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The Educational Journal.

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H. HOUGH, M.A.

Editor.

Manager Educational Dept.

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Editorial Notes.

FOR "English Department" see next issue.

SEE "Question Drawer" for a list of the new extracts prescribed as the Literature Selections for the teachers' examinations for 1890.

THOSE who have written to make inquiries concerning the next Entrance Examinations are referred to our advertising columns, where the subjects and time table are given in full.

THE report of the annual meeting of the Ontario Teachers' Association takes up considerable space in this number, and obliges us to leave over some other important matter, but as the Association represents the whole Province, we thought a report of its proceedings had a first claim on our space. All teachers should familiarize themselves with the work of this Association.

AN English paper quotes the recent answer of a schoolboy to a question about Homer as an improvement upon the famous old one that Homer was not written by Homer, but by another man of the same name. The new aspirant for Hibernian honors, after listening to a lecture on the Homeric question, calmly wrote: "It is said that writing was not invented when Homer composed his poems. He must therefore have lived a good deal later." *Palman qui meruit, ferat.*

THE following two letters from teachers who have tried the book recently issued, "Practical Problems in Arithmetic," show their appreciation of the service which it has rendered them. W. J. B., of Swinton Park, says: "I purchased 'Practical Problems in Arithmetic' last February, and it has given me entire satisfaction. It is the most useful book which I possess in its line, and supplies a long felt want in my case. If the Composition exercises prove to be as valuable an aid as the Arithmetic, I shall be amply repaid for my investment." H. S. M., of Elora, also ordering the "Exercises in English Composition," writes: "Have used 'Practical Problems' for some time, and find it an invaluable time-saver, and a book which takes a place that no other I know of can." These two practical teachers evidently appreciate and answer to their own advantage the question why a teacher should spend time and brains in devising exercises in Arithmetic, when he can have a full supply for all requirements at so small a cost. Send 25 cents to the publish-

ers of the JOURNAL, and get the book, post paid, by return mail.

THE new book for teachers, "Exercises in English Composition," is one of the most popular little works issued from the press. It contains 400 exercises, properly graded in one hundred lessons, and supplies matter sufficient for a year's work in each grade. It is, thus, perpetual in its character; for it may be commenced anew with each new class. This book is for use in the three highest forms in the Public Schools and in the junior form of High Schools and Institutes. Its author is Mr. W. Huston, M.A., late First English Master in Toronto Collegiate Institute, and now Principal of Woodstock College. Every teacher who desires to economize time and labor, which may be more advantageously employed in other work, should secure a copy at the beginning of the school year. Send 25 cents to Grip Printing and Publishing Co., Toronto, and receive the book, post-paid, by return mail.

CONSIDERABLE discussion has been caused by the new departure made at the late examinations in selecting the sub-examiners largely from the ranks of the High School masters. In our humble opinion it was a move in the right direction. We hold it almost as an educational axiom that no one is competent to examine students who is not or has not been himself an actual teacher. It may be, as Inspector Johnston has said in a letter to one of the dailies, that this method is wrong in principle, (Mr. Johnston refers, no doubt, to the fact that the High School masters have to examine the papers of their own pupils with the rest), but it is certainly the "best possible way under the circumstances." Of course, it is not essential that the examiner be a High School master, but only that he be a competent teacher. One of the mistakes made in the University of Toronto is, it appears to us, the handing over of the conduct of examinations too often to young men who have no experience in teaching, and so no practical knowledge of the work. One result is glaring inequalities in the standards set up in the same subjects year after year, by different examiners. Every High School master knows that the best men do not always get the best standings, and that a superior student may this year be classed lower than one much inferior was in a preceding year. The ideal Board of Examiners would be a Board paid for giving their time and attention to the work as a profession. But this is, of course, impracticable.

"THERE never was a time," says an American exchange, "when so many cities and towns advanced the pay of their lower grade teachers as within the past year." This is very encouraging. It shows that the transcendent importance of the work of foundation-laying in education is coming to be better understood amongst our neighbors. Is similar progress being made in Canada? Let us hope so.

THE suggestion of "Rusticus" in another column, that the pupils, especially the younger ones, should not be required to sit at their desks through all the tedious hours of the school day, is sound and sensible. We do not see why it could not be made practicable. If some provision could be made for the oversight of the smaller children during two or three of the five or six hours, giving them full liberty to amuse themselves, under proper restrictions, the results both physical and mental would, we believe, fully justify the experiment. No child under ten or twelve can keep his mind on the stretch for the half of the six hours a day which is, we suppose, the usual length of the school day. The manual training and science departments will probably come in some day to solve the problem.

WE are proud and happy in being able to make our bow to our patrons, on their return from vacation recreations to commence the active duties of another year, in a brand-new dress, which we hope they will find neat and attractive. We feel sure they will accept this and other new and improved features of this and subsequent issues as additional proof of the desire and purpose of all connected with the management of the EDUCATIONAL JOURNAL to make it second to no paper of its kind anywhere, in progressiveness and adaptation to the wants of teachers. Our aim is to publish a paper that shall be simply indispensable to Public school teachers of every grade. In this honest ambition we have already succeeded to a gratifying extent, as shown by our subscription list. We hope and we mean to succeed to the fullest extent within the limits of reasonable possibility. We ask the hearty co-operation not only of all our old friends, but of all teachers who think the JOURNAL is doing a good work.

PLEASE remember that we are always glad to hear from subscribers and from actual teachers. Short spicy communications on subjects of living interest in the educational world are always in order. We are particularly glad to receive contributions of a practical character, such as those which offer hints and explain methods for the conduct of classes, the teaching of specific subjects, the preservation of order and enforcement of discipline, etc. Teachers would do well to bear in mind that while they are striving in this way to help others they are often rendering excellent service to themselves. One of the best of all possible means of clarifying one's own

ideas and gaining fresh ones is the habit of putting them into concrete form on paper. Indeed, we sometimes think that we can never be quite sure we have clear ideas on any subject till we have compelled ourselves to reduce them to written form. Let us hear from you, friends. If we are helping you, it will do us good to tell us how and why. If we fail to help you it will do us good also to know wherein and why.

In our Correspondence columns will be found two interesting letters on the subject of Time Tables for ungraded public schools. Both writers agree that the number of subjects and classes to be taught by a single teacher is too great to admit of any arrangement by which a satisfactory amount of time and attention can be given to each subject. Each letter contains suggestions well worth consideration by teachers and by the Department. Mr. Wallis's intimation that several subjects might with propriety and profit be dropped from the curriculum in the ungraded country school, is perhaps the most practicable solution of the problem. A committee of competent and experienced teachers would find little difficulty in drawing a pencil through several items that could be dispensed with, not only without damage, but with positive gain to the efficiency of the course. A still better mode of relief would be an addition to the teaching staff, but that would be, probably, in most cases impracticable. The idea that the Central Committee or Department should furnish a model time-table, not to be slavishly followed, but as a basis and guide for the teacher, is a good one. Perhaps, however, that which Miss Anderson has supplied through the JOURNAL may answer the purpose almost equally well.

COMPLAINTS have sometimes been made by teachers of the primary classes in the public schools that the EDUCATIONAL JOURNAL contained little that was specially helpful to them in their class-room work. Admitting that there may have been some room for such criticism, we have, as before announced, now made arrangements for adding a Primary Department to the numerous other departments through which the JOURNAL aims to meet the wants of teachers of all grades. The Primary Department has been put into the hands of two teachers who have the best of all qualifications for this important and difficult task, years of highly successful experience in primary work. The first instalments of their contributions will be found in this issue. We desire to invite the attention of all teachers of primary classes in city and country to this new feature of the paper, feeling sure that they will find something in every issue that will, if rightly used, prove suggestive and stimulating to them in their labors. We shall, indeed, be much mistaken if many young teachers do not find in the opening articles of the new department in this number, hints and helps that will be worth much more to them in the year's work upon which they are about to enter than the cost of a year's subscription to the JOURNAL.

Educational Thought.

MORAL education is found in every school where habits of obedience and punctuality, honesty, industry, self-control and truthfulness are insisted upon; and, even enforced as God's laws, there need be no sectarianism in such teaching.—Mrs. Emily A. Fifield.

THE events which go to form the character accumulate constantly to the end of life, determined by the choice that is made at first, like the accumulating waters of the river as it rolls on, augmenting its volume and its velocity until life is lost in the broad ocean of eternity.—Albert Barnes.

THE men to whom in boyhood information came in dreary tasks along with threats of punishment, and who were never led into habits of independent inquiry, are not likely to be students in after years; while those to whom it came in the natural forms, at the proper times, and who remember its facts as not only interesting in themselves, but as the occasions of a long series of gratifying successes, are likely to continue through life that self-instruction commenced in youth.—Herbert Spencer.

IN teaching infants or very young people, the main aim should be to give a taste for the lessons, always taking care to secure the habit of accuracy in the answering. Pains should be taken not to foster too much of a spirit of rivalry, which genders jealousy and envy, and may end in making self-confident boys proud, and discouraging the timid and the gentle. These evils of an immoral character will very much counteract the good derived from the smartness produced by premature competitions.—James McCosh.

THE power to think for one's self has too little standing in the school, and we do not insist enough upon the appreciation of the worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of ignorance.—Century.

I THINK not only that morality can be taught in our public schools without sectarianism, but that it is already taught there on a large scale, and commonly in that spirit. The first essentials of morality—self-control, truthfulness, obedience, unselfishness—are not merely constantly enjoined, but have to be practised for the successful working of any school. The secondary virtues of punctuality, order, gentleness, are also essential, and will be found in every good school. Modesty, purity, chastity of word and act, are strictly required of every pupil, not merely in school, but about the school buildings. Many pupils obtain almost their whole training in all these virtues from the influence of the schools, since they are not taught them at home and may never go to church.—Thomas Wentworth Higginson.

TO such a one (the plutocrat) comes the professor from some modest seat of learning among the hills, minded to see his old classmate. The rich man looks down with a bland condescension upon the schoolfellow who chose the company of his books rather than the companionship of the market place, and as he notes, perhaps, his lean and Cassius-like outline, his seedy, if not shabby garb, and his shy and rustic manners, smooths his own portly and well clad person with complacency, and thanks his stars that he early took to trade. Poor fool! He does not perceive that his friend the professor has most accurately taken his measure, and that the clean and kindly eyes that look at him through those steel-bowed spectacles have seen with something of sadness, and something more of compassion, how the finer aspirations of earlier days have all been smothered and quenched.—Bishop Henry C. Potter.

THERE is hardness enough in this world, without manufacturing any, particularly for children.—President Elliot.

Special Papers.

GEOGRAPHY.*

BY R. R. ROSS, BLAKE, ONT.

GEOGRAPHY is one of the most important subjects on the programme of studies, and I think one of the most easily taught. It is a subject which admits of great variety in the modes of teaching it, and I suppose no two teachers teach the subject in exactly the same way, yet the success of one mode may be as great as that of another. We were taught at the Model and Normal schools how to teach Geography, but when I went into a school of my own I found that, although I had got many good hints at these institutions, yet their method, while very good in theory, was unpracticable in a school having classes from the tablets up, and one teacher to attend to all these. In this way I was forced to form my own methods to a great extent and in doing so I experimented until I found what I suppose to be the best method. By the best method I mean the one that will produce the best results in the least possible time with the least waste of energy on the part of the teacher. Believing that all of you who have had some experience in teaching, did as I had to do (that is, experimented until you found the best method), and believing also that your methods may produce as good results as mine, I do not propose to lay down a number of cast iron rules, or to say to you, this is the method, the only method by which good results may be obtained. I merely propose to tell you, 1st. What I consider necessary to the proper teaching of Geography; 2nd. What I consider should be taught, and 3rd. How I teach it.

The first essentials in teaching Geography are good wall maps, a globe, and in the hands of every pupil a geography containing good maps. The second essential is a thorough knowledge of the subject by the teacher, also special preparation of any particular part under consideration. The third, a liberal use of the blackboard. These I consider absolutely necessary, while there may still be other things that assist.

I shall now try to give a few reasons why I consider some of these things necessary. As to good maps being a necessity no argument on my part is required. I am certain you all admit that. As to a globe I am not so certain. I know that some schools are still without it, and in some that have it, it is seldom used. This last statement I make on good authority, as I have been told by teachers who have globes that they lie in the box from one year's end to the other, or stand in some part of the school as a thing of beauty but of no other earthly use. The globe is indispensable to the proper teaching of the shape and motions of the earth, the divisions of its surface, etc. If there is any teacher here who has one and does not use it, or who has not been in the habit of using it, permit me to advise you to begin at once. I have not a globe myself and know from experience the disadvantage I am laboring under in the teaching of these things without it. With regard to the necessity of each pupil having a geography, some of you will say, "It is needless for you to say anything about that, as in the case of wall maps, we all admit that good geographies are a necessity." To the older teachers I know it is unnecessary for me to say anything about the matter, but I would advise the younger members of the profession to beware of making pupils commit to memory the names and positions of capes, bays, cities, etc., without seeing that in the preparation of their lessons they have found these on the map for themselves. It is possible for a class to commit to memory the names and positions of a great many places, so that they can readily give names and answer all your questions touching these points to-day, but in a week's time review that lesson without giving the class previous warning and you will find that what you supposed they knew so well a week ago, in nine cases out of ten they now know little or nothing about. I made this mistake myself in starting, and that is why I speak of it so particularly to young teachers. See that every pupil has a good Geography and that it is used aright.

My next necessary was a thorough knowledge of the subject by the teacher and special preparation. With regard to this I need only say, that no teacher

can teach what he or she does not know, and the teacher that is forced to teach this subject, and I might say almost any subject, with a text book in his or her hand, is fettered, and can not throw the same amount of life and energy into the work that one can who does not need to use a text-book. Besides, pupils are not slow to take notice and draw their own conclusions, and by constantly using a text-book the teacher is in danger of losing the confidence of the pupils. When this takes place the teacher's usefulness in that school is gone. Even when a teacher has a thorough knowledge of the subject, special preparation is still necessary to determine the best way of presenting it, what parts will be best to teach first, etc.

I also put under the head of necessities a liberal use of the blackboard. Why I consider this necessary you will understand when I come to deal with methods. My second proposal was to tell what I consider should or should not be taught to third and fourth classes. As to the amount of ground that we should go over with these classes I shall say nothing, as I understand the programme of studies for those promotion examinations is in preparation, and I trust that the proper amount will be marked out by it. What I want to speak of now is, what of each part shall we teach? What I mean by each part will be understood when I say that in teaching the geography of a country or continent, no teacher tries to teach everything at once, but will perhaps make the rivers the subject of one lesson, cities that of another, bays that of another, and so on. These I call parts. Now how much of each part shall we teach? I consider it unnecessary to burden the pupils' minds with a lot of useless minor details, such as the names of all the stations on a certain line of railway, when the majority of these places are noted for nothing more than that they have a post office and a station. So in regard to rivers, none should be taught but the largest and most important ones. So with capes. I don't think it necessary to teach or to ask a child to remember the name of every point of land that stretches a little farther out into the water than the rest of the shore in that vicinity. What should be taught are the principal ones of each part, that is, the chief or largest rivers, the most prominent capes, as Farewell, Horn, Good Hope, etc., and so on with all the other parts. So much for the mere physical features of a country. But to teach the physical features of a country, though very important, should not be the sole aim and end of a teacher. Of as much importance, in my estimation, are the climate, products, exports, imports, manufactures, etc. These, of course, with a third class, should not be taken up so minutely as with a fourth class.

With regard to the teaching of the railway system of Ontario, I think the main lines might be taught, but to teach or ask children to learn the names of all the different branches, though they be only ten miles long and a hundred miles from home, is a mere waste of time and energy, and can be of no earthly use to the pupils. It is questionable whether we should even try to teach the different railways connecting the largest cities. It is unnecessary for me to say that the motions of the earth, its shape, and lines on its surface, etc., should be taught, but just to what class or classes these should be taught we shall leave it to the promotion examination programme to say.

Having briefly outlined what I think should and should not be taught, I come to my next and last point, viz.: How I teach the subject. And I shall here repeat that I do not propose to lay down a number of rules and ask you all to teach the subject as I do. But I merely intend to tell you as quickly as I can how I teach some of the parts which I think should be taught, and if I can help any one here who may have difficulty in teaching it, I shall be glad. Or if when I am done any one here can put me on the track of a better method, then I shall be very happy to give up the old for the new. The first thing necessary in teaching the physical features of a country or continent is to get the outline and the map in general so familiar to the pupils that they may have a map of it in their minds, so that when the name of that country or continent is mentioned they may see with their mind's eye a map of it as plainly as if there were an actual map hanging on the wall in front of them. And the only way to do this is by map drawing. By using good wall maps, that is, teaching from good maps without much map drawing, fairly good

results may be obtained, but without frequent map drawing the impression is not so lasting, for the pupils are forced in map drawing to observe closely, and the closer the observation the more lasting the impression. This is one of the benefits of drawing. A person may examine, as he thinks, an object closely, and go away from it with the idea that he has seen all about it, but ask that person to sketch the same object and he will likely find that there were many things about it of which he knows nothing. So with map drawing. It forces the pupils to notice many things that they would not have noticed had they not drawn it. And in this way the outline, positions, etc., become fixed almost indelibly in their minds. There are a number of ways in which map drawing may be taken, and by varying the methods the work is pleasing to the pupils. Suppose I am beginning to teach, say North America, I would teach from a map, 1st. the boundaries, then the countries and capitals, carefully showing them with the pointer the extent of each country. Then it makes very little difference in what order the other parts are taken. That, we will suppose will be lesson enough for one day. Next day, before proceeding further, have a short, lively oral drill or review of yesterday's work. This will take up but a few minutes' time. I would teach nothing more then until I had put an outline map of North America on the board, and either had the pupils place the names of the different bodies of water that form its boundaries in their proper places, or had done so myself by their directions. So with the divisions or countries. Now, suppose I began to teach this on Monday, I would on Thursday have taught, say boundaries, countries, capitals and rivers. Then on Friday, as a review, I would have them draw a map of North America, marking on it all they have learned during the week, not hindering them from using their maps as a guide if they wish. But I find that after a map has been drawn a few times by the pupils, the majority do not think of using their geographies in making the outline. I would continue this until all the different parts are taught. Then I ask them to draw it and place on it whatever I ask them to; placing on the board the names of whatever I wish to appear on the map. This time I would not allow any of them to use their geographies. Another very good plan, and one that does not take up so much time and may be used with good third and fourth classes to advantage, is for each to take his or her geography and—suppose I want to teach the rivers of, say Russia—ask them to look at the rivers of that country and either ask some of them to name a river, or name one myself, and ask them to find it on the map. Be certain before leaving it that every one has found it and traced it to its mouth. After all the rivers of Russia have been gone over in this way allow them time to write the names of the rivers, the direction in which they flow, where they empty, etc., in their scribbles. This will have the effect of fixing the proper spelling of names in their memories. And so on with all the other parts. With advanced classes I do not consider that map drawing is necessary oftener than once a week, or once in two weeks, for we must teach other things as well as geography, and map drawing takes time. But with third classes going over the work for the first time, I consider the oftener you have them draw maps the better. I think if this method is followed, varying the exercise as much as possible, good results will be obtained. Map drawing may be varied greatly by having one pupil draw the map on the board and have the others criticize it in a friendly way; then have another mark, say the rivers, and another place the name of one on the map in its proper place, another place the name of another on the map in the same way, and so on, the whole class can take part in the exercise and it will be found very interesting to them. The map can be drawn on such a part of the board that it may be left there as long as you choose, and thus be ready for each day's exercise. This is, of course, intended more for a drill or review than for a teaching exercise. Assign to-day a certain part for to-morrow. Suppose it is the map of North America, and suppose we have the outline map drawn and the boundaries and countries marked to-day, then tell them what particular part or parts you require them to deal with to-morrow. You will see how earnestly every pupil in the class is studying that particular part or parts during the time allowed them at seats

(Concluded on page 127.)

*Read before the West Huron Teachers' Convention.

Teachers' Meetings.

ONTARIO TEACHERS' ASSOCIATION.

THE twenty-ninth annual convention of this Association was held at Niagara-on-the-Lake, according to announcement, on the 13th, 14th, and 15th ult. The convention was called to order at 11 a.m. on Tuesday, the President, Mr. Robert McQueen, of Kirkwall, Wentworth County, in the chair.

The Chairman opened the convention by reading a portion of Scripture and offering prayer. Mr. R. W. Doan was appointed Secretary, and Mr. G. W. Campbell Assistant Secretary.

A communication was read from Mr. J. Houston, M.A., Brighton, stating that he could not attend to read his paper on "Industrial Training in Schools," and the Executive Committee were asked to request Mr. Wm. Houston, M.A., Toronto, to read it.

W. J. Hendry, Treasurer, read the financial statement for the year, showing receipts: Balance, \$499.03; fees, \$58; Government grant, \$200; interest, \$11.60; sale of minutes, \$75.20; advertisements, \$17; total, \$860.83. Expenditure: expenses of last convention, \$44.50; publishing minutes, \$141.65; printing circulars, \$7; stationery and postage, \$12.52; Executive Committee's railway fares, \$66.20; Ryerson Memorial Fund, \$100; salary of secretary, \$50; treasurer, \$10; balance on hand, \$428.96. The statement was submitted to a committee.

The meeting adjourned till the afternoon.

AFTERNOON SESSION.

The afternoon session was opened at 2 o'clock, when Mr. McQueen returned thanks in suitable terms for having again been elected President. The next business on the programme was a discussion "On the Advisability of Holding but one High School Entrance Examination Each Year," by Mr. D. H. Hunter, M.A., Woodstock.

An interesting discussion followed, in the course of which many strong opinions and arguments were advanced on both sides of the question. At length Mr. Fotheringham moved:

"That whilst two entrance examinations a year may interfere to some extent with the efficient working of some High schools, yet in the interests of the Public schools, to which these fill the double place of a promotion test and also a graduating standard, it is not desirable to discontinue the two opportunities of passing this valuable test of attainment."

Mr. J. Tom seconded.

Mr. Wood moved, seconded by Mr. Ayerst, as an amendment,

"That in the opinion of this Association it is advisable that only one examination for entrance into our High schools and Collegiates should be held annually."

The amendment was carried by 23 to 22.

Mr. J. H. Smith gave the following notice of motion:

"That in the event of the entrance examinations being held only once a year becoming law, it is very desirable that such examination be held at or near the Easter vacation."

Mr. William Houston, M.A., Toronto, then gave a short lecture on the subject of "Teaching History," in the course of which he condemned memorizing and advocated rational methods. He thought history should not be prescribed for entrance examinations, though teaching it should be commenced at an early age.

The meeting adjourned until 7.30.

EVENING SESSION.

At the opening of the evening session the President delivered his annual address. In this address Mr. McQueen treated of the teacher's calling, first as to its bearing on the pupils; second, as to some of its characteristics viewed from the standpoint of teachers; third, as to what should be the proper nature of the education; and fourth, as to the motives which should actuate the teachers. As we hope in future issues to be able to present at least some of the papers and addresses *in extenso*, we shall not attempt to give any *résumé* in these minutes.

Prof. S. H. Clarke, M.A., late of Queen's University, gave an admirable analytical reading of

"Edinboro' after Flodden," after which the Convention adjourned until ten o'clock on Wednesday.

During the subsequent sessions the usual mode of procedure was followed, the various sections meeting separately each morning at ten o'clock, and the General Association assembling at 2 p.m.

WEDNESDAY'S SESSION.

The convention met at 2 p.m., the President in the chair.

The first paper was read by Mr. J. H. Smith, Ancaster, on "Advanced English Schools in Rural Districts."

Mr. Wm. Scott, B.A., of Ottawa, next read a paper on the "Proper Functions of a Normal School."

Both were highly interesting, from the importance of the subjects and the ability with which they were treated. Some of the questions raised are worthy of the fullest consideration, and we hope to have an opportunity of returning to them.

After the reading of Mr. Scott's paper the President announced that there were two gentlemen present to speak on behalf of the "Young Memorial Fund." Mr. J. A. Patterson, as a graduate of 23 years' standing of Toronto University, advocated the claims of the Fund on the meeting. Mr. T. C. Des Barres, B.A., secretary of the Memorial Committee, also spoke. Messrs. Fotheringham, McIntosh and Woods paid high tributes to the many excellent qualities and the splendid abilities of the departed Professor. His connection with the teachers as High School Inspector and Chairman of the Central Committee of Examiners was noticed. A motion was proposed by Mr. Fotheringham to the effect that the Association contribute \$100 to the Memorial Fund and carried.

Miss E. Bolton, of Ottawa, then addressed the Convention on "Kindergarten Schools in Ontario." Miss Bolton made a very interesting address, taking the role of a mother teaching her child. Her remarks were well illustrated by practical examples.

A motion was proposed by Mr. Cowley, seconded by Mr. McIntosh and carried, to the effect that each local association be entitled to send one delegate for every fifty members or fraction thereof of this Association, and that any five members may demand a strictly delegate vote upon any question submitted by the executive to the general Association.

At the evening session Professor Freeman read a paper on the "Yellowstone Valley," in which the natural beauties of that region were interestingly described.

THE CLOSING SESSION.

The general Association met at 2 p.m., when Mr. Brebner opened the convention with the usual devotional exercises.

The report of the Executive Committee was read. It contained resolutions of condolence with Messrs. A. MacMurchy, of Toronto, and J. Miller, of St. Thomas, on their recent domestic bereavements, and recommended the following office-bearers for the ensuing year:

President—D. C. McHenry, Cobourg.

Recording Secretary—R. W. Doan, Toronto.

Corresponding Secretary—J. H. Smith, Ancaster.

Treasurer—W. J. Hendry, Toronto.

The report was adopted with the substitution of the name of Mr. S. Woods, London, for that of Mr. McHenry for President.

Mr. Birchard proposed a resolution, which was carried unanimously, thanking the Canadian Chautauqua Assembly for their kindness in granting the use of the grounds and for the excellent hotel accommodation. A discussion then followed in regard to the place of meeting for next year. Many members spoke in favor of Niagara, recommending the delightful situation and pleasant surroundings of the amphitheatre. A motion was carried referring the question to the Executive Committee, with a strong recommendation in favor of Niagara.

The Minister of Education then addressed the meeting. We quote from the *Empire's* report: He said he had not much to say to the Convention. He came rather to renew old associations among old friends. Referring to the open-air meeting place, he said he believed in ventilation—in fact he was subjected to a good deal of ventilation himself. He was not going to speak about any educational questions in dispute. He thought there were no

educational questions in dispute. He maintained that the French and Separate School questions were political questions. Changes were always characteristic of a growing community. He had always endeavored to set himself against capricious changes in school laws. He thought it was better to go very slowly in these matters rather than run the risk of dislocating the whole machine. Before he entered upon his office the only constancy in the affairs of his department was the constancy of changefulness. He then proceeded to enumerate the changes which had taken place during his ministry. These were: Simplifying the instruction of the Public schools, and rendering them more elementary; the reduction of examinations, and reduction in the number of the text-books. In regard to the memorial of the Public school teachers, asking for only one entrance examination, he said that the change might come, but he was not going to cause it now. There would be a December examination in 1889, and one in 1890. He intended to go very slowly.

The Minister then spoke in favor of examinations, and said there was an appalling amount of nonsense talked about cramming. He was not going to discuss the text-book controversy. He would be in favor of having no text-books in Public schools, except in reading. In conclusion, he said that the policy of the Department had been to Canadianize our educational system.

Mr. W. A. Douglas, B.A., of Toronto, addressed the convention on "Economics."

Rev. Principal Grant, of Queen's University, being present in the audience, was invited to a seat on the platform, and called upon to address the audience. He eloquently referred to his life-long connection with the teaching profession, and the pleasure it gave him to address the Association. Speaking of examinations, he said that one of the greatest advantages to be gained was to convince the student of his own ignorance.

Mr. Fotheringham moved that the report of the Committee on the Professional Training of Teachers be laid over until next meeting. The motion was carried.

Mr. Woods said that the report of the committee on Additional Normal Schools was in the clouds, owing to the absence of the members of the committee. The committee was discharged. After cordial votes of thanks to the representatives of the Toronto press, and the President of the Association, the Convention adjourned with "God Save the Queen."

THE PUBLIC SCHOOL SECTION.

At the Wednesday's meeting of the Public School Section, Mr. Powell moved that a committee be appointed to consider the advisability of asking the Minister of Education to place the reading of the High school entrance examination papers in the hands of Public school teachers and report to-morrow. The motion was carried, and Messrs. Powell, R. Alexander, Falconer, Johnston and Lent were appointed as the committee. Messrs. Chapman, Doig, Barber, McMaster, and Burgess were appointed a committee to consider the *personnel* of sub-examiners in Ontario Departmental examinations.

Mr. R. K. Row, of Kingston, then read a paper on "The Development of Character by Ordinary School Exercises." Taking as the basis of his remarks the proposition of Comenius, "The end of all education is the development of character," he strongly advocated teachers taking a part in the training of character as well as parents and the Church. The address was followed by considerable discussion, and a motion was passed asking the directors of the Association to publish the address in the annual Report.

At the Thursday's meeting the committee appointed to consider the question of entrance examiners reported, that in the opinion of the committee there should be for entrance examinations a board of examiners for each county or group of counties, said boards to consist of inspectors, High and Public school teachers, there being at least as many High as Public school teachers on the examining boards, and that no person should be appointed as presiding examiner who is not actually engaged in the profession as teacher or inspector.

The committee on the *personnel* of the sub-examiners reported as follows:—"That, whereas, the examination of candidates for Second and Third

Class certificates is of very great interest to all classes of educators in Ontario, and, *whereas*, the sub-examiners have so largely to do with a fair and satisfactory examination of such candidates, *therefore*, the Public School Teachers' Section of the Ontario Teachers' Association recommend:—(a) That the sub-examiners be chosen equitably from the Public school inspectors, the Public school teachers and the High school masters of Ontario. (b) That as regards Public school teachers the qualification of eligibility for sub-examiner be the holding of a First Class Provincial certificate. (c) That no person should be sub-examiner who is not actively connected with the profession of teaching." It was also resolved to place a copy of this report before the Minister of Education.

A report of the committee on superannuation was laid before the meeting and adopted. It gave a satisfactory account of the state of the fund at the present time.

A carefully-prepared paper on Promotion Examinations was read by Mr. F. C. Powell, of Kincardine. The essayist reviewed the different methods of dealing with this ever-debatable matter, and pointed out the good points and defects in the various systems at present in vogue. A discussion followed, and the views expressed and experiences related threatened to be as many as there were teachers present, but the chairman finally shut off debate, as a great deal of other business had to be attended to.

The following officers were elected:—Chairman, R. H. Cowley, Ottawa; Secretary, Wm. Rennie, Newmarket. Committee: R. Alexander, Galt; W. P. Chapman, Toronto; A. Barber, Cobourg; F. C. Powell, Kincardine; D. C. McKendry, Cobourg.

Legislative Committee—R. W. Doan, W. J. Hendry, W. F. Chapman, Toronto.

The committee on the qualification for and composition of County Boards reported that no person should have a position on such Boards except those actually engaged in the profession, and that the executive of the Association be asked to ascertain definitely the composition of the several County Boards throughout the Province and report at the next meeting of the Association.

HIGH SCHOOL SECTION.

This section was very sparsely represented this year owing to the fact that very few of the departmental examiners were present. These gentlemen, nearly all High school teachers, held meetings in Toronto while they were engaged in examining papers, and passed resolutions on educational affairs. At the first meeting of the High school section their action came in for considerable criticism. Mr. Embree read a report of the proceedings of the examiners in Toronto, and an informal discussion of their action followed. The general opinion was that the examiners had acted in a manner disloyal to the Association. Several gentlemen said that if this course was persisted in it would certainly break up the Association so far as the High School Section was concerned. A committee consisting of Messrs. S. Woods, M.A., I. J. Birchard, Ph.D., and Mr. L. Embree, M.A., were appointed to draw up a resolution bearing on the affair.

The Chairman, Mr. Woods, intimated that the Minister of Education was desirous of learning the opinion of the High school teachers regarding the desirability of establishing leaving examinations for High school pupils. Mr. Embree moved and Mr. McIntyre seconded a resolution in favor of the establishment of leaving examinations under the control of the Education Department, to be called the primary, junior and senior examinations.

The proceedings at the meeting of the High School Section were made more than usually interesting by the presence of the Minister of Education, who addressed the teachers on the leaving examinations from the High schools. The Minister announced that it was his intention to inaugurate an examination on the lines laid down in yesterday's report of the proceedings of the section. The chairman, Mr. S. Woods, M.A., gave an excellent address on the tendencies of the High school programme on the education of the Province. A discussion then followed on the recent meeting of the headmasters of High schools.

The following resolution was unanimously carried:—*Whereas*, Messrs. A. P. Knight and A. McGregor were by the Council of Queen's University

appointed delegates to confer with the High School Masters' Section of the Ontario Teachers' Association at Niagara, regarding the establishment of a uniform matriculation examination for Ontario; and *Whereas*, at their request the Chairman and Secretary of the said High School Section assumed the responsibility of changing their programme in order to give the appointed delegates time to address said Section; and

Whereas, these gentlemen failed to appear, this Section regret their action and consider it somewhat discourteous to this Section, and hereby authorise the Secretary to transmit a copy of this resolution to the Secretary of the Council of Queen's University."

Another resolution carried was as follows:—*That*, having heard the explanations of Messrs. Embree and Spotton regarding the late action of the headmasters at Toronto, we think it desirable that the Committee appointed to bring in a resolution withdraw the resolution presented, and that no further reference to this matter appear on our minutes, and that Mr. Spotton, as Chairman of this Section, be requested to bring this matter before the masters in case of any like meetings in future."

The officers of the section will be:—Chairman, H. B. Spotton, Barrie; Secretary, I. J. Birchard, Brantford; Committee, R. A. Gray, J. Davidson, E. J. McIntyre, C. Fessenden.

INSPECTORS' SECTION.

At the first meeting of the Inspectors' Section it was decided to unite with the Public school section at their morning session.

The Committee on Entrance Examinations in their report recommended that the regulation bearing on the examinations remain as at present.—Adopted.

The Chairman and Secretary were empowered to call a special meeting of the Inspectors in Toronto early in the year.

The following resolution was adopted:—

Whereas, the public are apparently laboring under a wrong impression concerning the position occupied by the High school examination, now known as Teachers' Non-Professional Second and Third Class Examinations;

Whereas, the Second Non-Professional examination is now accepted as Matriculation examination in part for admission to University work and the medical and legal professions; and

Whereas, persons who have passed one or other of these examinations place themselves as teachers before the public and sometimes impose upon School Boards;

Therefore, be it resolved that the name be changed from the Teachers' Non-Professional examination to some other that may more clearly indicate its nature, and place the successful candidates in a proper light before the public."

Inspector Dearnness presented a form of general register for Public schools, which was adopted, and he and others were requested to bring this matter before the Minister of Education.

A motion approving of a grant of \$100 from the funds of the Association to the Young Memorial Fund was unanimously carried.

At the second session Mr. J. Craig proposed the following motion, which was carried:

Resolved, that a strong remonstrance is hereby presented to the Minister of Education against the treatment accorded to Public school teachers and inspectors in the management of the recent departmental examinations, both in the number of appointments and in the nature of the work assigned, and that the Minister be respectfully requested to appoint annually as examiners an equitable number of Public school teachers and inspectors and that they be treated fairly in the distribution of work.

The following officers were elected:—President, Jno. Johnston; Secretary, J. J. Craig. Directors: J. Brebner, A. Embree, R. K. Row, W. Atkin, N. Gordon. Legislative Committee: W. E. Tilley, D. T. Fotheringham, J. H. Smith.

UNLESS reason also preside over observation, we shall pick up dust and chaff instead of grain.—*Comenius.*

INSTRUCTION does not prevent waste of time or mistakes; and mistakes themselves are often the best teachers of all.—*J. A. Froude*

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

WILL you kindly publish in your next issue a list of the Presidents of the United States, from the first inauguration till the present time?—SUBSCRIBER.

[Washington (2), John Adams, Jefferson (2), Madison (2), Monroe, John Quincy Adams, Jackson (2), Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln (2), Johnson, Grant (2), Hayes, Garfield, Arthur, Cleveland, Harrison. (Those to whose names (2) are appended were elected for second terms.)]

WHAT is considered the best text-book on the subject of shorthand? Please insert answer in next issue of the JOURNAL, and oblige.—W.W.H.

[The answer would depend upon the system you adopt. There are several rival systems, and we could not venture to decide between them. Probably the larger number of stenographers follow Isaac Pitman's system.

1. WHAT is the history of the Koh-i-noor?
2. What mountain in Australia is said to be higher than Mount Everest?—A SUBSCRIBER.

[(1) According to Hindu legend the Koh-i-nur (Mountain of Light) was found in a Golconda mine. It belonged successively to several dynasties of Eastern kings, until in 1739 it fell into the hands of Nadir Shah, who gave it its present name. From him it went to the Abdali monarchs of Afghanistan, the last of whom gave it to Runjeet Singh, the ruler of the Punjab. On the annexation of the Punjab it was surrendered by the abdicating King Maharajah Dhuleep Singh to the sovereign of Great Britain. It is said to have weighed originally 900 carats, but was greatly reduced by several re-cuttings, until in 1852 it weighed about 123 carats, and was valued at £120,664. (2) We do not know.]

[J.A.A.—Write to the Registrar of the University.]

WHAT is the date of the next Civil Service Examination, and what are the subjects for examination?—T. F.

[Write to the Secretary of the Board of Civil Service Examiners, Ottawa.]

KINDLY publish the last Entrance Examination papers at your earliest convenience, and give the answers to the arithmetic paper.—E.B.N.M.

[The Entrance papers were given in the last number of the JOURNAL (July 15th.) Will try to find room for solutions of arithmetic papers at an early date.]

LITERATURE SELECTIONS

FOR TEACHERS' THIRD, SECOND AND FIRST CLASS GRADE C, NON-PROFESSIONAL EXAMINATIONS, FOR 1889-1890.

CLASS III.

English.—The following Selections from the High School Reader:—

*VI.—On Contentedness in all Estates and Accidents.

XXX.—The Trial by Combat at the Diamond of the Desert.

LXI.—The Plague of Locusts.

*LXV.—The Gambling Party.

*LXVIII.—Earthworms.

*LXXXV.—From the "Apology of Socrates."

*XCIII.—A Liberal Education.

*Those selections marked with an asterisk will be repeated 1890-1891.

(Continued on page 128.)

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MID-SUMMER EXAMINATIONS, 1889.

THIRD CLASS TEACHERS.

ENGLISH POETICAL LITERATURE.

Examiners: { JOHN SEATH, B.A.
J. E. HODGSON, M.A.

NOTE.—Candidates will take sections IV and V, and any ONE of sections I, II, and III.

I.

Portia. The quality of mercy is not strain'd;
It droppeth as the gentle rain from heaven
Upon the place beneath; it is twice bless'd;
It blesseth him that gives, and him that takes:
'Tis mightiest in the mightiest: it becomes
The throned monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this sceptred sway;
It is enthroned in the hearts of kings,
It is an attribute to God himself;

And earthly power doth then show likest God's
When mercy seasons justice. Therefore, Jew,
Though justice be thy plea, consider this—
That in the course of justice, none of us
Should see salvation: we do pray for mercy;
And that same prayer doth teach us all to
render

The deeds of mercy. I have spoke this much
To mitigate the justice of thy plea:
Which if thou follow, this strict court of Venice
Must needs give sentence 'gainst the merchant
there.

Shylock. My deeds upon my head! I crave
the law,
The penalty and forfeit of my bond.

1. Show how this extract is connected in sense with the preceding context.

2. Explain fully the meaning of the italicized expressions, and the different points of the contrast indicated by "But," l. 10.

3. Outline the appeal which Portia makes "to mitigate the justice" of the Jew's "plea." Explain why she makes this appeal, when, as the result shows, it was unnecessary; justify your answer.

4. Show, by means of five well marked examples, wherein consists the literary excellence of this passage.

5. (a) What feelings actuate Portia and Shylock respectively? Explain how these should be brought out in reading.

(b) State, with reasons, which should receive more emphasis: "not" or "strain'd" l. 1; "twice" or "bless'd," l. 3; "sit" or "dread and fear," l. 9; "mercy" or "above," l. 10; "justice" or "plea," l. 15; "law" or "penalty and forfeit," ll. 23-24.

(c) How should the climax in ll. 10-12 be shown in reading?

II.

Sweet day, so cool, so calm, so bright,
The bridal of the earth and sky:
The dew shall weep thy fall to-night:
For thou must die.

Sweet rose, whose hue, angry and brave,
Bids the rash gazer wipe his eye,
Thy root is ever in its grave;
And thou must die.

Sweet spring, full of sweet days and roses,
A box where sweets compacted lie;
Thy music shows ye have your closes;
And all must die.

Only a sweet and virtuous soul,
Like season'd timber, never gives:
But, though the whole world turn to coal,
Then chiefly lives.

1. State

(a) the circumstances under which this poem is represented as having been composed;

(b) the subject of each of the stanzas;

(c) the connection in sense between the third and the preceding stanzas and between the last and the preceding stanzas; and

(d) the subject of the poem.

2. Explain the meaning of the italicized expressions.

3. A writer, commenting on this poem, says:—"Even in this poem we find what mars all the poetry of Herbert, ridiculous conceits and unpleasant similes." Discuss this statement, giving reasons for the view you take.

4. Show, by means of five well marked examples, how Herbert has given Force and Beauty to his language.

5. (a) What is the difference in feeling between ll. 1-2 and ll. 3-4, stanza I, and how should this be brought out in reading?

(b) State, with reasons, which should receive more emphasis:—"Bridal" or "earth and sky," l. 2; "thou" or "must die," l. 4; "thou" or "must die," l. 8; "virtuous" or "soul," l. 13; "season'd" or "timber," l. 14.

III.

I bring fresh showers for the thirsting flowers
From the seas and the streams;
I bear light shade for the leaves when laid
In their noon-day dreams.

From my wings are shaken the dews that
waken

The sweet buds every one,
When rock'd to rest on their Mother's breast,
As she dances about the sun.

I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve it in rain,
And laugh as I pass in thunder.

I sift the snow on the mountains below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep in the arms of the Blast.

Sublime on the towers of my skyey bowers
Lightning, my pilot, sits;
In a cavern under is fetter'd the Thunder—
It struggles and howls at fits.

Over earth and ocean with gentle motion
This pilot is guiding me,
Lured by the love of the Genii that move
In the depths of the purple sea;
Over the rills and the crags and the hills,
Over the lakes and the plains,

Wherever he dream under mountain or stream
The spirit he loves remains;
And I all the while bask in heaven's blue smile,
While he is dissolving in rains.

1. (a) By reference to ll. 5-8, explain the poetical value of Personification.

(b) State concisely, in the order in the poem, the natural phenomena which Shelley here represents poetically; discussing his representations in ll. 17-28.

(c) Explain the meaning of the italicized parts.

2. State, with reasons, which of the following is preferable in the foregoing:—"Dews," l. 5, or "rains;" "noon-day," l. 4, or "mid-day;" "dances," l. 8, or "whirls;" "wield," l. 9, or "swing;" "dissolve," l. 11, or "melt;" "great pines," l. 14, or "large oaks;" "lured," l. 23, or "led;" "dream," l. 27, or "dreams."

3. Develop the aptness of "rocked to rest" and "Mother's breast," l. 7; "laugh," l. 12; "sift," l. 13; and "skyey bowers," l. 17.

4. By reference to ll. 13-16 and 19-26, show how the Melody and the Harmony of the poem have been secured.

5. (a) Explain the movement, (or rate) tone and force needed for the proper reading of this poem.

(b) What difference should be made between the reading of ll. 19-20 and ll. 21-24?

(c) Assigning reasons, mark, with vertical lines, the pauses to be made in reading ll. 12, 27 and 28.

IV.

Reproduce the substance of either of the following selections in a prose composition, displaying suitable taste and feeling:

(1) "The Lord of Burleigh;" (2) "The Revenge."

V.

Quote any one of the following: (1) "To Daffodils;" (2) "As Ships becalmed at Eve;" (3) the last three stanzas of "The Cloud Confines."

UNIVERSITY OF TORONTO—ANNUAL
EXAMINATIONS, 1889.

JUNIOR MATRICULATION.

ARITHMETIC.

Examiners: { W. H. BALLARD, M.A.
J. MCGOWAN, B.A.
A. R. BAIN, M.A.

NOTE.—Candidates for University Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Pass or Honors, Second Class or First Class Certificates) must take the first three questions and any six of the remainder.

1. A note for \$876, dated May 17, for 90 days, and bearing interest at the rate of 8 per cent. per annum, is discounted at a bank on July 3 at 6 per cent. What are the proceeds of the note?

2. Explain the terms Exchange, Bill of Exchange, Par of Exchange.

What is meant by saying, "the rate of sterling exchange is \$4.87 for 60-day bills"?

How is the par of exchange between two countries arrived at?

3. What capital should be invested in 6 per cent. stock at 104 to produce an income one-third greater than that derived from \$1,500 invested in 7 per cent. stock at 115?

What rate of interest is received on the money invested in each case?

*4. Prove that a vulgar fraction may always be reduced to a terminated or to a repeating decimal. Explain any short method of reducing $\frac{1}{3}$ to a repeating decimal.

*5. Explain the method of contracted multiplication of decimals.

Employ this method to find the number of cubic yards in a cubic metre correct to 4 decimal places, a metre being equal to 1.09363 yards linear measure.

*6. A rectangular solid is hammered until its length is increased 10 per cent., and its width 15 per cent.; by how much per cent. has its thickness been diminished?

*7. The cost of manufacturing a certain article depends partly on the cost of labor and partly on the cost of the raw material. Wages rise 25 per cent., but a reduction of one-sixth in the cost of material enables the manufacturer to produce 16 of the articles for what 15 cost him before the change. How much does the raw material for \$100 worth of the manufactured article now cost him?

*8. The expense of constructing a railroad is \$2,000,000, two-fifths of which was borrowed on mortgage at 5 per cent., and the remaining three-fifths was held in shares. What must be the average weekly receipts so as to pay the shareholders 4 per cent., the expenses of working the road being 55 per cent. of the gross receipts?

*9. A person buys a house and lot—the lot being worth $\frac{2}{3}$ as much as the house—and lets to a tenant at a monthly rental of one per cent. on the cost of the property. He finds that the lot will rise 5 per cent. and the house depreciate 4 per cent. in value every year; that insurance (on $\frac{1}{3}$ of the value of the property insured) will cost him $1\frac{1}{4}$ per cent. every three years; that his taxes will be 18 mills on the dollar, and that the assessors have valued his property at 10 per cent. less than he gave for it. What rate per cent. will he receive on the money he has invested?

*10. An invoice of British merchandise, amounting to £20,000 and subject to an *ad valorem* duty of 35 per cent., is received at New York and converted into U. S. money at the rate of \$4.844 to the pound sterling, instead of \$4.8665, the true value: how much is gained or lost by the difference and by whom?

*11. In 1837 the U.S. half-dollar was changed in weight from 208 grains to 206 $\frac{1}{2}$ grs., and in fineness from .8924 to .900; find the least whole numbers which will show the relative values of the coins before and after the change.

*12. A leaves P for Q, 39 miles distant, at the same time that B leaves Q for P; they travel at uniform rates of speed till they meet. B then increases his speed one-eighth and reaches P in 5 hours from the time he met A; while A, after resting for an hour, proceeds at $\frac{1}{8}$ his former rate and reaches Q at the same time that B reaches P. Find the rate at which each person set out.

Correspondence.

THE PUBLIC SCHOOL PROGRAMME.

To the Editor of the EDUCATIONAL JOURNAL:

In the JOURNAL of June 15th appeared a very elaborate programme for an ungraded country school. It is no flattery to say that, considering how much is to be taught, and that time is limited, the programme is an excellent one, and shows great care and no little skill and system on the part of Miss J. E. Anderson, who compiled it. Those teachers, and only those, who have attempted to so arrange the work of an ungraded school that each subject should receive a due share of the teacher's attention, can appreciate the thought and study Miss Anderson must have bestowed on her programme to succeed so well as she has done.

Still, it is evident that she has fallen far short of preparing an ideal time-table. It is true, every minute is occupied, and well occupied, and I doubt whether a much better result can easily be obtained, even with that programme as a help. I purpose showing where the trouble is, and suggesting a remedy.

Of the time spent by a pupil in school under a good teacher, the most valuable part is that spent in class. The work at the desk is a valuable preparatory or supplementary work, but his progress depends much less on it than on the former. Especially is this true of the Public Schools, and of the lower classes in these schools.

It is quite possible to make a recitation too long; but when it falls short of twenty-five minutes or thirty minutes for a fourth class, it might profitably be lengthened. In stating below the time spent on a subject by a class, as allowed on Miss Anderson's programme, I mean the time given to it in class for one week.

Arithmetic lessons for the third and fourth classes receive 1 hour 20 minutes for each class; they should receive at least 2 hours. Reading in these classes occupies 30 minutes for each class; it would not be giving a moment too much to give each class 2 hours a week to practice this, which is "the key of all knowledge." Forty-five minutes are spent at grammar by both the third and the fourth. If grammar be studied at all, at least double this time should be given it. Composition, of much more importance, is given 15 minutes' attention once a week. In this subject the second class fares better, spending an hour in languages. Further, the fourth and third classes spend each 30 minutes at geography, 30 minutes at spelling, and 30 minutes at orthoëpy; while 45 minutes is given to British history and the same to Canadian history by the fourth class, and 30 minutes to each of these subjects by the third class. In how many years could an average pupil complete the Public School Geography, spending 30 minutes a week in recitations? Or the course in British history by spending 45 minutes a week in recitations? Spelling deserves at least an hour a week.

Miss Anderson has shown good judgment in giving to the lower classes much more time in some important subjects than the higher classes receive. Thus, the first class has 2½ hours for arithmetic and 2½ hours for reading. The second class has 55 minutes for arithmetic and 40 minutes for reading, and for spelling 1½ hours; 45 minutes are given to spelling in the first class. At writing the whole school spends 45 minutes a week, and at drawing 30 minutes. A 15-minute lesson is given on temperance. Alas for agriculture! It is crowded out.

Doubtless the programme is capable of some improvement; but no improvement is possible that will allow justice to be done to half the subjects without almost dropping all the others. It will be observed that in the time-table referred to, no subdivision of classes is marked; and there is probably not a single school in the Province where there are no "senior" and "junior" classes. What is to be done should there be a fifth class? And how is a teacher to avoid having a fifth class, when parents insist on sending pupils who have passed the entrance examination?

Either there is time for all, the subjects on the course of study to receive due attention, or there is not. If there is, let the Department of Education

state how many hours, *at least*, should be given a week to each subject in the course, in class lessons. For the guidance of teachers, and for their assistance, let the Department arrange a programme for an ungraded school of six classes, let us say; two firsts, two seconds or two thirds, and a fourth class; let another programme show what should be done in case there should be a fifth class in such a school. (The teacher should be allowed to modify the programme as the exigencies of his school might require.) Let it be shown, too, how each class might profitably be occupied during the whole day.

I have no hesitation in saying that not one member of the Central Committee, or the whole of them put together, could prepare such a programme, using the present course of study as a basis.

If, then, the thing cannot be done, why is this great burden laid on the teachers, and from time to time increased? A parallel will occur to most of your readers; it is recorded in Exodus v. 6-8: "And Pharaoh commanded the same day the task-masters of the people and their officers, saying, Ye shall no more give the people straw to make brick, as heretofore; let them go and gather straw for themselves. And the tale of the bricks which they did make heretofore ye shall lay on them; ye shall not diminish aught thereof." The discovery of the ancient Egyptian city of Pithom, in 1883, revealed the fact that, as a result of Pharaoh's edict, many of the bricks were made without any straw; and beyond a doubt, several of the subjects now supposed to be taught in the Public Schools of Ontario sadly suggest the strawless bricks.

At first sight it may not appear like progress to strike off some subjects from the course; but it would be real wisdom, and real progress would follow. Why should ungraded country schools be compelled to keep up all the subjects studied in graded city schools?

Except in the foregoing sentence, I have not referred to graded schools; for though to make a good programme for them is no child's play, it is easy compared with what the country teacher has to attempt.

Respectfully yours,

JOHN WALLIS.

TIME-TABLES.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—The programme on page 72 was, in my opinion, the best of the many good things in your issue of June 15th. Though not "young" as a teacher, I confess I always find it difficult to frame a workable time-table, nor have I yet succeeded in devising an entirely satisfactory one. The one you published, having stood the test of experience, is no doubt the best for the school in which it has been used successfully, yet it seems to me that the average teacher in a rural school could not always adhere to it. For instance, unless all the children in Part I. can be taught in one class—which is scarcely possible—half an hour a day for the first book reading classes seems too short. Again, I find that on Mondays the second classes have one hour at their seats for geography, and 30 or 45 minutes for language, while the third class have 70 minutes for geography. As it does not appear that the desk work is in all cases a preparation for the next recitation, some time would need to be set apart for examining the work done in the subjects mentioned, as well as in arithmetic; but with twenty recitations a day, the required time could not well be spared.

In my opinion, the two greatest difficulties in connection with school organization in rural sections are, first, to find time for the teacher's work; and secondly, to find work for the pupils' time—the latter by far the more difficult of the two. There are at least five classes to be taught, counting two firsts, and the teaching has all to be done in about five hours; that is, on an average, one hour to each class, while each pupil spends four hours a day at his seat. In one short hour the teacher has three things to do: first, to examine the class on what they have done or studied during four hours; secondly, to teach them something new of every subject on the authorized programme of studies; and thirdly, to put them in the way of employing themselves for four hours more in acquiring additional knowledge, or in fixing permanently in their minds the knowledge already

acquired. While teaching one class, he must keep the four remaining classes at work. Now, the problem—to my mind not an easy one—is, how to provide interesting and profitable employment for each pupil during four hours of the day, or—which is more difficult—how to make the pupil enjoy idleness during the whole or a greater part of those four hours.

In connection with this matter an important question arises: What is the shortest time that a child can work by himself at school, and yet receive the full benefit of an hour's teaching? Is it four hours, or could it not be reduced to one or two, especially in junior classes? If so, there is no good reason why children should be confined in a room, and made to sit quietly for two or three hours more, when they are able to use their limbs and enjoy themselves in the open air. The only reason, I suppose, why innocent children are tortured in this way is that such was the custom among our forefathers. It is to be hoped, however, that the twentieth century may find us less conservative and more humane. It would greatly relieve both teachers and pupils, and help materially in solving the time-table problem, if one-half of the classes in rural schools attended in the forenoon and the other half in the afternoon. The chief objection to such an arrangement would be that young children, especially in winter, need the protection of their older brothers or sisters, and that therefore the whole family should attend school at the same time. I do not think that many would raise this objection, for when a teacher allows children in the lowest class to go home before four o'clock, very few of them wait for the other classes. The plan I have suggested is worth trying, at least on paper.

July 13, 1889.

RUSTICUS.

For Friday Afternoon.

A QUARREL.

THERE'S a knowing little proverb,
From the sunny land of Spain;
But in Northland as in Southland,
Is its meaning clear and plain.
Lock it up within your heart;
Neither lose nor lend it—
Two it takes to make a quarrel;
One can always end it.

Try it well in every way.
Still you'll find it true,
In a fight without a foe.
Pray what could you do?
If the wrath is yours alone,
Soon will you expend it—
Two it takes to make a quarrel;
One can always end it.

Let's suppose that both are wroth,
And the strife begun,
If one voice shall cry for "Peace,"
Soon it will be done.
But if one shall span the breach,
He will quickly mend it—
Two it takes to make a quarrel;
One can always end it.

AN AGRICULTURAL PLANT.

OH, let me drink from the moss grown pump
That was hewn from the pumpkin tree,
Eat mush and milk from a rural stump,
From form and fashion free;
New gathered mush from the mush-room vine,
And milk from the milk-weed sweet,
And luscious pine-apple from the pine—
Such food as the god's might eat!

And then to the white-washed dairy I'll turn,
Where the dairy-maid hastening hies,
Her ruddy and golden-red butter to churn
From the milk of her butterflies;
And I'll rise at morn with the early bird,
To the fragrant farm-yard pass,
When the farmer turns his beautiful herd
Of grasshoppers out to grass.

—S. W. Foss, in *Tid-Bits*.

BUSINESS NOTICES.

We direct attention to the announcement of the merits 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. This gives the party the JOURNAL for \$1.00.

Editorial.

TORONTO, SEPTEMBER 2, 1889.

REGULATIONS OF THE EDUCATION DEPARTMENT.

As the modifications just made in the regulations respecting teachers' certificates and the courses of study in the High Schools are of general interest, we submit a synopsis of those that are most important.

HIGH SCHOOL COURSE OF STUDY.

In Form I., the course in History and Geography now reads:—The leading events of Canadian and English history—the nineteenth century more particularly. Commercial, physical, and mathematical geography—geography of Canada and the British Empire more particularly.

In Botany, the study of the Cryptogams has been omitted, and Euclid, Book I, Propositions 1-26, with deductions, has been prescribed.

In Form II. no change has been made, except that the course in Botany in this form includes the Cryptogams, and the Flowering Plants of the locality in which the High School is situated, and that Zoology has not been added.

In Form III., the course of study is also unchanged, except that Zoology, as defined in the *High School Zoology*, has been added to the Science option.

The High School examinations are now to be known as the Primary, the Junior Leaving and the Senior Leaving examinations.

The Primary examination will be held on the subjects of study in Form I.—those hitherto prescribed for Third Class certificates; but there will be no paper in Euclid, or in the Principles of Reading—an examination in oral reading only—and the examinations in drawing and book-keeping will be modified, as detailed below. The Junior Leaving examination will be on the subjects of study in Form II.—those hitherto prescribed for Second Class subjects: it is understood that, should arrangements be made for substituting a Leaving examination for the present Junior Matriculations of the Universities, the subjects of such Leaving examination will be substituted for those now prescribed for Form II., but the subjects of examination for Second Class certificates will remain unchanged. For the Senior Leaving examination, the subjects are those now prescribed for Form III.—those formerly prescribed for First Class Certificates—Zoology, however, being added to the Science option.

The following important modifications have been made in the character of the examinations—we give the regulations as they now read:

53. The examination papers shall be so constructed as to allow a choice of questions, and shall not involve difficulties which properly prepared candidates cannot master in the time allowed. The papers in English Grammar shall assume that the practical applications of the subject are subordinate to its value as a means of mental training. More importance shall be attached hereafter to English Composition. At the Primary Examination, each paper on Poetical and on Prose Literature and on the Latin, French, and German authors shall contain, in addition to questions on passages from the prescribed texts, questions on passages from works not prescribed, but similar in style and of equal difficulty. In the case of Latin, French, and German, the meaning shall be given of words not likely to have been met with by the candidates, and the examinations in the "Sight-work" shall determine, not whether the candidate has read more than the prescribed texts, but whether he is familiar with the idioms and constructions met with in the prescribed course. The papers in Arithmetic at the Primary Examination shall consist of three sections, containing respectively questions to test the candidate's accuracy, his mental training, and his knowledge of commercial transactions; the papers shall contain commercial problems heretofore contained in the papers on Book-keeping; and either arithmetical or algebraic solutions will be accepted. The value of the questions in pure and applied Algebra at the Primary Examination shall be about equal. In Botany and Zoology specimens for description and identification shall be submitted to the candidates at all the examinations.

117. The marks assigned to the Book-keeping of the Commercial Course shall be awarded for writing, neatness, and accuracy, as the result of the examination of a set of books worked out by the candidate, the set of books to consist of Day Book, Journal, Ledger, Bills Receivable, and Bills Payable. The marks assigned to Drawing shall be awarded as the result of the examination of the candidate's drawing books in the course prescribed in Form I.; either work done in the drawing books authorized for High Schools or work equivalent thereto in character and amount will be accepted by the Department. No paper will be set in Dictation, but one mark for every misspelt word shall be deducted from the marks obtained in every subject of examination. One mark shall also be deducted for each instance of bad English.

118. The sets of book-keeping and drawing books shall be transmitted by the Headmaster to the Public School Inspector, on or before June 1st, in each year; in each case, duly attested by the teacher of the subject, and accompanied by a certificate signed by the Headmaster and the teacher of the subject, that the candidate has completed satisfactorily the commercial and drawing courses prescribed for Form I. The Public School Inspectors and other competent persons appointed by the Minister of Education shall examine, at local centres, the sets of books in book-keeping and

drawing, in accordance with instructions issued by the Education Department.

TEACHERS' CERTIFICATES.

The examination subjects for Third Class are those now prescribed for the Primary examination; for Second Class, those now prescribed for the Junior Leaving examination; and for First Class Certificates, those now prescribed for the Senior Leaving examination.

Graduation in Arts, after a regular course in any chartered University in the British Dominion, will now be accepted as the equivalent of First Class Certificate non-professional.

The following clause has been added to the Regulations defining the requirements for specialist standing in a Collegiate Institute:

A graduate in Arts, of at least ten years' experience in High School teaching on the first of July, 1889, shall also be awarded, without examination, a specialist's certificate in a department, provided the character of his teaching in the department has, on inspection, been ranked first-class, and provided, also, pupils prepared by him have obtained first class honors in the department at the Senior Matriculation or the First year examination of Toronto University, or at any other examination adjudged by the Education Department the equivalent thereof.

The following formerly appeared as a memorandum, but is now included in the Regulations:

SPECIALIST AND FIRST CLASS CERTIFICATES.

116. A Specialist's Certificate, or a First Class Certificate of any grade, may be granted on the examination conducted by any chartered University, in the Province of Ontario, on the following conditions:—

(1.) The examination shall be the regular University examinations: no special or supplementary examinations will be accepted.

(2.) Each applicant shall submit to the Education Department, with his application, a copy of the time table of each examination, and of the examination papers on which he wrote, both being certified by the Registrar of the University. A confidential statement from the Registrar of the University of the marks obtained by the applicant on each paper, and of such other marks as may have been awarded him at each oral or practical examination, will also be required; it being understood that, should the standard set by the University be higher or lower than the Departmental standard, the Education Department shall value the papers as it may consider necessary. In the case of candidates for First Class Grade C., the answer papers shall also be transmitted by the Registrar to the Department.

THE "LEAVING" EXAMINATIONS.

As will be seen by the report, on another page, of the annual meeting of the Ontario Teachers' Association, the proposal to establish a system of "Leaving" Examinations at the termination of the High School courses, has been approved by the High School masters, and en-

dorsed by the Minister of Education. (By the way cannot a better descriptive title be found for these examinations?) The change is in the right direction, and we are glad it seems likely to be brought about with general consent.

The scheme outlined by the High School masters includes, if we understand it, three distinct grades of examination papers, corresponding to which three grades of certificates are to be awarded, equivalent respectively to the present Third Class, Second Class and First Class C Certificates. The details of the scheme are given elsewhere. Whether it will involve a discontinuance of the present system, by which the Junior Matriculation Pass and Honor examination papers are used for Second and First C examinations, respectively; whether, on the other hand, those papers will be adopted for the Junior and Senior High School examinations; or finally, whether the University authorities will decide to accept the certificates awarded at the

"Leaving" examinations, *pro tanto*, in lieu of their own matriculation examinations, remains to be seen. As the plan now about to be adopted was advocated by the Principal and Professors of Queen's University, the High School certificates will almost certainly be accepted by that institution. Victoria and Trinity have also, it is understood, expressed themselves as in favor of uniform examinations, and will, it may reasonably be inferred, accept these as embodying that principle. We confidently assume, of course, that the examiners to be appointed will be chosen on some system that will commend itself to the universities, and inspire general confidence. McMaster has already virtually settled the question, so far as her Arts Department is concerned, by deciding to accept the certificate of the Headmaster of any High School or Collegiate Institute that a given student has satisfactorily completed certain subjects, in lieu of a matriculation examination in those subjects.

We may reasonably hope that the change will prove beneficial to the High schools, and to secondary education in the Province. In order to effect this in the highest degree, it is, in our opinion, extremely desirable that the courses and examinations shall be so conducted as to remove, as far as possible, the impression that the one great end and aim of the secondary schools is to prepare students for the universities, and for the teaching and other learned professions. Some of the High School Principals, we are glad to see, clearly recognize the desirability of this, though the proposal to make the projected examinations correspond with the requirements of the present teachers' examinations, suggests the opposite idea. The certificates to be awarded should, in each case, represent an educational course more or less complete in itself, and thus suited as a preparation for any occupation or industry. In a word, the High School graduate (we do not like that word in this connection, but cannot recall a better,) should, even if unable to pursue his studies farther, go forth into the community as a well-

educated and intelligent man or woman; one whose faculties, perception, rational and moral, have been thoroughly trained, and who is, therefore, well prepared for the duties and responsibilities of citizenship in a free, self-ruling state.

THE TORONTO INDUSTRIAL EXHIBITION.

FEW of our readers will need to be reminded of the Industrial Exhibition, which opens in this city on the 9th inst. and continues until the 21st inst. This annual display of the natural resources and the manufactured products of the Province has now become so well and favorably known throughout the Dominion and beyond it that extended description is unnecessary.

It may be well to observe, however, that as a result of the extensive enlargements and improvements of the grounds which have been made, as well as of the growing popularity of the Exhibition, there is every reason to expect that the display this autumn will surpass that of any preceding year. The institution is fortunate in having fallen into the hands of an exceptionally vigorous and efficient management, and not only the city but the Province is to be congratulated on the fact that it has fallen into such hands. As a consequence, no expense, or effort, or exercise of foresight seems to be spared in the endeavor to make the Exhibition as complete and satisfactory as possible in all respects.

We have on a former occasion spoken of the educational value of such a display, and this is, of course, the point of connection between it and the *Journal*. It is not easy to think of any other way in which any citizen of intelligence, young or old, who knows how to use his eyes, could acquire in the course of a day or two so much information of a clear and comprehensive kind in regard to his own country. Passing from department to department he is able to study, one after another, the varied sources of wealth which the Province contains, and the varied kinds of industry by which the rich and abundant materials supplied by nature are being transformed into shapes adapted for the uses, comforts and elegancies of our civilization. Soil, forest, lake, mine and mineral bed, each in its turn is laid under contribution, and not only are the finished products set out in almost endless array in the various departments, for inspection, but more interesting still to many minds, samples of all the complicated and wonderful machinery by which these products are turned out and great industrial operations carried on, are present for examination, and in many cases may be seen in operation, so that the actual processes may be observed and studied.

We have no doubt that every teacher to whom this fine exposition is accessible will find himself well repaid by a visit. Food for thought and material for illustration may be stored up in abundance for future use, in the course of a single day's study and observation. And as we have said on a former occasion, the school child-

ren, who will, no doubt, as heretofore, visit the grounds in large numbers, may combine an excellent day's schooling with a healthful and delightful day's recreation. The more remote from the city their location, the more will they profit by the opportunity. The dullest of them can hardly fail to go back with enlarged ideas and ambitions and a better knowledge of the country he lives in. We think, as we said before, that it would be an excellent plan if each school boy or girl who can visit the Exhibition were to be asked to study up some department in which he or she may be specially interested, with a view to writing a full description on returning to the school.

WHAT IS FAIR CRITICISM?

REFERRING to a suggestion in a recent number of the *JOURNAL* that it might do teachers who are chronic scolds or grumblers some good could they hear what their pupils say of them, a writer in the *Winnipeg School Times* says, "Probably the editor of the *EDUCATIONAL JOURNAL* would like a dose of his own medicine." Certainly he would. But we should like it to be our own medicine, coming at first hand from our critics, not the bitter compound the *Times* "Teacher" would have prepared for us by "some virtuous scandal-monger."

"Teacher" goes on to say:

"But the funniest part of it is that on another page of the same journal, the editor has very scant praise for certain anonymous criticism of the Normal School. Isn't it good for Normal School teachers to hear what their pupils say of them? Are they too high for criticism? The fact of its being anonymous is nothing to the point, if the charges are true, and the editor in question may find out readily enough whether there is likely to be much truth in it. And when he has found out, it is doubtful if he would feel like saying much about it, lest it should reflect on the *party* that is responsible for the conduct of the Normal School."

Two or three remarks are suggested. We readily admit that the fact of criticism proper being anonymous is nothing to the point, so long as it is legitimate criticism. Is the reasoning sound? Are the conclusions valid? These are the main questions. If the reader has the means of making up his mind in regard to them, that is all that is necessary. But when personal matters are introduced, personal practices ridiculed or personal character assailed, the case is different. Everything then depends upon the veracity of the accuser, and the public should know who he is. The weight of a legitimate criticism depends upon itself, that of a personal accusation upon the character of the man who makes it.

Readers of the *EDUCATIONAL JOURNAL* will be able to judge whether it has been hampered by the fear of reflecting upon the party responsible for the conduct of the Normal School, or any other party. We are quite willing it should be judged by its record. If our memory serves us, we have sometimes been suspected of the opposite tendency. The counter-insinuations may be taken as evidence of our impartiality. We deem it conceivable that an educational paper may be governed by the simple desire to promote the cause of education. To that height, not inaccessible, we hope, the *JOURNAL* humbly aspires.

Normal Schools are fit subjects for criticism. Those who have passed through them are, in some respects, in the best position to offer such criticism. Let it be freely bestowed, but let it be fair, manly and above-board.

Primary Department.

INTRODUCTORY.

THE aim of the conductors of this department will be to make it very helpful to all teachers of junior classes. They, almost more than any other class of teachers, need inspiration and assistance of this kind, as the demand upon their ingenuity and originality is constant. A great deal has been said by mere theorists on what may be done in the primary rooms; our purpose is to place in these columns only work known to be possible and practical.

The methods presented will not be myths, but rather, we hope, attractive, successful, proved realities. The good old plans begin to lose their novelty, and the new are often hard to find, but the progressive teacher will be constantly on the outlook for anything to add zest and interest to her work. We hope to be able to render efficient suggestion and aid in this laudable purpose.

Communications and contributions, especially those from actual teachers, will be gladly received, and carefully examined, whether written for publication, or by way of inquiry, suggestion or objection. The conductors will be especially glad to render any aid in their power, by way of giving explanations, removing difficulties, and smoothing the way for the young and inexperienced.

SCHOOL-ROOM LIGHTS.

BY RHODA LEE.

BEFORE discussing in particular any one of the many subjects embraced in primary work, I would like to say a little about general plans for class management, and the preservation of the cheerful and happy, yet orderly and earnest, spirit that must pervade a well-organized primary class. Let any who think a primary division can be governed by the same means as an advanced one, try it for a short time, and he will undoubtedly discover his mistake. No, in the primary classes we must have entirely different plans, and every new plan evolved will bring in its train a dozen others, and so they will multiply until you will have a reservoir behind you, in constant demand, yet being steadily refilled, not with the old material, but the new. Do not attempt to keep your "mill grinding" with "the water that has passed," but make your work a pleasure by putting into it the freshness and newness that children love and appreciate, and that add interest and zest to everything they do. This may give you trouble, but it never fails to repay a hundredfold.

An important feature in primary work is the gaining and preserving the respect of your pupils. Do not let them have the memory of promises unfulfilled or of unfaithfulness in any form, but endeavor always to place before them an unflinching example of faithfulness and sincerity in all things, small or great. When you have the respect and love of your scholars, you can inspire them; without that you cannot. The successful teacher of the little folks must be able to do this to advantage. Just here I think of one little bit of inspiration a teacher had which she called her "heart mottoes," a good one lasting about a month. On asking for them, she gave me two or three which were suited to her class. The first one, said with a great deal of force and meaning by the children, she found was very helpful: "We'll do the right"; 2nd, "Good soldiers we'll try to be, fighting what's wrong"; 3rd, "Try to be upright, honest, true." These little mottoes, and others like them, referred to occasionally in the course of the day, were used with good effect. Let us try to do what we can to instill into the children in our primary rooms and ground in them true principles of honor and uprightness. I am convinced that it is the place for them. Let love, not fear, be the attracting principle in your school work. Without allowing the standard of discipline to be lowered in the least, try to increase the attractiveness of the school-room and work, by every little art and device that lies within your reach. Try not to make the doing of right a hardship, but put it in such an attractive dress as to draw the most troublesome boy in your class into the right path.

Just along this line we come to the subject of honor rolls, and I think, could you glance with me

into some of the class-rooms where they are used so effectively, you would agree with me as to their usefulness.

Honor rolls may be used for excellence in different subjects, such as writing, calisthenics, reading, story-writing, etc., or they may be used for general good conduct, as in a case where all who had not been reprovved or punished for misdemeanors during the week, by detention after school hours or in any other way, were rewarded by having their names placed on the Honor List.

Talk the matter over with your children, and let them decide on what kind of a design they would like, but lead up, perhaps, to the subject of soldiers, and watch how their eyes sparkle as you tell how some good, brave soldiers held and defended a fort, and how there were brave girls also who helped. Soldiers have generally a great fascination for children, and when you suggest making a large fort on your spare blackboard (or on brown paper) and picking out good soldiers' names to fill it, their ambition and effort to be one of the brave will be almost startling. Do not be afraid to use the term "good soldiers" whenever occasion permits, as it appeals very forcibly to a natural and honorable ambition. A large brig or schooner with the names of the deserving boys as the good, happy-hearted crew, will work very well also. It is advisable to keep your topsail for those who have had their names on the mainsail, jibs, etc., for a month. The names, of course, must be altered every Friday evening, and the reading of these forms a very interesting part of Monday's work. An honor roll the girls take great pride in is the *bee-hive*, in which the names of those girls who try hardest to be industrious, quiet and thoughtful are to be found.

In constructing these honor lists, encourage the children to find out for themselves all they can about the fort, brig or bee-hive, and their interest will be still further increased. Do not cripple your pupils by telling them anything they can find out for themselves. Let those who are able bring you colored chalk to make them with, or brown paper to cut them out of, if you have not blackboard to draw on, or pictures to assist in making them. Allow the children to assist in making their honor rolls, and they will be all the more anxious to fill them. Instill into them the spirit of help. Work with them and they will work with you, and the spirit of loving, happy co-operation will steal into your room, brightening the darkest and cheering the dullest. There must also be the daily and hourly inspiration, as well as the weekly one of reading the names of successful ones. Do not be sparing with your little invigorating word now and then. "Be not weary in well-doing," for remember, children have not the steadfastness of memory and purpose that you have, and, in consequence, need help.

One of the daily helps, I find, is my "watch." Take a large sheet of pasteboard and cut it to represent a large watch-dial. Place on it numbers to represent the various rows or classes in your room. When certain commands or signals are given immediately move the small hand of the watch to the number representing the row at that time most orderly, prompt and definite in action and position. The watch should, of course, be where every child in the room can readily see it. The children took great interest in this from the beginning, and I found that it overcame a difficulty with which all teachers of little folks have to contend, namely, lack of promptness in stopping work. The quick hands of our "watch" could never have anything to say to a slow-handed row. I have only touched on a few of the many devices the primary teacher must employ, as incentives and work-promoters, but space and time will not at present permit of more. Allow me but one word in closing. Do let the sunlight and brightness of a happy spirit get into your room; let it in from every crack and corner, chase out all gloom, and make your room, at least, the bright, attractive, happy place it ought to be.

CALISTHENICS.

BY ARNOLD ALCOTT.

LET us consider this department of physical culture in its relation to the needs of primary classes. In order to do this efficiently it is necessary to be fully decided on the two following points:—

1st. Should calisthenics be taught to primary pupils?

2nd. If so, how and when should this teaching be given?

True education has been defined to be the symmetrical growth of the whole being—physically, mentally and morally.

To do the greatest amount of good in the world, to be a strong personality that will tell for humanity, for God, and for eternity, a healthy body is essential; we must have "*mens sana in corpore sano.*" It has been said that it is as much a religious duty to take care of the body as it is to pray. We have no room for drones in this hive of the Nineteenth Century, and therefore to be abreast of the times one must be *alive*. A good physical constitution is a grand foundation for acute thinking, true feeling, and right willing. A few weeks ago, a friend, while conversing with a prominent American physician, asked if the tendency of modern civilization was not to devote too much time to the development of the physical system. The answer was a decided negative. Dr. G— said that on this continent everything is run to nerve; the nervous system is being put under such a tension, and is being strained and excited to such an extent, to keep up with the keen competition of the age, that the only remedy, the sole counteracting agent, is the building up of the body by healthy gymnastics.

Having attempted to show the general benefits of a good physique, let us proceed to find out whether or not calisthenics tend to promote and increase human vigor. Calisthenic exercises, being physical, cause extra circulation of the blood, thus calling the latter away from the brain, which is, therefore, relieved for a time of mental strain. If performed after intellectual exercise they rest the mind, because change of work means rest. The arms and chest are strengthened by these actions, and the air volume of the lungs is increased thereby. In addition to the grand benefits to be derived physically from such culture, there is a reflex action on the mind. Morally, too, one is the better for having gone through the discipline necessary to the thoughtful and definite performance of calisthenics.

Before proceeding further, let me present to your minds the picture of a class that has not had the development desirable from such exercises. Let us go into the room where such a class is and note our observations. We first detect a listless, limp, indolent air, a lack of character and brightness. When we have saluted them, there is very likely no response, or, if any, it is such an one that we should have preferred that it had not been given. Certainly the greeting was not given uniformly, or as if it was meant. The scholars did not stand up, or if they did it was but in a lounging position at best. The general position in class is not erect, graceful or easy. Those actions, such as standing up, sitting down, taking slates, returning slates, etc., which should be performed in unison, quietly, and as if they were automatically, are executed with a pitiable indifference. In the course of the average child's school life, such actions are performed many thousands of times, and if done in this lackadaisical manner, who can estimate the evil effects produced in the character. What are the prospects for a country's future, if the schools turn out careless, puny, indefinite, characterless boys and girls! As we sow so shall we reap.

But someone asks, "What need has my primary class of such exercises? They are restless enough without my giving anything which will excite them physically." To this we answer as follows:—You grant that these exercises are physically developing. Then is it not your duty to do all in your power to help your class toward good physical conditions. You state that your class is restless. Is not this restlessness a clear proof that nature is calling out for a change of occupation? Now the teacher should remember the principle, "proceed according to nature," and should step in and control this activity, by giving the pupils definite exercises to perform. She should guide their uneasiness by directing it into legitimate channels of motion. If our classes work well, for, say forty-five minutes, in their seats, and we, at the end of that time give them from five to ten minutes for physical exercise, they will be able to think harder for another hour, and will be more orderly than if we had tried to keep them steadily at the mental grindstone without change. These exercises form such an invaluable aid to discipline, that we are

persuaded that when once the truth concerning them is grasped, they will be recognized as a "*magnum bonum*" in the schoolroom.

2nd:—How and when should calisthenics be taught:—Before the exercises are commenced, the windows should be opened, (if ventilation be by the windows), so that fresh air may be admitted. The pupils should be told to stand up, and the teacher should see that every pupil is really standing on both feet, with the hands at the side and the head erect. Then the first part of an exercise should be patterned by the teacher, pupils watching. Next, the teacher should tell the pupils that they are to imitate her pattern, when the command "one" is given. Calisthenics should be taught mainly through the eye, rather than through the ear. There should be very little verbal explanation. We must begin with the *thing*, itself, which is obviously the action.

But, you say, suppose my class do not do the motion as I did it, how am I to rectify the mistake? Say to the children, I will do this motion twice, those of you who notice a difference, may let me know. When a difference is detected, then get the contrast pointed out, and proceed by telling the class you want them to do the motion as it was done the second time. Thus the pupils are trained to discover their own errors. We keep the right way at the end, in order that it be the more definitely imprinted on the memory. After the same manner, teach the second motion; then repeat the two motions, and so on, until an exercise is completed. In future articles I shall give specimen lessons on the teaching of certain exercises. These actions should be performed definitely, vigorously, and forcibly. How are we to infuse this life and energy into a listless, phlegmatic pupil? The teacher should do the exercise as it was done by this lifeless scholar, and should then appeal to the class in some such way as this:—Was that exercise done well? No. What was wrong with it? If the children cannot define their ideas, then suggest as follows:—Was there enough fire about it? Is that the way you would play at ball? Johnnie, do you play tag like this? Lead your pupils to realize that they should put life, energy, force, vigor, etc., into the exercise. By introducing games with which the children are familiar, so as to help them to draw comparisons, we are keeping before us one of the soundest, broadest, and most philosophical of the principles of pedagogy, viz., that of proceeding from the known to the unknown. Better that the exercises be not done at all, than that they be done indefinitely, and carelessly, because of the influence such actions have on the mental and moral natures. We are known by what we do; actions speak louder than words. We are not what we seem, but are moulded by what we do. He who is physically erect and upright will most probably be morally true and good.

It is exceedingly interesting and developing to appoint captains in the classes, who should lead and criticise the actions. Also, while some are at calisthenics, others may sing, and thus the conception of working according to time is instilled, and the exercising is pleasanter because of the rhythmic influence of the music. In second and third book classes, some of the pupils could be taught to play tunes on the mouth-organ, thus giving instrumental accompaniment. If singing by the scholars who are exercising be permitted, (we do not recommend this), the teacher must see to it that the singing is done *very* softly, because the lungs and vocal organs are under a double strain.

When to be taught:—We should give this culture every day, and should not expect our classes to work for more than three-quarters of an hour at most, without changing from mental work to physical work.

A Scotch gentleman, who came from a part of the old land where calisthenics were not taught, says that he was forcibly impressed with the erectness of figure, gracefulness of bearing and precision of movement exhibited by Canadian boys and girls. It is good, sometimes, to see ourselves as others see us. In conclusion, let me ask you to give this culture a fair trial, and I feel sure that the results will prove gratifying both to teacher and pupils.

AUTHORITY should be felt, not seen.—*Landon.*

Do not expect your pupils to know more of a subject than you would know without the use of a text-book.—*Fowle.*

Educational Meetings.

WEST HURON TEACHERS' CONVENTION.

(Condensed from Minutes of G. W. Holman, Sec.-Treasurer.)

THE semi-annual meeting of the West Huron Teachers' Association was held in the Public School, Exeter, on the 22nd of May at ten o'clock a. m., Mr. J. E. Tom, P. S. I., in the chair.

Mr. R. E. Brown introduced a discussion on "How to teach History." He said that History and Geography were almost inseparable subjects, and that History should be taught to induce thought and research on the part of the pupil.

Mr. R. Parke urged the necessity of teaching Literature, said that great care should be taken to prevent memorising facts without a proper understanding of the subject-matter of the text.

AFTERNOON SESSION.

Mr. W. McKay resumed the discussion on "How to teach History."

The discussion on this subject was further carried on by Messrs. J. E. Tom, W. H. Johnston, J. T. Wren and T. Gregory.

Moved by T. Gregory, seconded by W. H. Johnston that the paper prepared by Mr. R. Parke on "How to teach History" become the property of this Association in order that it may be printed—Carried.

The next subject on the programme, "Composition for Juniors" was introduced by W. H. Johnston who fully explained his method. The following teachers discussed the subject further: R. E. Brown, J. Delgaty, D. McTavish, Ross, Gregory, Parke, and Inspector Tom, all agreeing that the work should be as practical as possible.

Mr. J. T. Wren was the next speaker, introducing the question, "Friday afternoon Reviews and Exercises." The question was further discussed by Messrs. R. E. Brown, J. Delgaty, R. B. Henderson, D. McTavish, J. E. Tom, W. H. Johnston and James Westman.

The general opinion as expressed by nearly all who spoke was that reviews were of the utmost importance, in fact indispensable to successful school work. Friday afternoon entertainments were also highly commended as an excellent method of relieving the monotony of the usual routine of school work. Inspector Tom for a few moments addressed the Association on the importance of sending in correct yearly and half-yearly returns, as attendance to small particulars would avoid a great deal of trouble and delay.

W. H. Baker next introduced "School Games and Amusements," entering a strong plea for games and amusements in connection with school work, but said that the teacher was the best judge of what games were suitable.

Discussion on this subject by Inspector Tom, R. E. Brown, R. R. Ross, W. H. Johnston and R. Parke. All adding testimony to the importance of these things in aiding discipline and as a means of health.

Rev. Mr. Crossley also made a few remarks commendatory of healthful exercise as an invigorator of both mind and body.

FRIDAY MORNING SESSION.

Inspector Tom introduced a discussion on "Perspective and Dictation Drawing," dealing more particularly with the first principles involved in teaching this important art, and illustrating by practical drawings on the board. This proved interesting and instructive and many intricate points were brought out and clearly explained.

Mr. S. J. Latta, who had prepared a paper on this subject, then showed by charts and blackboard illustrations, his method of teaching prospective drawing. Mr. Latta's method of introducing the subject to beginners was highly commended for its originality and practical utility. (This paper will appear in an early number of the EDUCATIONAL JOURNAL.)

Mr. Thomas Gregory very pointedly introduced a discussion on "The Teachers Responsibility with Reference to the School House and Grounds," and read from the School Law to show that teachers were both by law and contract responsible for the proper keeping of school furniture and all other matters that pertain to school equipment.

The discussion on this subject was adjourned until the afternoon.

Rev. Mr. Martin was then introduced and spoke of the necessity of a proper understanding between teachers and parents with reference to the moral and intellectual welfare of the pupils. Rev. Mr. Wilson, who was also present, on being introduced expressed his pleasure at being present and spoke of the advancement in methods of teaching as compared with those of a few years ago.

In answer to a question from Mr. J. T. Wren the Inspector explained that under the Promotion Examination scheme to be soon introduced, teachers will examine the papers of the pupils of their own schools.

Mr. R. R. Ross then introduced a discussion on "Geography to Third and Fourth Classes" by reading a well prepared paper on this subject dealing with it in the most practical manner. After comments and complimentary remarks by others the paper was ordered to be printed. (This paper appears in this number of the EDUCATIONAL JOURNAL.)

Mr. H. I. Strang, B.A., who was expected to take up "Written Examinations" thought it not prudent considering the lateness of the hour, to enter into the discussion of the subject, but gave an excellent address on the teachers' work in general, and recorded some interesting events in his own experience. He said that it was needless to try to lay down rigorous rules to guide all teachers, for while all should observe general principles, yet each teacher should be guided by those only that were best suited to his or her individual requirements. Sweeping, by the children, was characterized as barbarous and should be done away with; especially was this the case when done in the morning and that if done by children at all, it should be done after four o'clock at night. Mr. Strang regretted the fact that every year as he attended these association meetings he noticed the number of his old-time associates growing less and less and thought it was one of the most striking proofs that greater permanence was needed, but this he considered was not at all strange when we remember that the same earnestness and zeal displayed in other walks of life would bring four times the reward. Mr. Strang concluded his interesting address by urging all to do their duty for after all the best reward was in the approval of the conscience.

The Association adjourned to meet at the call of the Executive.

Special Papers.

(Concluded from page 119.)

for that purpose. This one exercise may be varied in a great many ways, and if you get your pupils interested in the work a great deal more work can be got over than you would at first suppose. These are the principal methods I use in teaching the physical features.

In teaching the other parts, such as climate, products, exports, imports, etc., a great deal must be told the pupils; yet once they know what kind of climate and soil a country has, and have learned what things affect the climate of a country, such as mountain ranges, proximity to large bodies of water, etc.; also what kind of products are adapted to a particular climate, then by a close study of the position of a country with regard to latitude, nearness to the sea, the existence of mountains, the direction in which they run, etc., and by judicious questioning by the teacher a great many of the products of the country can be got from them without actually telling them. And once they know the products, the exports are known and imports also. With regard to the teaching of the lines on the earth's surface, its motion, etc., I shall not attempt to give you my method. As I have told you that I have no globe and also that a globe is a necessity in the teaching of these things, some of you will be beginning to think that I do not teach these at all. I do; but in doing so I must use a substitute for a globe, and as I hope there are none here so unfortunate as myself in being without a globe, my method in that direction would be of no use to you. Now I shall say nothing more about how I teach this subject, but in conclusion I might say that no matter what methods we use, how much ground we go over, or how well the pupils may learn the lesson at the time, our work is not yet finished; review, review, constant review is still necessary.

Question Drawer.

(Continued from page 121)

- III.—The Trial Scene in "The Merchant of Venice."
- V.—To Daffodils.
- * VII.—To Lucasta, on Going to the Wars.
- * XXVIII.—The Cottar's Saturday Night.
- XXXI.—To a Highland Girl.
- * XXXVI.—Go where Glory Waits Thee.
- * XXXVII.—Dear Harp of my Country.
- * XXXVIII.—Come, ye Disconsolate.
- * XLVI.—The Bridge of Sighs.
- * LI.—Horatius.
- LXIV.—The Island of the Scots.
- * LXVII.—The Hanging of the Crane.
- LXIX.—"As Ship BeCALMED at Eve."
- CI.—The Forsaken Garden.

Latin—Cæsar—Bellum Britannicum.
French— De Fivas' Introductory French Reader.

German— High School German Reader (Grimm, Kinderund-Haus-Märchen.)

CLASS II.

English—Byron— Prisoner of Chillon, and Childe Harold's Pilgrimage, from stanza 73 of Canto II. to stanza 51 of Canto III., inclusive.

Addison— Selections from the Essays—Spectator, Nos. 21, 23, 26, 47, 50, 69, 93, 115, 159, 162, 169, 195, 225, 381, 387, 458, 483, 574, 583, 598.

Latin— Cicero— In Catilinam II.
Virgil— Æneid V.
Cæsar— Bellum Britannicum.
French— Souvestre—Un Philosophe sous les Toits.
German—Hauff— Das Kalte Hertz.
Schiller— Der Gang nach dem Eisenhammer.

CLASS I.—GRADE C.

English—Shakespeare— Coriolanus.
Addison— (Same selections as for Class II.)
Greek— Demosthenes—Philippics I., II.
Homer— Odyssey VII.
Latin— Horace— Odes I.
Livy— XXIII.
French—Scribe— Bertrand et Raton.
German—Schiller— Das Lied von der Glocke, and Hero and Leander.
Egmont's Leben und Tod.

EDUCATION DEPARTMENT, ONTARIO,
August, 1889.

LIFE'S MOTTO.

If this were our creed, it were creed enough
To keep us thoughtful and make us brave
On this sad journey o'er pathways rough,
That leads us steadily on to the grave.

Speak no evil and cause no ache,
Utter no jest that pain can awake;
Guard your actions and bridle your tongue,
Words are adders when hearts are stung.

—Ella Wheeler Wilcox.

THE *Popular Educator* says that the time has come for the initiation of some method by which teachers can be retired upon a living income. We do not believe in any such system of mendicancy. Let the organization of the schools and the teaching force be such as to lay no undue burdens on teachers, let reasonable compensation be given, and let teachers learn to look out for themselves as other people must. Teachers should learn how to live. They should observe the laws of health, acquire self-poise, and take judicious care of their finances, always living within their income and putting by something for a rainy day, whatever the salary may be.—*Ohio Monthly*.

THE Publishers of the 2nd class Literature by Strang & Moore, report that the first edition has sold out, and the second edition will be ready in a day or two.

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ENTRANCE EXAMINATIONS

TO

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The next Entrance Examination to High Schools and Collegiate Institutes will be held on December 18th, 19th, and 20th.

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

DECEMBER, 1889.

- 1. Clouds, Rains and Rivers.....pp. 54—59
- 2. The Death of the Flower..... " 67—68
- 3. Flow Gently, Sweet Afton..... " 98
- 4. Resignation..... " 105—106
- 5. Lead, Kindly Light..... " 145
- 6. Dora..... " 137—142
- 7. The Heroes of the Long Sault..... " 155—161
- 8. Lochinvar..... " 169—170

- 9. A Christmas Carol.....pp. 207—211
- 10. The Heritage..... " 212—213
- 11. Song of the River..... " 221
- 12. Landing of the Pilgrims..... " 229—230
- 13. Edinburgh after Flodden..... " 277—281
- 14. National Morality..... " 295—297
- 15. The Forsaken Mermaid..... " 298—302

JULY, 1890.

- 1. The Vision of Mirza—First Reading...pp. 63—66
- 2. " " " " Second Reading. " 68—71
- 3. To Mary in Heaven..... " 97—98
- 4. Flow Gently, Sweet Afton..... " 98
- 5. The Bell of Atri..... " 111—114
- 6. Ring Out, Wild Bells..... " 121—122
- 7. Lead Kindly Light..... " 145
- 8. The Heroes of the Long Sault..... " 155—161
- 9. Lochinvar..... " 169—170
- 10. A Christmas Carol..... " 207—211
- 11. The Heritage..... " 212—213
- 12. Song of the River..... " 221
- 13. The Ocean..... " 247—249
- 14. The Song of the Shirt..... " 263—265
- 15. The Demon of the Deep..... " 266—271
- 16. Edinburgh after Flodden..... " 277—281
- 17. Canada and the United States..... " 289—291
- 18. The Forsaken Mermaid..... " 298—302

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. They will be expected to have memorized all of the following selections:

- 1. The Short Extracts..... (List given on page 8.)
- 2. I'll Find a Way or Make It.....pp. 22
- 3. The Bells of Shandon..... " 51—52
- 4. To Mary in Heaven..... " 97—98
- 5. Ring Out, Wild Bells..... " 121—122
- 6. Lady Clare..... " 128—130
- 7. Lead, Kindly Light..... " 145
- 8. Before Sedan..... " 199
- 9. The Three Fishers..... " 220
- 10. Riding Together..... " 231—232
- 11. Edinburgh after Flodden..... " 277—281
- 12. The Forsaken Mermaid..... " 297—302

DRAWING.—Drawing Book, No. 5, of the Drawing Course for Public Schools. Pupils may present their school work in Drawing in any blank exercise book, so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book.

AGRICULTURE AND TEMPERANCE.—Papers will be set in these as optional bonus subjects. A candidate may choose which of them he will take, but it is not compulsory to take either, and he cannot take both. Marks not exceeding 75 may be added for the subject chosen. (Reg. 38).

TIME TABLE OF THE EXAMINATION, DECEMBER, 1889.

- FIRST DAY.
- 9.00 to 11 a.m..... Grammar.
 - 11.15 a.m. to 12.30 p.m..... Geography.
 - 2.00 to 3.30 p.m..... History.
- SECOND DAY.
- 9.00 to 11.00 a.m..... Arithmetic.
 - 11.05 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..... Literature.
 - 11.10 to 11.40 a.m..... Writing.
 - 1.30 to 3.00 p.m..... Temperance and Hygiene, or Agriculture.

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

ALEX. MARLING,
Secretary.
EDUCATION DEPARTMENT,
TORONTO, August, 1889.

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The Calendar for the Session of 1889-90 contains information respecting conditions of Entrance, Course of Study, Degrees, etc., in the several Faculties and Departments of the University, as follows:—

- Faculty of Arts—Opening September 16, 1889.
- Donalds Special Course for Women—Sept. 16.
- Faculty of Applied Science—Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry—September 16.
- Faculty of Medicine—October 1.
- Faculty of Law—October 1.
- McGill Normal School—September 2.

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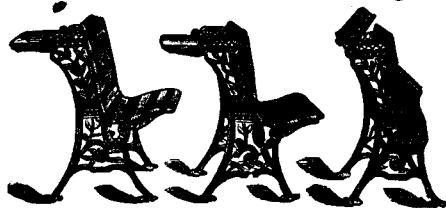
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