston.

A manual of architectural and engineering drawing suitable for Schools of Technology and Practical Science, and for the advanced classes in Art Schools.

*Arithmetical Exercises*, by Hall and Stevens. Macmillan's; 150 pp.

Useful as a treasury of test-questions and examination papers. The Appendix contains questions on Logarithms and Mensuration. An easier book than McLellan and Kirkland's Problems.

*An Elementary Treatise on the Theory of Determinants*, by Paul H. Hanns. Ginn & Co., Boston; pp. 217.

This is one of the best mathematical books in print. It will be found much easier to master than Salmon's Higher Algebra, chiefly on account of the large numbers of examples fully worked out. The typography of the broad pages rivals the very best English work.

*A Text-Book of Euclid's Elements*, by Hall and Stevens. Macmillan & Co.; pp. 382.

The timid conservatism of English geometry is once more illustrated. The few departures from dear old Euclid are, however, of the right stripe, and we can only wish the editors had gone much farther in the direction of modern methods. The Theorems and Examples at the end of each book are very good. It is a pity, however, that any one should nowadays wade through Euclid's Bk. II., or that any one should still write at the end of I. 14, "In the same way it may be shown that no other line, etc."

*Botany for Academies and Colleges*, by Annie Chambers-Ketchum, A.M. J. B. Lippincott Co., Philadelphia; \$1.00.

Part I. is a concise text-book of General Botany, well illustrated and written in a bright and entertaining style. As an aid to the study of plants themselves it could be improved by the addition of some practical hints on the use of the microscope. Part II., in the same volume, is a comprehensive manual, describing all known orders of plants. For descriptions of species and varieties the student is referred to manuals of local flora. The type, paper and binding are good.

*Gouverneur Morris*, by Theodore Roosevelt. Boston and New York: Houghton, Mifflin & Co.

This interesting work, which is handed to us by Williamson & Co., 5 King street west, Toronto, is one of the valuable series of *American Statesmen*, which is being edited by John T. Morse, jr., and published by the above named company. Mr. Roosevelt has made good use of his materials, some of which were not available to Jared Sparks, hitherto Gouverneur Morris's sole biographer, while those formerly available have now been used to much better purpose. Thousands of Canadian and English, as well as United States readers, will turn with interest to these freshly written pages, carrying us back as they do to the days when New York was a "thriving little trading town," and to the stirring times of the great American Revolution.

*On the Story of Words*, by Richard Chenevix French, D.D., Archbishop.

Twentieth edition, revised by the Rev. A. L. Mayhew, joint author of "The Concise Middle English Dictionary." MacMillan & Co., New York, 1888. This standard work is too well known by thirty-seven years of use and popularity to need introduction or commendation. In this edition the editor has wisely aimed to alter as little of Archbishop French's work as possible. But great advances have been made in the study of Philology since the Archbishop's day, and an attempt has been made to bring the work up to the present state of philological knowledge by purging it of all erroneous etymologies, and correcting matters of detail. Some foot notes have also been added. Price, \$1.00.

*Town and Country School Buildings*, a collection of plans and designs for schools of various sizes, graded and ungraded, with descriptions of construction of sanitary arrangements, light, heat, and ventilation, by E. C. Gardner, Architect. New York and Chicago: E. L. Kellogg & Co., 1888.

The character of this book is sufficiently explained by the title page. The book itself is handsome. Paper, press-work, binding, and illustrations are all first-class. The illustrations are 124 in number. The hope of the publishers is that teachers will find the book helpful "in urging the rights of children, in explaining to building committees and others in authority the possibilities and the duties in regard to school-buildings." It is certainly well adapted to accomplish this desirable end.

*Examination Papers.*

EDUCATION DEPARTMENT, ONTARIO.—  
MIDSUMMER EXAMINATIONS, 1888.

THIRD CLASS TEACHERS.

INDEX AND PRECIS WRITING.

Examiners: { CORNELIUS DONOVAN, M.A.  
J. J. TILLEY.

NOTE.—Candidates will take 3 and 4, and either 1 or 2.

1. LOCHIEL, April 16, 1888

Received from Messrs. McKay & Co., of Glegville, the sum of ninety-five dollars and twelve cents (\$95.12), in full of all demands to date.

JAMES GRAHAM.

(a) Describe your arrangements for taking charge of incoming receipts, bills, invoices, etc.

(b) Illustrate, by diagram, how you would syle away the foregoing receipt for James Graham.

2. Write the following sentence in as few words as possible:

Wisdom gives true judgment of earthly things and true judgment demonstrates their insufficiency to our peace.

Pride goeth forth on horseback, grand and gay,  
But cometh back on foot and begs its way.

The aim of education should be to teach us, rather *how* to think than *what* to think; rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.

3. (a) Index (as for the Town Clerk) in tabular form the following letters:

(b) Write a Precis of the letters.

GRABTON, April 1, 1888.

DEAR SIR,—

Having heard and read a great deal about the extensive water privileges possessed by your town, we are seriously thinking of transferring our milling business to Trentmouth. We will agree to erect there a mill worth \$50,000, and give constant employment to 300 hands, provided your corporation will grant us a bonus of \$10,000 and exemption from taxation for a period of ten years. I may state here that in case your Council fails to come to terms with us, we will carry our business to the neighboring town of Belldale, from which we have already received fair inducements. An early reply will oblige

Yours truly,  
HOPPER & ROLLER,  
Millers.

The Town Clerk, }  
Trentmouth. }

TRENTMOUTH, April 15, 1888.

DEAR SIRS,—

In reply to your favor of the 1st instant offering to open a new milling industry in this town on certain conditions, I beg leave to state that I laid your proposition before the Town Council at the time of its last regular meeting, when, after due consideration, it was resolved almost unanimously to decline your liberal offer. The people of the neighboring town of Belldale know their own business best, and are free to act as they like in the matter; but as the ratepayers of this town have already suffered heavily from the granting of exemptions and bonuses, the corporation of Trentmouth has decided to let all future industries stand or fall by their own merits.

Yours truly,  
WILLIAM WIMBLE,  
Town Clerk.

Messrs. Hopper & Roller, }  
Millers, Grabton. }

4. Joan of Arc declined the munificent rewards with which royal gratitude sought to recompense her wonderful and invaluable services. Her mystic banner had made the besiegers of Orleans rise

and flee, and had subsequently waved in triumph at the coronation of Charles the Seventh at Rheims, and this prosperous accomplishment of her mission filled her mind with glorious thought, in the enjoyment of which she found, as regarded herself, a sufficient recompense. But for Domremy, where she had been born, where she had tended her father's flocks, and where visions and voices of saints had excited her to the enterprise of delivering her country—for that dear village she made request that it should thenceforth be exempt from taxation. The request was granted; and for three centuries and upwards did the register of taxes bear opposite the name of her native village, "Exempt on account of the Maiden." From the period of the French Revolution, when so many historical associations were severed, Domremy no longer enjoyed the immunity commemorating the heroism of the Maid of Orleans.

(a) Make a Precis of the foregoing extract.  
(b) State the utility of Precis Writing.

JULY EXAMINATIONS, 1888.

HIGH SCHOOL ENTRANCE.

COMPOSITION.

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

NOTE.—Only six questions are to be attempted, and of these 1, 2, 5 and 6 must be four. A maximum of five marks may be added for neatness.

1. Contract each of the following passages into a sentence:

(a) In the middle of this shining mass appeared two eyes. The eyes were fixed on Gilliott. He recognized the devil-fish.

(b) At about fifteen paces the vaulted roof ended over-head. He had penetrated beyond the blind passage. There was here more space and consequently more daylight. His vision became clearer. He saw before his eyes another vaulted roof, and at the farther end an altar-like stone.

(c) The space was only twenty feet square. The air-holes were small and obstructed. It was the summer solstice. The number of prisoners was one hundred and forty-six.

2. Arrange the words of the following in as many ways as possible without changing the sense:—

(a) "What's Yarrow but a river bare  
That glides the dark hills under?"

(b) "The daisy, by the shadow that it casts,  
Protects the lingering dew-drop from the sun."

(c) "Happy is the man whose good intentions have borne fruit in deeds, and whose evil thoughts have perished in the blossom."

3. Change the following from the direct to the indirect form of narration:—

"Child, will you tell me how to help it," said the mother, taking hold of her daughter's hand. "I do not give myself these dreams, I cannot prevent their making me feverish. I was as well yesterday as I could be; I went to bed quite comfortable, in good spirits; I do not know that I had thought of your poor brother even once during the day; and yet the dream came. How can I help these things, I ask?"

4. Paraphrase the following, substituting, where you can, the passive form for the active form, contracting each of the italicized clauses into a word or a phrase, and expanding each italicized phrase into a clause:—

"The day broke—the day *which was to decide the fate of India*. At sunrise the army of the *Nabob*, pouring through many openings of the camp, began to move towards the grove *where the English lay*. Forty thousand infantry, *armed with fire-locks, swords, bows and arrows*, covered the plain. They were accompanied by fifty pieces of ordnance of the largest size, each tugged by a long team of white oxen, and each pushed on from behind by an elephant."

5. Correct the following, where necessary, giving reasons:—

(a) The army marched farther than from Hamilton to Toronto.

(b) The men ascended up an exceeding high mountain.

(c) Fetch me the book which you have in your hand.

(d) Wide-spread ruin has been caused by the collapse of the bank among small depositors.

(e) The members assembled together to discuss the question.

6. Write a letter to a friend and in it make remarks on the following subjects:—(a) The school-house, (b) The school-yard, (c) The last public examination you attended, (d) Invite your friends to spend the vacation with you.

Indicate on your answer paper the form and position of the address on the envelope.

7. Give, in your own words, the substance of the lesson entitled "Lady Clare," or of the lesson entitled "The Demon of the Deep."

DRAWING.

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

NOTE.—Only two questions are to be attempted.

1. Draw a common chair in perspective.

2. Draw a flower pot as seen when placed below the level of the eye.

3. Give a drawing (no perspective) of an antique vase.

4. Sketch a square, each side about three inches long (two sides being vertical and two horizontal). Bisect each of the sides and sketch the vertical and horizontal diameters. Bisect each half of the left side of the square and also the left half of the horizontal diameter. Through these three points of bisection draw a semicircle. In the same way draw a semicircle on each of the other sides of the square. Line in the corners of the square between the semicircles.

*Miscellany.*

CHRISTMAS CAROL.

BY BERTHIA MONROE RICKOFF.

RING the bells across the dawning!  
Ring the bells for Christ has come!  
Come to each of us, His children,  
Ring the bells, for Christ has come!

See the holy baby, Jesus,  
Golden glories round Him shed!  
Softly thronging down the midnight,  
Angels hover o'er His bed.

In the East a star is blazing!  
Wise men, holy, gather near!  
Shepherds leave their flocks by night-time;  
Ring the bells, for Christ is here!

Ring the bells, oh softly, sweetly;  
See His mother's tender face!  
He is ours, the little Christ child!  
He is hers by God's own grace!

Ring the bells! oh, set them telling  
All the weary world 'tis true!  
Ring them loud, for God He loves us;  
Christmas Day is born anew!

Ring them for the little children!  
Tell them all the story sweet;  
Of the starlight and the shepherds,  
And the King they go to meet!

Ring the bells for God, our Father!  
Ring them for the baby King!  
Ring them for the glad world listening,  
Ring the happy bells. Oh ring!

—American Teacher.

*Hints and Helps.*

## NOTES AND DRAFTS.

BY J. H. P.

I HAVE read with interest Mr. Johnson's articles which appeared in the EDUCATIONAL JOURNAL, and would like to state what seems to me a more simple method of treating the subject of renewals.

The purpose of the Ledger is to give an exact statement of the relation between the concern and the persons or things in any way connected with the business. Each account, therefore, must furnish a complete record, as to dates and amounts, of all transactions which will affect such relation as far as that particular account is concerned. It is not the aim of the Ledger to give itemized statements. For this, recourse must be had to the books of original entry. The Bill Book furnishes a complete record of all the bills received and issued, and is the book consulted for information about individual bills. The accounts in the Ledger are valuable to furnish results when a statement of the Assets and Liabilities is desired.

Let us take the most simple case; if not business-like, yet possible.

I renew for A. B. his note of \$100, due to-day. He gives me a new note for \$100.

In this no change has taken place in the relation of B. R. Account and no entry is necessary. The B. B. will give the necessary record.

Suppose the new note to be for \$103. Interest Account and B. Rec. Account have had their relations altered to the amount of \$3 and all the entry necessary is

Bills Rec. Dr.....	\$3
To Interest.....	3
Had A. B. paid me \$50 cash and given me a new note for \$53, the entry would be	
Cash, Dr.....	\$50
To Interest.....	3
" Bills Rec.....	47

If a Cash Book is used no Journal entry would be necessary in the last.

If A. B.'s note had been discounted at the Bank and I pay it in order to get it for renewal, I would make the entry

B. Rec.....	\$100
To Bank.....	100
But this does not include all the cases in which an endorser pays a note for a maker. If the note was protested for non-payment and returned to me, and I paid it and protest fee, \$1.25 in cash, my entry would be	
A. B. Dr.....	\$101.25
To Cash.....	101.25

This way of treating the renewal of notes requires less labor, produces the same results and does not "needlessly mystify a beginner."

## SINGULAR AND PLURAL SUBJECTS.

In determining the proper form for a verb, much depends upon the number of its subject. It is important, therefore, to know certainly whether the subject is singular or plural. One must often look beyond the mere form of a word to the character of the thought expressed by it.

*Illustrations:*

1. A *portion* of the wheat was saved.
2. Nine *tenths* of the soil is bad.  
NOTE.—Here the subject is a partitive word followed by *of* and a noun or pronoun singular in meaning, and the verb is singular.
3. A *number* of the boys were disappointed.
4. One *third* of the words are misspelled.
5. A *half* of my pupils were ill.  
NOTE.—Each partitive word in these sentences is followed by *of* and a plural noun. The verb in such sentences should be plural.
6. *William*, as well as others, was present.
7. The *King*, with all his hosts, has come.  
NOTE.—The number of a subject is not changed by joining it to another noun by means of *with*, *like*, *but*, *as well as*, etc.
8. *I*, and not they, am to blame.  
NOTE.—When there are two subjects, and one of them is preceded by a negative word, the other determines the form of the verb.
9. The *public* are invited.
10. A great *variety* of plants grow here.

In determining the number of a relative pronoun, look at its antecedent, and be careful not to mistake an apparent antecedent for the true one.—*Popular Educator.*

## AVOID SUSPICION.

A lady teaching in New York said that suspicion on the part of a teacher was a common cause of badness in the pupil. "I remember," she said, "when I went to — street school that I was a good girl in every way. I found on my arrival a Sunday school friend, and naturally 'took' to her among a crowd of strangers. When we were called to the class-room I struggled to sit beside my friend and saw I had made a bad impression on the teacher. She set me down in her mind as a girl that needed watching. I was rather amused at first, but supposed that she would see the motives that actuated me, and trust me as implicitly as I was trusted at home. But she suspected me all the time. She was obliged to be absent for a few weeks, and when her successor came in a confab was held, and I know I was pointed out as one that needed watching. I felt indignant and treated the new-comer with coldness. She was a person of discernment, however, and often asked me to assist her. After a week she called me to her and said: 'I don't think you have been understood; I know of no one who tries harder to do right.' I burst into tears and told her of my treatment."

The teacher must disarm himself of suspicion at the outset and all the way along. He has no right to think and ought not to think the pupil comes there from any lower motives than he does himself. (And oftentimes the motives of the pupil are the nobler.) He should tell the pupils in a candid manner that he has to oversee them and watch them because it is his duty and not because he suspects them.

The pupil will read the teacher; he cannot escape. It is far better for him to treat his pupil in a cordial manner. Suppose he says in effect: "Scholars, I have no doubt but that you are in earnest in your efforts to do well here. I am going to try my best and I want you to try your best. You know how things should be done as well as I do, I have no doubt; my business will be to keep you on the track. You have visitors at home and know how to treat people politely; you must act as if you were 'in company' while here.

"I shall have to look around the room to see how things are going on, for that is my duty; but do not feel that I am trying to spy upon you, or that I am suspicious of you. I am not. If I think any one is wrong, I shall tell that person so and listen to his explanation. 'We are to live together here for several hours a day, and I want the time to pass pleasantly. We may just as well be happy while studying, as unhappy. Let every one help to make these the happiest hours of our lives.

"And, again, if in our intercourse any one thinks he is not dealt fairly with by me, I want him to come here and say so; I intend to deal justly with every one."

A talk like this should be given often enough to let the pupil's know that the teacher means to be "fair,"—and this in the pupils mind means a great deal. Sometimes one point can be expanded and sometimes another.

There are pupils in a school that are not "understood" by their teachers; they do things that are "odd," to say the least; they gradually arouse prejudice in the mind of a teacher. The teacher cannot point out any particular thing, but he feels repelled and rebuffed. Unless he is a wise man he will attempt a warfare on this pupil and the pupil will leave the school; if he stays in by the pressure of his family he will learn little.

A teacher in one of the city schools said; "I can get rid of a pupil without suspending him."

"How?" was the inquiry.  
"I freeze him out."  
"How is that?"  
"Oh, I let him know from nine in the morning until three in the afternoon that I do not want him, that I hate him, and he stays away."

This is human nature, of course; we love those who love us. The teacher must, however, have a higher spirit. A gentleman who held very important positions and is highly esteemed in California, said: "I went to California because I was meanly

treated by my teacher in — school. He wanted to get rid of me. He hated me; he accused me of lying; he beat me. My father began to lose confidence in me. And I took myself off to California. After thirty years of absence I returned. I still felt the injustice that had been heaped on me. I heard the teacher was alive—an old man. I sought him out, and as soon as I spoke to him he said: 'I treated you badly; I have been sorry for it and hope you will forgive me.' That was worth coming to New York for."

Let the teacher look into himself carefully when he begins to watch a pupil. Let him call up that pupil and say to him: "I find I am watching you; is it necessary? Are you trying to play tricks? Play tricks if you must, but don't let me feel that I must watch you. It will make my life unpleasant."

In other words, let the teacher keep himself on the high plane the teacher should occupy; if he becomes a police officer he will do little character-forming.—*N. Y. School Journal.*

## THINGS FOR THE TEACHER TO REMEMBER.

A recitation without attention is waste of time and energy.

All teaching should be to develop the powers of doing by doing.

The sure way to make study delightful is to teach as if it were.

In written exercises, train pupils to correct one another's work.

Use slates and the blackboard in teaching reading from the beginning.

See that the school room has a steady supply of fresh air through the day.

Teach figures precisely as you teach words, by the simple law of association.

The teacher should ascertain the pupil's manner of working and habits of study.

During recess the windows should be opened, and the school-room thoroughly aired.

In teaching geography do not crowd the minds of the pupils with dry facts and names.

The teacher needs not only to awaken a love of books, but to guide in their selection.

Where one man inspires twenty in any other profession, the teacher inspires a thousand, or ought to.

The minds of pupils will grow towards improvement if we will but free the way before them.

Do not allow yourself to be hedged in by a wall of self-conceit so that you cannot look beyond yourself.

A school teacher who does not take a good school journal cannot keep up with the age in which he lives.

One lesson depends on another. Every unlearned lesson weakens the foundation on which the others rest.

A lesson in the first and second grades should not exceed a quarter of an hour in length under any circumstances.

Singing is one of the most valuable instruments in a skilful hand for keeping alive the tone and activity of the school.

Teachers must not forget that correct thinking must precede all attempts at talking, whether by young or old.

Your work as an instructor of boys and girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.

The greatest care should be taken to have pupils write figures and signs very distinctly, to arrange their work neatly, and never do one bit of work carelessly.

In teaching history, supplement the dry, condensed statements of the text book by anecdotes, incidents, stories, and biographical sketches of noted men, drawn from your memory or from good books.—*Intelligence.*

THIS is the most fearful characteristic of vice: its irresistible fascination—the ease with which it sweeps away resolution, and wins a man to forget his momentary outlook, his throb of penitence, in the embrace of indulgence.—*E. H. Chapin.*



## BUSINESS NOTICES.

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

WE offer, to-day, a chance for clubbing with this paper, whereby our subscribers may secure certain desirable publications below the ordinary prices. We also offer certain premiums as an inducement for new subscriptions or prompt payment of old ones. We have taxed our generosity pretty severely in some of these expensive offers, but we do it for the general good of the cause, of course. Please give the announcement a careful perusal and write early.

## TO MODEL SCHOOL STUDENTS.

WE are frequently asked for special rates for the JOURNAL to the teacher-students at the Model Schools. In consideration of their position, not being yet in the active work, we have decided to grant them the special rate of \$1.00 a year, provided they subscribe while they are in such institutions. Model School students, therefore, who would like the JOURNAL for 1889 for \$1.00, may take advantage of this offer before the coming Christmas vacation, when they will be entered for the balance of this year and the whole of the next. Perhaps it would be desirable for all such subscriptions from any school to be sent in one order; and if the Principals of Model Schools throughout the Province will take a kind interest in this matter, and act for their students, they will do both them and us a favor.

*Editorial.*

TORONTO, DECEMBER 15, 1888.

## ORDER IN THE SCHOOL.

"THIS is a workshop, not a funeral," is said to have been the rejoinder of a successful school principal to a visitor who thought his school very noisy. Probably the critic approved the old style, such as that of one whom we well remember among the "tyrants of our childhood." His ideal was that he should be able to hear a pin drop at any time during the day.

Not much reflection is needed to convince one of the absolute cruelty of such a system. Conceive of all that is involved in keeping fifty or sixty children, at the most restless and irrepressible age, when every muscle is crying out for exercise and every nerve throbbing with animal electricity, cooped up for six hours a day in some big box of a class-room, and doomed during those hours to absolute, perpetual silence. Imprisonment could not be much worse. Any good degree of healthy, vigorous mental activity under such circumstances is impossible.

Of course it is easier, very much easier, to go to the other extreme. Disorder in the school-room is intolerable. Neither teacher nor pupil can do good work in the midst of a scene of distracting confusion. The wise teacher will distinguish very clearly between noise and disorder, between activity and confusion. There are noises and noises. Some kinds of noises are the natural and legitimate accompaniment of easy, earnest industry. Such alone should be tolerated. Every kind and degree of noise that does not spring from genuine industry and harmonize with its spirit, should be steadily and firmly suppressed. The children will soon learn to distinguish between the permissible and the for-

bidden; in a well regulated school they will do so almost by instinct. The habit of doing whatever has to be done in a quiet, methodical way, is one that should be carefully fostered. It will be invaluable in future life. Quiet manners are one of the signs-manual of genuine culture and true gentility. The N. Y. *School Journal* has the following sensible remarks on this subject:

"Order is frequently much misunderstood. As commonly thought of, it may be disorder. A school classified according to height and size would be in disorder, for it would not be according to the law of right. A school where there is no communication, where the busy hum of industry is hushed, and all freedom of activity suppressed, is in disorder, for it is out of nature. The highest degree of order exists in a school when all the members of it, teachers and pupils are faithfully co-operating to reach a worthy end, with the least possible amount of personal restraint. In the perfect school there will be no rules against wrong doing. The length of the penal code in a school determines its character."

## WHAT IS WRONG?

WE sometimes point with a degree of justifiable pride to the exactness with which the various parts in our system of education dovetail into each other—common school into high school, and high school into college and university. It is very desirable, of course, that such adaptations should exist, so far as they are compatible with another and still more desirable object which, it may be feared, is not always kept as steadily in view—that is, the completeness of each course of instruction in itself. As but a small percentage of public school pupils ever enter the high school, and but a small percentage of high school pupils ever enter the university, it is clear that to the great bulk of the population the public and high schools, respectively, furnish the only education received.

Evidently, then, in the interests of the many, the courses in these two classes of schools should be made as rounded and complete as possible, as a preparation for the duties of after life. Is this done? We fear not. Unless we greatly err, the majority of teachers will admit that in each case the courses and programmes are arranged mainly or solely with a view to preparing pupils for the next higher grade or institution. The teaching, too, is almost completely subordinated to the same end. This is inevitable under the circumstances, as the efficiency of the public school is gauged by its success in preparing pupils for the high school or collegiate institute, and that of the latter, in its turn, by its success in preparing them for matriculation in the university.

No one can, we think, believe that the results of these methods are the best for the masses who look to the primary and secondary schools, or to the primary alone, for their education. It would be interesting to hear the opinions of practical teachers on these points. If it were taken for granted, for instance, as well it may be, that the great majority of Canadian boys and girls for

many years to come will have no educational advantages beyond those afforded in the public schools, and if it were further agreed that these schools would be conducted primarily in the interests of this majority, would not the courses of study and the methods of instruction be greatly modified, or completely revolutionized? And would not a renovation of a similar kind be required, on the same principle, in the high school courses and methods? The question is a very important one, and vitally related to the future well-being of the whole population.

Upon close enquiry it will be found, if we mistake not, that the main obstacle in the way of a reform of the kind suggested is connected with the competitive examinations. Were the element of competition eliminated from these examinations, were pupils in each case admitted to the school of higher grade on the sole ground of fitness to profit by the course of study and instruction therein prescribed, and were the competent teacher of every grade not only at liberty, but expected, to work solely with the aim of doing his best to develop the minds of his pupils, and to impart those intellectual and moral tastes and impulses which would tend to make them useful, self-respecting citizens, would not the schools assume a very different aspect from that they now present?

These questions are asked tentatively? They suggest the direction in which educational thought seems just now to be setting. We do not doubt that such a system would make the work of the teacher more arduous and responsible.

A heavier draught would be made upon his individuality, but the true teacher would be more than repaid by the new sense of freedom and power which would accompany the new responsibility.

Whatever may be the opinions of educators in regard to the direction in which reform is to be sought, it seems impossible to deny that our American free school systems are largely failing to meet the high expectations of their founders and advocates. The tendency to forsake the farm for some pursuit fancied more genteel, the consequent crowding from country into city, the unmanly and ruinous anxiety to find easy modes of living, above all, the alarming increase of crime, which it was fondly hoped free schools would so largely diminish, and the fact that the frauds and crimes of the day are in a great majority of cases perpetrated by the young—all these things point to the existence of radical defects in our modes of training the young for citizenship.

## A PIONEER GONE.

A FRIEND in Ridgetown sends us the following sketch of the life-work of a departed veteran who was widely known among the teachers of Ontario.

James Bruce, Science Master of Ridgetown Collegiate Institute, one of Ontario's pioneer educationists, passed away Friday afternoon, Nov. 30th.

The subject of this sketch was born in Enniskillen, Ireland, April 28th, 1831. He obtained his elementary education in one of the best schools in that district, and then entered Trinity College, Dublin, where he spent three years, devoting his attention largely to the mental and mathematical sciences. After teaching for four years in Ireland, he came to Canada, and shortly after received a First-class Provincial Certificate at the Toronto Normal School.

He taught successfully for a number of years in Public Schools at Dumfries, St. George, Westover and Galt. In 1873, he was appointed Mathematical and Science Master at Waterdown High School; there he taught nine years, the most brilliant period in the history of that institution. The success of this school was due largely to the unflagging interest he always manifested in the welfare of his pupils. From Waterdown he went to Elora where he was English Master in the High School, then to Blenheim for four years, when he was asked to take charge of the science department in the Ridgeway Collegiate Institute. This position he filled with great satisfaction up to the time of his death.

His life was an example of a man influenced by the highest motives of right, duty and an intense love of his profession. He was an active worker in the church and Sunday-school, and always took a prominent part in other organizations tending to benefit the community at large.

#### UNPROFESSIONAL UNDERBIDDING.

WE have mislaid an unfinished article which we have had by us for some time on the above subject, and are glad that "A Country Teacher" has called attention to the practice in so practical a fashion. We do not suppose anything that can be said in our columns will avail much to correct the evil, or make those who resort to practices so unprofessional and mean, ashamed of themselves, for we are quite sure that those who are small enough to do such things are too small and too unintelligent to subscribe for an educational paper. The teacher who can so utterly forget the first principle of morals embodied in the Golden Rule, as to seek deliberately and underhandedly to supplant a fellow teacher by underbidding, proves himself or herself by the very act to be morally unfit to be the instructor of children, or to associate with the members of an honorable profession. Such an one should be socially ostracised by the fraternity.

The fact that so many school boards are not unwilling to listen to the proposals of persons of this class suggests an aspect of the matter which is, to our thinking, very serious. It shows how far many trustees are from realizing the transcendent importance of personal character in the teacher. They seem to regard him as a mere hireling whose sole work is to impart a certain amount of knowledge of reading, spelling, arithmetic, etc., to the children placed under his instruction, instead of one who is to have more to do than any one else, some parents only excepted, in forming the characters of the young, and imparting those views and impulses which will go far to make them the kind of men and women they shall become in after life. If it were not so, every honorable, high-minded trustee

would surely spurn the interloper who should come to him in an underhanded, sneaking fashion, to underbid his fellow-teacher already employed and doing, presumably, his work faithfully and successfully. He would say at once, "That person is destitute of the high sense of honor which is indispensable in a teacher. He is not fit to be entrusted with the responsible and sacred office of training the minds and moulding the characters of the children of this community. That office demands first of all the highest type of manliness and Christian morality."

And the wonder is that trustees do not almost instinctively conclude that there must be something wrong with the "strong, healthy man," who is willing to devote all his energies to their service for the paltry sum of \$298 per year. The probability is that he would be dear at as many cents. He must be lacking in industry, or energy, or brains, or he could use his powers to better advantage in some other pursuit. When will trustees and parents learn to apply the same principles in the employment of teachers which would guide them in their own special lines of business? What farmer, or mechanic, or business man does not know that one employee is cheaper at a good round salary than another would be if he were to give his services "for nothing and find himself?" This is pre-eminently true in the teaching profession.

A "Country Teacher" is right in putting a very large share of the blame for the low salaries which rule in the teaching profession upon the teachers themselves, that is, upon those hangers-on to the outskirts of the profession who do the things complained of. Equally blameworthy, however, are those trustees who stoop to listen to the proposals of such. The demand has much to do with bringing out the supply. School boards composed of men of intelligence and high principle should be just as unwilling to employ any but competent and high-minded teachers, or to accept the services of such for less than a reasonable remuneration, as such teachers are to resort to unworthy tactics in order to secure positions.

#### Literary Notes.

THE edition of the *Publishers' Weekly* for November 17 and 24 is called the "Christmas Book Shelf," and offers an illustrated review of the holiday publications.

THE Christmas number of *St. Nicholas* is a veritable Santa Claus pack in the way of good things for young folks' reading: stories, sketches, poems, jingles, and riddles.

*The Week*, Canada's leading literary journal, entered with its number for December 7th, upon its sixth year of publication, enlarged so as to give its readers nearly one-half more reading matter each week than heretofore. Further improvements are foreshadowed in the future.

THE December *Forum* has an excellent article by Professor Francis A. March, on "A Reign of Law in Spelling." Professor March shows very conclusively that the English writer of the present day, so far from living under such a reign, is a slave to the caprice of printers and editors, and that their spelling is the worst in the world. If we can find room we shall publish the article, or a portion of it, in a future number.

THE November number (No. 38) of the *Riverside Literature Series* (published monthly, at 15 cents a number, by Houghton, Mifflin & Co., Boston) contains four of Longfellow's most popular poems: "The Building of the Ship," "The Masque of Pandora," "The Hanging of the Crane," and "Morituri Salutamus." Portions of the "Building of the Ship" have been quite extensively used in schools, but the whole poem has never appeared before in so cheap a form.

THE January number of *The Chautauquan* is replete with valuable and interesting matter. Dr. T. L. Flood, the editor, in an article entitled "Educate the Hand," says: "There is a discipline of the intellect and emotions which comes to one by using the hands in work at the bench, or at any other kind of honest labor; it is wrought into the fibre of character and becomes a part of manhood, and those who have it are the nobility of this land. This is education, and no man has a right to call it by any other name."

THE *Century* for December, if not strictly speaking a Christmas number, is still a Christmas number, opening as it does with a frontispiece picture, "The Coming of Winter," by Mary Hallock Foote, and containing also a number of full-page engravings of sacred pictures by the old and little known Italian master, Duccio, in the Gallery of Italian Masters, which is now one of the most valuable features of *The Century*. In addition to this there is a western story in verse by James Whitcomb Riley, entitled, "Last Christmas Was a Year Ago"; and still further, a Christmas editorial.

OUR *Little Ones and the Nursery* continues to be admirable as a magazine for the youngest readers. Its poems, stories, and sketches are selected with the greatest care, are amusing and instructive, and every one of them is illustrated by an artist of the best reputation. All the reading matter and every picture is original, prepared expressly for this work. It is printed from handsome type, on fine paper. It contains no cheap borrowed illustrations, and its pictures have long been considered an educational agency of the most elevating character. Published monthly by the Russell Publishing Co., Boston, at \$1.50 a year. A trial subscription of three months for 25 cents.

THE December number of "The Popular Science Monthly" opens with a curious study of "The Psychology of Deception," by Prof. Joseph Jastrow, showing the manner in which the mind is led into error. The tricks of conjurers, and popular delusions, illustrate the author's explanations. Intentional deception in the form of campaign lying is the subject of a scathing editorial entitled "A Test of National Morality," in which a much needed lesson is drawn from the forgeries and falsehoods of the presidential campaign. In "New Light on a Lunar Mystery," Garrett P. Serviss gives a recently discovered explanation of some brilliant spots of light seen on the moon.

HE who exercises government by means of his virtue, may be compared to the North polar star—which keeps its place, and all the stars turn toward it.—*Confucius*.

## School-Room Methods.

### BUSY WORK IN PRIMARY NUMBERS.

1. THERE are 4 bones in the palm of each hand, 3 bones in each finger, 2 bones in the thumb. How many bones in the right hand? How many in both hands?
2. There are 8 bones in each wrist, and 7 bones in each ankle. How many bones in your wrists and ankles taken together?
3. Your slate is 1 foot long, and 9 inches wide. Mark it off into squares, 1 inch each way, and find how many square inches along the length. How many rows the same length? How many square inches on your slate?
4. Make a picture of a bed quilt for a doll's bed. It is to be 6 blocks long, and 5 blocks wide. How many blocks in the quilt?
5. If 12 kites are given to 12 boys, how many kites will each boy receive? Picture the boys flying the kites.
6. Mr. Ames takes the *N. Y. Semi-Weekly, Harper's Weekly*, and a daily paper. How many papers does he receive in a week?
7. How many days in the month of May? How many in June? If school closes June 29th, how many days from now to the close of school?
8. Write the name of each month and the number of days in each month.
9. Write the names of the spring months. Find how many days in spring. Why is this season called spring? What does the word season mean?
10. If the fare in the street cars is 6 cents, how much will it cost for a father, mother, and four children at half fare, to ride to the park? How much to ride there and back home?
11. What number multiplied by itself equals 4? Equals 9? Equals 16? Equals 25? Equals 49? Equals 81?
12. How much is  $2 \times 2 \times 2$ ? How much is  $3 \times 3 \times 3$ ? How much is  $4 \times 4 \times 4$ ?
13. How many pupils can be seated in a school-room that has 8 rows of desks, and 7 desks in each row? How many, if two sit in each desk?
14. If I have a cube, with a letter on each face of the cube, how many letters are there? If I have six cubes, how many letters?
15. Draw a cube. How many sides can you show?
16. Make 12 dots on your slate and find  $\frac{1}{3}$  of them. Make 25 dots and join one-fifth of them.
17. I have 64 blocks. I place them in the form of a square, how many blocks in a row? How many rows? If I place them in the form of a cube, how high, and long, and wide will the cube be?
18. What is the difference between 7 and a dozen? Between 10 and half a dozen?
19. What is the difference between 14 and 7? How many are two sevens? How many years before you will be two seven years old?
20. Draw the face of a clock. How many hands are pictured on the face? Make the numbers, either in figures or in letters. Make the clock say 9 o'clock.—*Intelligence.*

### ARTICULATION.

INDISTINCTNESS of articulation is a very common defect, not only in our public reading and speaking, but in our ordinary conversation. We are, many of us, too hurried, or too careless, or too indolent—the cause is not of so much importance as the result—to give the time and attention necessary to the distinct utterance of each syllable of the words we use. Children quickly form the habit of slurring syllables, especially the last syllables of words. The following sentences from *Irish's Fundamentals of the English Language* will be found a good exercise to compel distinct enunciation and articulation. Similar ones can be framed by the teacher at pleasure:

1. Did you say a nice house or an ice-house?
2. The old cold scold sold a school coal scuttle.
3. Some shun sunshine; do you shun sunshine?
4. Amos Ames, the amiable aeronaut, aided in an aerie enterprise at the age of eighty-eight.
5. The rain ceaseth and it ceaseth to rain.
6. She sells sea-shells; shall he sell sea-shells?
7. Five wise weeping wives weave wiggling withered withes.

8. Kemuel Kirkham Kames Kimble cruelly kept the kiss his cranky cousin Catherine Kennedy cried for.

9. He spoke reasonably, philosophically, and yet particularly, of the unceremoniousness of their incommunicability, and peremptorily, authoritatively, unhesitatingly declared it to be wholly inexplicable and unpardonable.

10. The sea ceaseth and it sufficeth us.

11. Say, should such a shapely sash shabby stitches show?

12. Give Grigham Grimes Jim's great gilt gigh-hip.

13. A cup of coffee in a copper coffee-cup kept company with Katie Kirkham Cackle Kemper.

14. Smith's spirit flask split Philip's sister's fifth squirrel's skull skilfully.

15. Did you say you saw the spirit sigh, or the spirit's eye, or the spirit's sigh? I said I saw the spirit's eye; not the spirit sigh, nor the spirit's sigh.

### A GOOD EXERCISE.

THE use of *character for reputation, learn for teach, stop for stay, spare for give*, and other similar errors should be guarded against. Ask your advanced pupils to distinguish the difference in meanings of the words in each of the following groups. Allow them to use their dictionaries:

1. Catch, seize, snatch.
2. Retain, obtain, attain.
3. Postscript, appendix, supplement.
4. Relate, narrate, rehearse.
5. Kind, benevolent, gracious.
6. Restrain, hinder, impede.
7. Answer, respond, reply.
8. Theft, larceny, embezzlement.
9. Wages, salary, income.
10. Military, infantry, cavalry.
11. Impel, propel, repel.
12. Expel, dispel, compel.

—*Popular Educator.*

### LETTER WRITING.

BY AGNES I. ROUNDS-MATHEWS.

FOR obvious reasons letter-writing should receive much attention as a part of the course in composition. Why children find so much difficulty in remembering the details of the form of a letter, and why the writing of the salutation should so scatter their ideas is a mystery, but while this continues to be the case with the average class, teachers should spare no pains to supply a remedy.

Since it has been suggested that some compositions take the form of letters, a word regarding the preparation for letter-writing may not come amiss. So early as the fourth year the form of the letter should be taught and dwelt upon. The teacher may at first write a brief letter upon the blackboard, and, letting it remain for some time, occasionally ask the children to copy it. When they are able to do so without the omission of a single detail, they may be asked to reproduce the form from memory. As to subject-matter, it is usually more productive if suggested by the teacher and talked over with the children. Narrations from experience and geographical letters are adapted to this work in the fifth year. A subject that children enjoy writing upon is, "What I Would Like to be when I am Grown."

In cases when no particular topic is chosen, the following is a form which it is well for the children to bear in mind while writing:

Replying to a letter received from a friend, *first*, acknowledge the receipt of the letter; *second*, answer any questions asked; *third*, give any information that may be of interest concerning what has transpired since the friends last met or held communication; *fourth*, send messages to mutual friends, and express kind wishes toward the friend addressed.

In the higher grammar grades the writing of business letters, notes of invitation, regret, acceptance, introduction, condolence, and congratulation, as well as the making out of bills and receipts, should receive attention. Every one is likely to be called upon to use some or all of these forms, and an error is justly considered a mark of ignorance.

When pupils have had sufficient practice to enable them to write a letter that amounts to something, they should be encouraged to write upon subjects of their own choosing and arranging.

Beginning with the sixth year, the subject-matter of the letter should receive special attention.—*Journal of Education.*

## Correspondence.

### THE SELF-REPORTING SYSTEM.

DEAR SIR,—In reply to the enquiries in your issue of the 15th inst., for experience with the self-reporting system, I have to say that I have used it for several years with the most gratifying results. If the Mr. Jewell who condemns it as "stupidly, ingeniously, and transparently vicious," were here with me to gaze into the "eyes of truth, of love, of life, of light," of my advanced pupils as they look up at me, and learn that self-reporting was one of the indispensable means by which I have made them what they are, he would have to be *ingeniously stupid*, or he would be "transparently vicious" if he did not own that he was for once wrong. As I do not consider myself above average ability, I see no reason why any fit teacher of some experience could not do as well as I have done with it; and if he did but much less, he would be satisfied that it is a beautifully powerful and good thing. The ability to use it successfully is not of course gold that may be got for the picking up of it, more than any other excellent teaching power. It requires considerable daily study with experience for some time, and fair tact and vigilance always. But what other excellent teaching quality is to be had for less? Some persons "with the turtle shell of bigotry grown over their brains," are prejudiced against it because the Catholic Church uses something analogous to it in confession and daily examination of conscience. The objectionable features to non-Catholics in these are not involved in the self-reporting system. If they could see clearly the goodness and beauty that are the effect, under fairly favorable circumstances, of what in confession and daily examination of conscience corresponds to the self-reporting system properly used, "Jews would kiss and Infidels adore" it. As I have used it, so little attention did the reporting need, that I generally called it self-inspection, and sometimes self-guiding and inspiring forethought. When a pupil is about eight I begin to train him to systematic and constant self-inspection in his studies. Gradually it is extended to any conduct that affects studying. By carefully studied and painstaking lessons I endeavor from the beginning to implant a belief in the importance and beauty of truth and honesty, and a love of them in all things. When these two things, self-inspection and the implanting of the love of truth, are properly attended to, the reporting scarcely requires ordinary vigilance. J. D.

BEAVER'S COVE, C. B., Nov. 22, 1888.

### TEACHERS' INSTITUTES.

TEACHERS' Institutes may be divided into two classes,—Inspectoral Division Institutes, and Township Institutes. Undoubtedly the former institution is a necessity, and at many times of practical utility: In connection with every Inspectoral Division there are certain business and other matters to be discussed and decided, and ample opportunity for such is afforded in an annual meeting of the various teachers in an Inspectorate.

I am of the opinion that arising from such a meeting there is not a practical benefit of lasting effect. For the most part, the programme is utilized by imported talent who certainly succeed in instilling into their audience an enthusiasm which is frequently, yes generally, more temporary than permanent. At such meetings teachers make, publicly and privately, resolves on immediate reformation and improvement in their individual school methods, but ere a week has passed, the enthusiasm has died away; they are running in the old groove, and the hints and suggestions thrown out by the earnest lecturer are so much bread cast upon the waters.

While admitting there are at times particular cases where good results are manifest from Inspectorate Institutes, yet as a real benefit to the educator, I think Township Institutes are an utter failure. The principal reasons for my conclusions are—Firstly, only a sprinkling of teachers attend such a meeting; secondly, no programme has been prepared, and no person knows what he is going to hear or do, or whether he is going to hear or do anything. Thirdly, on account of timidity many good teachers refuse to develop a lesson before a number of other teachers; and fourthly, when a teacher does his or her best, in a model lesson, then by numerous critics, sometimes more forward than intelligent, the method is torn and jagged to pieces, leaving the earnest teacher thoroughly disgusted, and offering not the slightest inducement for other teachers to display their skill. In Township Institutes especially all adverse criticism should not be allowed.

Due thought over the matter has led the writer to conclude that if the time spent at Township Institutes were spent by every teacher in visiting other and neighboring schools, the results would be nearer what all true teachers are striving for—a thorough and practical knowledge and use of intelligent methods. Of course the different teachers would have to visit on different days, and could easily visit two schools each day.

I shall be pleased to hear from others on the subject.

TEACHER.

Simcoe County, Nov. 10th, 1888.

#### PUBLIC SCHOOL HISTORY.

DEAR SIR,—Perhaps you may not be aware of the fact that the Public School History is condemned by well nigh every teacher and pupil who has to use it, and is condemned, too, in the most emphatic terms—some even going beyond the limit of polite English for terms strong enough to express their disapprobation of it.

Teachers' Associations have passed resolutions in dispraise of it; opinions derogatory of it have been openly expressed at the Provincial Teachers' Associations; Public School Inspectors have repeatedly decried it. The press has from time to time expressed the public feeling against it, the teachers do not like it, and the pupils detest it most heartily, all on the ground of its apparent unsuitableness for the use of children at school.

Now, there must be some real reason for all this general dislike. Even if text-books are only middling fair, but little is said about them, and that little is drawn mild; they are quietly endured by the majority of teachers, who do the best they can with them according to their several abilities, supplementing their deficiencies as they can with blackboard and oral instruction. When we hear so much of the dislike to this one, we must conclude that there really must be something wrong about it.

Let us take a look at the book. Not very large, is it? Quite well printed, too, though it does come to pieces after being used awhile. The headings look quite appropriate, and we do so like to have the topics given plainly and prominently. Here are important events and dates on the margin, too. Here are just sixty pages of Canadian history, none too much, surely. But say, it is not much divided up into paragraphs, is it? I like short paragraphs in history, don't you? May be the printer is not to blame for that. You remember Collier's British History? How nicely it is divided up, with a full list of topics at the head of each chapter. Everybody liked that part of it. This looks pretty solid for young pupils.

Let us read a little of this Canadian history. Here, page 162, "The Constitutional Act," nearly three pages. Pretty heavy that, heavy enough to disorder any child's mental digestion. And they give that to little children in the third and fourth classes, in our Public Schools! No wonder they dislike history! Now, sir, children can not comprehend that language, and they never do like what they do not understand. Such language—why, one needs to know all about history, and government, and politics, and a big dictionary to boot, beforehand, to read that intelligently. Prosy, too, and all massed together so.

There are seven chapters of the sixty pages of Canadian history, divided into forty-three sections, so each section averages nearly a page and a half—some are more than two pages—without a single break but the periods. Some embrace a number of topics that should have been clearly indicated by paragraphs, at least, if not by their own appropriate headings. Here is the "Capture of Quebec," covering the whole Seven Years' War and Pontiac's Conspiracy, enough for a whole chapter (without Pontiac). Then, upon close inspection, the divisions and their headings do not match accurately. See "The Coming Storm," p. 166, which should have been inserted at 1811, on p. 167: "The Early Settlement of Canada" is made to end, and "The Conquest of Canada" to begin, at 1635, a most inappropriate place indeed. But all this is minor to the language so much complained of.

No wonder the children dislike it! This book is doing daily more harm—more deep and ineradicable injury than you can calculate.

Boys and girls are now imbibing a hatred to history which they will carry all through life.

The author of our Public School History was surely not a practical teacher of third-class pupils, or fourth-class, either, or he would have written very differently. I often wonder if he has a family of boys and girls, and takes any interest in their studies. I even wonder if he has any love for children, or any sympathy with them in their schoolday toils and troubles. If he has, the book does not show it very distinctly. The author of a school history should obviously be one who could teach the subject well to the classes for which it is intended.

With regard to the idea that no text-book should be placed in the hands of junior pupils, those who advance it are not the teachers of the ungraded schools. They know that the children must be given it to study while other classes are being taught. If they don't want one, why do we have one? Away with it, then! But what shall we substitute, oral instruction alone? No; notes, in addition to the oral, to be copied by the class for review. Yes, make a text-book yourself, for a text-book it will be, nothing more, nothing less, which brings us back again to where we started.

Some teachers do so far ignore the text-book as to write the Canadian history in short notes themselves in blank books, and it would surprise you to compare some of these with the text-book, and to note the clearness, simplicity and directness in style and language. These the pupils are required to copy into their own books, from which to learn their lessons in outline, and then the teachers add orally what they can in the short time at their disposal.

But are there not many things in history, in politics, in government, that children cannot understand, even when well explained? Well, yes, there seem to be, to judge from the authorized text-book, but I do not see how you can teach a child what it cannot comprehend. That is not education, if I understand what schools are meant for. It is a wicked and wasteful use of energy, time, talent, and opportunity. No child can grow in mental stature by learning history it cannot comprehend in words it does not understand.

I believe our noble English tongue, with its rich and varied vocabulary, is eminently well fitted to convey to children all of history they need to know, all of history they can comprehend, in words they can understand, that will inspire admiration of the grand and noble deeds of the great and good, that will instil a love of freedom, truth and justice, and arouse a sense of their responsibilities as citizens of a great country and of a greater empire; words that will at least convey to their minds a knowledge of the facts that are most useful as a guide in the political life of the members of a self-governing community.

And now, if any one thinks that I am greatly mistaken in my opinions, let him ask our teachers to produce short paragraphs upon the varied and most interesting topics of Canadian history in a language more suitable for children than that of the text-book, and I will venture to predict that the response will amply prove this position and vindicate these opinions.

WM. S. HOWELL,

SOMBRA, ONT.

Teacher S.S. No. 16.

#### For Friday Afternoon.

##### CHRISTMAS TIME HAS COME.

Christmas time has come again!  
What a joy for girls and boys,  
With its snowballing and fun,  
With its sleighing and its noise!  
Santa Claus's bag is full  
Of the sweetest, loveliest things;  
Dolls like babies, beautiful  
Balls and books and glittering rings.

Haste and get the little stockings,  
Santa Claus you know don't stay  
Always he flies up the chimney  
Ere it's light on Christmas day.  
And at night sweet little eyes  
Shut as tight as tight can be:  
Santa Claus don't like us looking,—  
Leaves us nothing if we see.

Oh, the candies! Oh, the apples!  
Peeping from the stocking top;  
Nuts and raisins here in plenty,  
Gorgeous-looking lumps of rock.  
Oh, the dolls with golden tresses!  
Oh, the glorious big drum!  
Let us fill the air with shouting,  
Dear old Christmas time has come.

Every face is wreathed with gladness  
Oh, it is a sight to see  
Such a set of lovely fairies  
Dancing round the Christmas tree!  
Santa Claus has left his treasures  
For his darlings, every one,  
Is not this a time of pleasures?  
Dear old Christmas time has come!  
—North Carolina Teacher.

##### GROWING.

###### SEVEN LITTLE CHILDREN.

BY E. MURRAY.

WE are leaflets, growing, growing,  
Here's a cloud—and there's the sun,  
Now the rain is soaking, soaking,  
We are dripping, every one.

CHORUS.

But we grow, we grow,  
Yes, we all are growing.

WE are flowers, growing, growing,  
Dancing when the wind comes by,  
Turning as the sunlight circles,  
Drooping heads when night is nigh.

CHORUS.

WE are orange blossoms growing,  
Silver buds just opening,  
Some day golden fruit shall ripen  
For the happy harvesting.

CHORUS.

WE are nestlings, growing, growing,  
Open beak and fluttering wing;  
Now we need a mother's tending,  
Some day in the sky we'll sing.

CHORUS.

WE are seedling acorns, pushing  
Warm heads from the soft, brown sand,  
Wide and far and high and leafy,  
Great oak trees, some day, we'll stand.

CHORUS.

WE are little rain-drops dripping,  
Dripping, dripping from the cloud;  
Some day, in the thunderous ocean,  
You shall hear our voices loud.

CHORUS.

WE are little children saying:  
A by B and B by C.  
Some day we'll be saints in heaven  
Learning God's great mystery.

CHORUS.

For we grow, we grow,  
Yes we all are growing.

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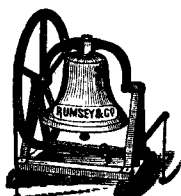
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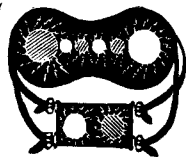
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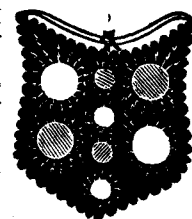
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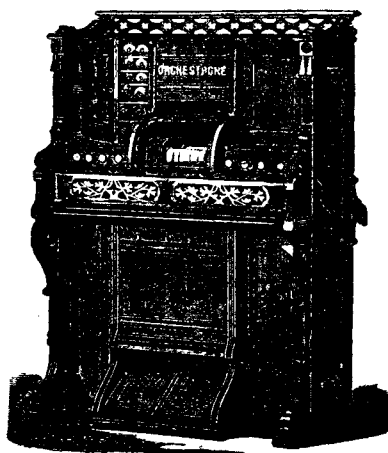
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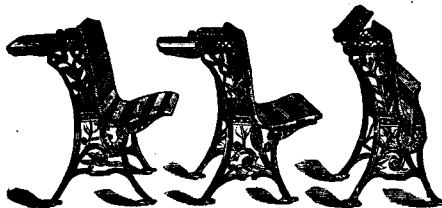
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- |                                  |           |
|----------------------------------|-----------|
| 1. Clouds, Rains, and Rivers     | pp. 54-58 |
| 2. The Death of the Flowers      | " 67-69   |
| 3. From "The Deserted Village"   | " 80-83   |
| 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            | " 295-299 |

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 select ones:—

- |                               |                         |
|-------------------------------|-------------------------|
| 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. O 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          | " 220                   |
| 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 1841. 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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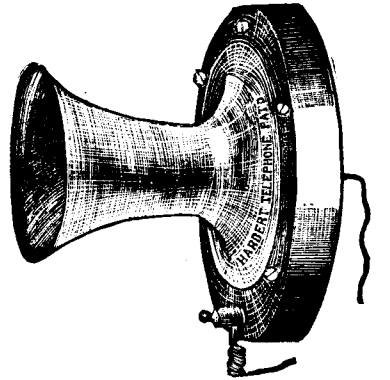
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