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# The Educational Journal.

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

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## The Educational Journal.

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
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Editor.

Manager Educational Dep't

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## Editorial Notes.

Do all your teacher friends take the EDUCATIONAL JOURNAL? If any do not, how can you render them a better service than by inducing them to try it for 1890?

WE regret to be obliged to cut down so ruthlessly the reports of the various Teachers' Associations, but "no law is stronger than necessity." Many of the papers and discussions are useful and interesting, and would be more so in fuller synopses. But these meetings are so numerous that we have no alternative. After doing our best by way of condensation, we sometimes find ourselves falling sadly into arrears in our attempts to follow up the work of the Institutes.

As we approach the threshold of a new year, the mind naturally looks forward and forms plans and resolutions for the future. Grant that these plans and resolutions are seldom carried out to the letter, they are no subject for ridicule. The man or woman is the better for having seriously made them, and will almost surely do better work and reach a higher plane than if they had not been made. He who aims at the moon shoots much higher, as quaint old George Herbert says, "than if he meant a tree." One of the best resolutions any teacher can form is to study the educational journals and whatever else may help him to use better methods and do better work in the school-room.

DON'T miss the opportunity to get a copy of the bound volume of *School Work and Play*. It is a book of 96 pages, amply illustrated, and neatly bound. That the character of its contents is such as to meet the approval of teachers and pupils is abundantly proved by the favor with which the publication was regarded on all hands. In fact, it was one of the most entertaining and instructive little papers ever put into the hands of children; and those who have not secured a copy of the book containing the first twelve issues should do so without delay, as the balance of the edition is limited. It would be a capital book to circulate amongst children at Christmas. The price is only 10 cents, of which 4 cents is expended in postage, prepaid by the publishers. Send at once.

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-

saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

In our correspondence columns will be found a communication from Principal Garvin, of Woodstock, giving the facts and figures on which his statements, on which we commented in last issue, in reference to the average age of the teachers in the Public Schools of Ontario, were based. Without the slightest disrespect for the members of this youthful army—rather with a degree of admiration for the ability and pluck which have pushed them to the front—we consider this by far the most serious educational problem now awaiting solution in the Province. As we have before intimated, if there were only some good reason to hope that these young teachers would remain in the profession, the matter would soon right itself. But there's the rub. Unless some change is made, these teachers, as they approach the period of highest efficiency, will in their turn be crowded out by fresh juvenile recruits, and the benefit of their professional experience be lost to the country. The remedies suggested by Mr. Garvin are worthy of full consideration and discussion.

THE *Orillia Packet* of a recent date gives an interesting *résumé* of a discussion on the question of temperance-teaching in schools which recently took place in that town. The occasion was a supper given by the Church of England Temperance Society to the High and Public School teachers and trustees and other citizens interested in the question. Some difference of opinion was of course elicited with reference to the extent to which it might be advisable to add scientific temperance instruction to the already over-crowded school *curricula*. But there was almost complete unanimity in regard to the desirability of impressing upon the minds of the children at a very early age the truth concerning the physical and moral effects of intemperance. Several teachers had found that even young children understood lectures based upon Richardson's Temperance Lesson Book, and the majority approved of having the subject taught in every department, and so through all grades of the schools. The method adopted by the Society which gave the luncheon and invited the discussion is worthy of imitation.

THE attention of those interested is specially invited to Mr. Houston's letter in another column.

THE glad Christmas time is near at hand. It is a good time to forget the mistakes and shortcomings of the past, and to take anew to the heart the gospel of progress and hope. May all our readers be enabled to enter fully into the spirit of the season, and enjoy both the sacred memories and the blessed hopes with which this best of all anniversaries is fraught. A merry Christmas—it is only the pure heart, the clear conscience and the right purpose which can make our hearts truly merry—A merry Christmas to you all!

A SUBSCRIBER in Nova Scotia writes to ask for information and suggestions in reference to promotion examinations. We give this week among our Examination Questions some specimens of the questions set at recent promotion examinations. We do not know to what to refer our subscriber for the fuller information he seeks. We presume he wishes to know the opinions of practical teachers who have tried the system as to its workings and results. The question is frequently discussed at the Teachers' Associations. Perhaps some teacher who has paid attention to the matter would kindly give us the *pros* and *cons* in a short article or two. Many readers of the JOURNAL would no doubt be interested.

TEACHERS of large ungraded schools are often sorely puzzled to know how to keep the younger children employed, or rather amused, during the long school hours. It is absurd to expect children of six or eight years to study five or six hours a day, or even half that time; and cruel to try to force them to do so. On the other hand, unemployed brains are sure to make disorder and mischief. One of the most useful devices is a box of letters, such as can be procured for a few cents, for the game of word making, or even manufactured out of thick paper or card board. Most children, with a little guidance, will find a fruitful source of amusement in combining the letters into words and short sentences, and will thus really be learning to spell and compose while amusing themselves. This is only one of many similar methods which the skilful teacher will adopt to keep the active little minds pleasantly and profitably busy.

IN his report to the Minister of Education for 1887, Inspector Tilley spoke favorably of a system of management that is said to have been used for some years in the Port Hope Public Schools, with excellent results. The chief feature of the plan is that the Principal is relieved from all class teaching, and thus enabled to give his whole time to supervising the work of teaching in all the rooms of the school. The idea seems a good one for all the larger schools. It is clearly impossible for the Principal, who has to spend most of the day in teaching classes, to know very much about the kind of work done

in the other class-rooms. Principal Garvin, of the Woodstock Public Schools, recently recommended the method to the Woodstock Board, but we have not heard whether his recommendation was adopted. Some of the advantages of the method are thus described by Inspector Tilley:—

"Under this system uniformity in methods of teaching can be secured in all the divisions, the Principal can give his individual attention to Model School work during the term, and the senior division is spared the confusion which necessarily results from a change of teachers each second half-year."

DR. JOHNSON is credited with having said, "I would rather have the rod to be the general terror to children, to make them learn, than tell a child, 'if you do this or that, you will be more esteemed than your brothers or sisters,'" and to have argued the point as follows:—"The rod produces an effect which terminates in itself. A child is afraid of being whipped, and gets his task, and there's an end on't; whereas by exciting emulation and comparisons of superiority, you lay the foundation of lasting mischief—you make brothers and sisters hate each other." The gruff old philosopher may have been right or wrong in his preference of one bad motive force to another. It does not seem to have occurred to him, or in fact many in his time, that there might be a more excellent way than either, one free from the moral objections of both methods. Is it a modern discovery that a thirst for knowledge is innate in a healthy mind, and that the child who is properly treated in early years will take to study as naturally and eagerly as to tempting fruit or athletic games? Have all our readers made the discovery for themselves?

THERE is something almost pathetic, as well as encouraging, in the accounts which appeared in the Montreal papers a few weeks since of the overwhelming rush of men and boys of the laboring classes in that city to the night schools. These crowds exceeded in numbers the most sanguine expectations of the promoters of the schools, and their cleanly appearance and respectful bearing, and their eagerness to gain admittance, were most encouraging. The Montreal *Star* well observed:

"Better than all is the evident moral motive which inspires these people. Without really knowing it, perhaps, they seek, as Descartes has said, to 'learn what is true, in order to do what is right.' At all events, the movement is good, and one of the very best signs of the times. A thirst for knowledge is prompted by the hope of a higher, broader, deeper, more perfect life. Its gratification is as natural as any other human want, and since that gratification tends to make better workmen and better citizens, it elevates the general tone of the populace, and is, therefore, of the highest utility."

The movement is a noble one and should be promoted until every man and woman who will, shall have constantly before them the open door to some efficient evening school. No class of persons can do more than teachers to forward this movement.

## Educational Thought.

IT is a mistake for the teacher to try to drown the noise of his pupils by making a greater noise himself.—*Inspector Hughes.*

THE secret of real teaching is to teach pupils how to depend upon themselves. When you have taught a child to have confidence in its own ability you have put a useful weapon in its hands for future warfare. Too much explanation is certain to make the pupil helpless and lazy. We do not undervalue judicious explanation; that is essential and productive of excellent results; but we do condemn the habit some teachers have of doing a large share of the pupil's work for him through mistaken kindness or a wrong idea of what constitutes teaching.—*Wisconsin Journal.*

THE grand doctrine of "every man for sale, in the name of the prophet, *figs*," will at all times fall rather flat on youthful ears. Is he to sit and toil day by day, and let the sun shine upon hill and dale, and he not see it? and let it gleam along the rivers, and glance in and out of the forest trees with scattered joyousness, and he not see it? Is he to miss the freshness of the air, the games, and the thousand and one delights that pass glittering through the kaleidoscope of the boy mind, so fertile in fancy, so free? And all for what? On the chance, forsooth, that by and by, if he is lucky, he may fetch a high price in the world's auction room. Is he to strain, and strive, and use time, and energy, and brain, and starve his ravening for free enjoyment, and activity, and fun, only to put himself up to the highest bidder, and value his life by what other people think of it, and not by what it is worth to himself? This will not do. A thousand reasons, and tens of thousands of excuses, any one of them convincing to a mind so ready to be convinced, bid him answer boldly, "no:" and "no" he does answer in practice, a final, invincible "no." Education, if it is to be a prevailing power, must be something which the auctioneer's hammer cannot fix the value of, something that the highest bidder cannot buy, a gain in the man himself. The auctioneer's view will never command the hearts and lives of the young. "In the name of the prophet—*figs*—" is not a war-cry to stir the idle pulse, or give the coward nerve, even though the price be great, and the *figs*, the sweetness of Paradise. They are far off, very far off, to the boy, and the cry is as a voice in a dream, distant and dim. The present is tempting, all cannot win, and high wages are not life. "*Figs*" have little charm for the eager foot standing on life's bright threshold with an untried world in front. A better spell must be found to conjure with than this.—*Thring.*

THERE is another spell, which many conjure with, and its power over some cannot be denied. It is a louder and fiercer cry, but not more true; though true, high feelings are often marshalled under it; and there is a noble side of human nature of which this parody of truth takes advantage, and reaps the benefit. The appeal to success, prizes and prize-winning, bids fair to be the watchword of the day. But what does this do for the majority, for the non-competing crowd; who nevertheless do not politely die off, and make room; and cannot through modern squeamishness, be killed off, and buried? There they are, and there they insist on remaining. The character of the appeal is noteworthy \* \* \* In what respect morally does the strong arm differ from the strong head? Both are mere instruments of a power behind both that uses them. And what is a nation doing which calmly stands up and says, "We will only regard in our schools the breeding of the strong head; and we will give all our honor and power to the wielders of strength!" "Glory to the strong. Boys, whet your tusks, rush, tend, tear, win, make yourselves a name, be great." This is but the Vandal over again, and a swineherd's call. The worship of force, no doubt, is an idolatry of a more stirring kind than the greed for market price, but only the more deadly on this account. Glory to the strong on the reverse side of the shield is oppression to the weak. The weak are pushed into a corner, and neglected; their natural tendency to shrink from labor is educated into despair by their being constantly reminded, directly or indirectly, that their labor is no good.—*Thring.*

*Special Papers.*

## INFLUENCE.\*

EVERY person exercises an influence for either good or evil. No man can live unto himself. We may forget this secret, silent influence, but we are exerting it by our actions, by our words, and even by our very thoughts—and he is wise with a wisdom more than that of earth, who seeks to put forth the highest power for good wherever he is placed.

We throw a stone into a pond of water; it sinks and that is all. No—it is not all. Look at those concentric rings widening until their influence is felt to the very shores of the pond. That stray word of pride or scorn, carelessly spoken, produced a momentary depression, and that was all. No—it was not all. It awakened feelings of disgust at truth in some person, and it hardened another one's heart against what is pure. It produced an influence, though slight, yet eternal, on the destiny of a human life.

This power of influence is very great; it clings to us, we cannot live without it.

Every person, old or young, has an influence for either good or evil; it cannot be neutral, it must be either on the side of right or on the side of wrong.

Even little children have an influence on those around them. How often do we hear of men, grown old in vice and sin, being touched by a word from a little child. Do we not all feel nearer to what is pure and holy when we are with little ones who are as yet undefiled by the world?

Influence never dies. Longfellow beautifully illustrates this great truth in these lines:—

"I shot an arrow in the air,  
It fell to earth—I knew not where.  
I breathed a song into the air,  
It fell on earth—I knew not where.  
Long, long afterwards, in an oak  
I found the arrow still unbroke.  
And the song, from beginning to end,  
I found again in the heart of a friend."

School children possess great influence over their fellows. In every school there are leaders who seem to be admired and looked up to by the others. How important it is to have these trustworthy and on the side of right! But too often we find the school heroes those most opposed to order and authority. We find many boys like Matthew Arnold's Tom Brown, who seem to, as it were, rule the others, but, strange though it may seem, we find timid natures, like that of little Arthur, having a strong influence over even Tom Brown himself.

Young people have great influence over one another. How many are led astray through the influence of evil companions!

The home has an unbounded influence over the future lives of those growing up in it. Our life abroad is but a reflex of what it is at home. The most illustrious statesmen, the most distinguished warriors, the most eloquent ministers and the greatest philanthropists owe their greatness to the influence of home. Our influence is felt not only while we live, but our actions are repeated in the lives of those who live centuries after us.

The teacher has a very great influence in moulding the future lives of the young placed in his charge, and not only their lives, but the lives of those who will live after them. The teacher gives the first tone to the child's desires and furnishes ingredients that will either sweeten or embitter the whole cup of life, for the impressions received in childhood are durable. Bishop Simpson said: "The voices that spoke to me when a child are now speaking through me to the world." The child will imitate his teacher even in outward appearance. If a teacher is neat and tidy about his dress and personal appearance, the children will try to be the same, but if he is careless so are the children. The teacher who always has his books neatly arranged in his desk, will find that his pupils will follow his example. The teacher who goes quietly and carefully about his work will have quiet and careful pupils. If he is careless in the choice of his language, he will find his pupils habitual users of slang.

A teacher by example—not precept—can teach kindness and gentleness. If he shows respect for

the opinions of those around him, his pupils will do likewise. Often we find a backward pupil the object of the taunts and jeers of his fellows, and generally the cause of this is that he receives neither encouragement nor sympathy from his teacher. If the teacher is always ready to help and defend the weak, he will have manly boys and girls.

A teacher should be strictly honest in all things, and when he discovers dishonesty he should always denounce it. If, for instance, a teacher is so anxious to have pupils promoted, that he is not very particular about the mode of examination, his pupils may be expected to grow up dishonest and deceitful.

A teacher who always seems cheerful and happy when working will have cheerful workers. How pleasant it is to see the little faces smiling amid their work! What a contrast to the pupils under the care of the teacher whose aim seems to be to always appear grave, severe and dignified, and who is never seen to enjoy a hearty laugh with the boys and girls. When looking at him one wonders if he were ever a child, as he seems to have no sympathy for child nature. The pupils should have a love for and a confidence in their teacher, but if he is cold and distant, he will be regarded with dread and distrust.

The teacher should be very careful of the ideas he imparts to his pupils, for they adopt these as their own. Are not all our ideas of right and wrong in accordance with what we have been taught? Very few of us hold original opinions; they are all founded on those of others, and if through our influence wrong ideas are adopted by the children, we must hold ourselves responsible.

The teacher who shows a regard and reverence for things pure and holy will have his pupils do the same. We have daily opportunities to imprint on their minds a proper sense of true greatness. Books have a great influence on the minds of the children. We cannot all—like Harriet Beecher Stowe—write books that will enlighten and elevate their minds, but we can direct and superintend their reading. Often it is through the influence of the teacher that young men and women choose a profession. Were it not for the influence of Samuel Bates, a poor country school teacher, James Garfield would have been a sailor, and in all probability not President of the United States. Besides having a direct influence on the pupils, the teacher exerts an influence for good or evil on the whole community; his manner and actions are imitated, and what a blessing it is when he stands boldly on the side of right!

Fellow-teachers, our influence is great; we do not realize it, but may we do our utmost to have it for good; it will be evil unless we work from pure motives. Our influence over our pupils will be greater if we first secure their love, and we must remember that as we act to them so will they act to us.

"We can never be too careful  
What the seed our hands shall sow;  
Love from love is sure to ripen,  
Hate from hate is sure to grow."

How carefully we should guard our words and actions, for these will be repeated by others after we have long passed away. The eternal destiny of some of the little ones may depend on what we are when with them.

Let us go on doing our duty, and then at last, if we have proved faithful, we shall hear the words, "Well done, good and faithful servant, enter thou into the joy of thy Lord."

*Educational Meetings.*

## DURHAM TEACHERS' ASSOCIATION.

(Condensed from the West Durham News.)

THE annual meeting of the teachers of this county was held in Bowmanville school, on the 10th and 11th of October. The President, Mr. Chas. Keith, occupied the chair.

The first subject, "Public School Time Table," was introduced by Mr. F. C. Philp, of Canton Public School. In a carefully prepared and well delivered address, he pointed out the advantages of following a well arranged time-table, but would admit an occasional deviation. Mr. Wood, of the Model School, Port Hope, in continuing the discussion, advised keeping pretty close to the time-table.

Mrs. J. L. Hughes, of Toronto, next addressed the Association on "The Kindergarten." Many friends of education assembled with the teachers to listen to Mrs. Hughes, who gave two addresses of about an hour each. The subject was a new one to a Bowmanville audience, and all were delighted with the pleasing, clear and forcible way in which the subject was treated, as well as with the principles underlying the Kindergarten.

Dr. Purslow, headmaster of Port Hope High School, read an able paper on "How the Difference Between Prose and Verse may be Taught to Fourth Class Pupils." The paper was full of useful hints, and being eminently practical, was much appreciated by the teachers.

The last hour of Thursday's session was given to the Public School trustees as an opening occasion for the new school buildings.

The evening session, Thursday, was held in the Town Hall. Mr. Cringan, of Toronto, gave a very pleasant hour's talk to a large and appreciative audience on "Voice Culture," adding interest to his remarks by exhibiting a number of vocal diagrams.

Mr. D. Boyle, Toronto, followed with his instructive lecture on "Persistency of Savagery in Civilization."

On Friday, the first hour of the afternoon was occupied by Mr. Cringan in teaching the tonic sol-fa system to the Convention. All were delighted with the system and with Mr. Cringan's happy way of teaching it.

Mr. M. M. Fenwick, M.A., headmaster of Bowmanville High School, gave pleasing variety to the exercises by conducting a lesson in Public School literature. The Association was his class, and the "Death of the Flowers" his lesson.

Mr. R. A. Lee, of the Port Hope Public School, followed with a well written paper on "History—A Patriotic Force in Schools," which led to some severe criticisms on our Public School text book on history.

"Junior Arithmetic" was discussed by Dr. Tilley, from the standpoint of his experience as Inspector.

Resolutions were passed: (1) Condemning the Public School history, and asking for its withdrawal as a text book; (2) Favoring the tonic sol-fa system of music, and asking for the authorisation of "The Canadian Music Course;" (3) Condemning the action of the County Council in placing a fee of \$1 upon such candidates for the entrance examination as had failed at a previous examination.

Messrs. Keith and Wood were appointed delegates to the Provincial Association, and the following were elected officers:—President, R. A. Lee; 1st Vice-President, R. D. Davidson; 2nd Vice-President, M. M. Fenwick, M.A.; Secretary, Miss Ada Haliday; Treasurer, Jas. Gilfillan.

The meeting of the Association was a very successful one, both as to the number in attendance and the value of the papers read, and discussions entered into.

## EAST BRUCE TEACHERS' ASSOCIATION.

THE regular meeting of this Association was held in the Chesley Public School on Thursday and Friday, Oct. 24th and 25th, the President, Mr. Keith, in the chair.

About forty teachers were present at the morning session on Thursday, and about seventy-five attended the remaining sessions.

The President delivered his opening address, taking for his subject "Our Profession." He showed the nobleness of the teacher's work, (1) because of the material on which he works, (2) because of the effect produced. A good deal of importance was placed on the development of a noble character, the speaker considering these qualities far superior to the acquisition of mere knowledge.

Mr. Clendenning added some thoughts suggested by the President's address, after which he explained necessary changes in the programme.

The Inspector called the attention of the teachers to the revision of the Limit Table which was about to take place, based on the new text books.

On motion, the Inspector and Messrs. Telford and S. G. King were appointed a committee to meet a corresponding committee from West Bruce on this matter.

## AFTERNOON SESSION.

"The Teacher in the School" was the subject of a very interesting and instructive paper by Mr.

\*Essay read by Miss J. Campbell at the West Bruce Teachers' Association.

Ferguson. The subject was treated under three heads: character, work, difficulties." Under the first head he showed that the teacher should attend to his own character, as the most forcible lessons he teaches are those he teaches by example. He is the guardian of the morals of his pupils, and the teaching of Christian morals is a much higher duty than imparting a knowledge of Algebra, etc.

An animated discussion followed, participated in by Messrs. Clendenning, McKay, Reid, Johnston, Campbell, Telford, MacConnel and the President.

Mr. Morgan, head master of the Walkerton High School, being called on, took up the subject, "What to do and what not to do in Teaching English." He limited his remarks to Grammar. "Grammar was defined to be the science of the sentence." All other definitions should be rejected, and all matter not included in this definition belongs to some other department of knowledge. A word has to do with two things, its classification and its relation to other words. Anything taught outside of this he would treat as detached facts.

In answer to a question, Mr. Morgan stated that he would consider a pupil had parsed a word satisfactorily if its classification and its relation to the other words in the sentence were given, and he explained that this principle guided the examiners in Toronto this summer.

Very acceptable recitations were given during the Sessions by Miss Bowes and Mr. Evans.

A well attended meeting was held in the Town Hall in the evening. The entertainment consisted of music by the friends in Chesley, an address by the Rev. J. Ferguson, B.D., and readings and recitations by some of the teachers.

#### FRIDAY MORNING SESSION.

The question drawer was first taken up and the difficulties it contained having been disposed of, a lengthy discussion followed on the proposed New Limit Table.

A short but valuable paper on "Laziness and Inattention" was read by Mr. McCannell. The teacher should ascertain the cause; interest the pupil; should be energetic and sympathetic; should stir up ambition on the part of the pupil; should not confound dullness with laziness; should not encourage laziness by doing work for the pupil.

Miss Watson dealt with the subject of Calisthenics, showing how it should be taught, and for what classes it was best adapted; also that Calisthenics play an important part in the formation of character.

The next subject taken up was "What to Teach our Boys and Girls," and a very valuable paper was read thereon by Mr. Hicks. He considered the true aim of education to be the perfection of the individual. This could only be attained by attending to the threefold nature of pupils—the physical, the intellectual and the moral. Harmony in the development is absolutely necessary.

Miss Bremner took up the complex sentence, and in a clear, intelligent manner showed her method of teaching the subject. She would first teach the compound sentence, and preferred the names independent and dependent clauses to principle and subordinate. She would contrast the different kinds of clauses and show wherein the difference lay. Attention would be called to the connectives, and she would place a good deal of importance on giving examples and exercises under each step.

Mr. A. Cameron read a paper entitled "Suggestions for Teachers." This paper caught the ear of the Association perhaps better than any other paper read at the meeting, and after receiving merited applause, a motion was unanimously carried, requesting Mr. Cameron to permit his paper to be published in the EDUCATIONAL JOURNAL. (It will appear in an early issue.—Ed.)

Mr. Ferguson led in the discussion, which was kept up with vigor until the hour of adjournment, when, on motion, it was decided to meet again at one o'clock and continue the discussion for half an hour or more.

#### AFTERNOON SESSION.

The discussion of Mr. Cameron's paper was taken part in by Miss Quinn, and Messrs. Evans, Telford, Clendenning, Hall and Campbell. It was finally referred to a committee consisting of Messrs. Telford, A. Cameron, Ferguson and McKay, and Misses Quinn, Brenner and Millar. Subsequently this committee submitted a report containing three recommendations, (1) that the age for entering the

profession be raised to 21 years and 18 years for males and females respectively; (2) that the Model School term be extended to six months; (3) that literary work be abolished in all training schools, and that more time be devoted to the science and practice of teaching. The first recommendation was not approved of, but the others were carried unanimously.

Miss Graham read a paper entitled "Friday Afternoon," containing many suggestions as to how the hours may be spent with pleasure and profit to the children. Among her recommendations were: to use Friday afternoon for review of the work, the review, however, to be different from ordinary work; to have recitations, chiefly patriotic; to have object lessons, or lessons in Botany, or Hygiene; reading interesting stories, that may afterwards be turned into language lessons, memory gems, Kindergarten songs, author days, etc., were all recommended.

Mr. Campbell, the delegate to the Provincial Teachers' Association, was called on for his report. He quoted from the EDUCATIONAL JOURNAL the chief resolutions passed, and explained their method of doing business.

Mr. C. M. Cameron next took up the subject of spelling. Although the difficulties in connection with English spelling were very great, he saw no prospect of spelling reform becoming a reality, so that we must deal with the difficulties as they exist. Written spelling has taken the place of oral, because it is a better system. He considered marking and correcting the errors the most important part of the work.

The next subject taken up was Geography, introduced by Mr. Telford. He explained why geography was taught, and showed that as the knowledge was valuable for its own sake, what was not valuable in this way should be discarded. More interesting knowledge about the country, its people and its productions, should be taught, and less physical geography in the form of bare facts.

The last subject on the programme, "Fifth Class Work in Public Schools," was introduced by Mr. Graham. He strongly advocated the fifth class in the school, giving his reasons therefor, some of which are: the law recognizes the right of a pupil to attend school until he is 21 years of age; it will raise the standing of the teaching profession, and may be the solution of the salary question. It will confer benefit on the teacher by increasing his importance and giving him a congenial field for the exercise of his intellectual faculties.

The following resolution was introduced and passed by the ladies of the Association:—"We, the lady teachers of East Bruce in convention assembled, consider that the Toronto Board of School Trustees deserve the thanks of the lady teachers of the Province for raising the salaries of their lady teachers on the ground of experience and ability. We hope in the interest of all concerned that their example may be followed by other Boards."

#### NORTH SIMCOE TEACHERS' ASSOCIATION.

THE North Simcoe Teachers' Association met in the parochial school room, Barrie, on Nov. 14th; the President, J. C. Morgan, M.A., P.S.I., called the meeting to order.

Papers on the subject of "How Best to Extend and Improve a Pupil's Knowledge of His Mother-Tongue," were read by Misses Booth and Caldwell, and Mr. Merrill. Misses Booth and Caldwell taught classes, exemplifying their methods of treating the above subject.

Mr. T. McKee, Orillia, read a very able and instructive paper on "Discipline."

Mr. Morgan laid great stress on the proper teaching of "Primary Classes." He then taught a class by the Phonic Method. Mr. Palk, also by means of the same class, showed his method of Phonic teaching.

The entertainment on Thursday evening in the parochial school house was well attended, and proved to be a fitting auxiliary to the convention. The Rev. Dr. Frazer occupied the chair and gave a short address. Addresses were also delivered by the Rev. J. F. German, whose remarks were very practical and well received. D. Spry, Esq., Chairman Public School Board, tendered the visitors a hearty welcome in a few well chosen words. H. B. Spotton, Esq., M.A., talked about entrance exam-

ination improvements, and suggested that they be held annually instead of half yearly.

Pithy addresses were also given by Inspector McCague, of Algoma, and Principal Williams of the Collingwood Collegiate Institute. Inspector Morgan also spoke, giving an outline of remarks made by the speakers and touched upon weak points of candidates sent for entrance examination, and the poor writing prevalent in the schools.

#### FRIDAY.

At 9.30 a.m. the President called the meeting to order. The minutes of the last meeting and Financial Report were read and adopted. Messrs. Sneath and Hunter reported on the doings at the Provincial Association. Mr. Rogers addressed the meeting on "Our Relation to the Central Association Through Our Delegates."

A motion was passed in favor of holding the next meeting in Orillia.

The following officers were elected, viz:—President, Geo. McKee; Vice-President, Geo. Sneath; Secretary-Treasurer, Geo. Henderson; Committee of Management, Misses E. Lee, Overend and King, Messrs. Palk and Ward.

Delegates to the Provincial Association:—Inspector's Section, J. C. Morgan; High School Section, J. M. Hunter, M.A.; Alternative, A. Hay; Public School Section, J. Rogers; Alternative, J. H. Luck, A. Merrill; Auditors, Messrs. Young and Merrill.

Mr. Armstrong, by means of a class, showed the results of his method of teaching "The Difference of the Grammatical Value of the Same Word."

Mr. Williams, head master Collegiate Institute, Collingwood, explained how "Infinitives should be Parsed."

Mr. Luck, Penetanguishene, took up the subject of "Methods of Dealing with Simple Rules of Arithmetic to Secure Rapid Work."

Resolutions were adopted recommending Canadian History, and that history only, for entrance examinations; condemning the present Public School History; favoring only one entrance examination in the Year; declaring that the amount of literature prescribed for entrance, especially for memorizing, is too great; and that there should be only one board of examiners for entrance in each county, and that composed of Inspectors, and of an equal number of High and Public School teachers.

#### SOUTH GREY TEACHERS' INSTITUTE.

(Condensed from the *Flesherton Advance*.)

THE twenty-fourth Convention of the Inspectoral Division of South Grey was held in the Model School, Durham, on the 3rd and 4th Oct. Owing to the unfavorable condition of the weather, however, the work was not begun until 2 p.m., when ex-President Ramage was called to the chair in the absence of Mr. Glendinning.

Mr. Campbell was called upon to report the action of the County Council in regard to promotion examination papers. He expressed great pleasure at the generous manner in which the Council acted in the matter of assuming the expense of printing, etc. Discussion followed as to the best time for holding the promotion examinations. The matter was finally left with the Inspector.

Mr. Cowan made an eloquent and able address on the teaching of temperance in schools. While a strong advocate of temperance, he did not believe the work of inculcating temperance principles could be successfully done by the teacher or by following the plan outlined in the authorized text-book. He objected to the additional work being imposed on teachers. The ministers were the proper persons to take up the subject. While all admired the outspoken character of Mr. Cowan's address, many took exception to his views, believing that the truly moral temperate teacher could do a great deal towards the development of the moral nature of a child.

M. W. Houston, M.A., Parliamentary Librarian, Toronto, was the acting director of the Association, and occupied during the two days upwards of five hours in the development of his methods in the practical, scientific and æsthetic treatment of English, commencing with a child on his first entrance to the school.

In the evening a public meeting, presided over by Dr. Gun, was held in the Town Hall. Short but excellent addresses of welcome were given to the teachers by the chairman, Rev. Mr. McNair, and

the other resident clergymen. Excellent music was furnished by the band, and several vocal selections were rendered in a very highly appreciated manner by the local talent of Durham. In addition to this we must not forget to mention the very creditable exhibition of club swinging by Master and Miss Sutherland. The lecturer of the evening, however, was Mr. W. Houston, on the topic "Reading for Recreation."

Friday forenoon Mr. Blakeston gave a lengthy address on school games, with reasons why such games should be more generally introduced. Of the various games mentioned, Mr. Blakeston thought foot ball to be the best adapted to the Public School, inasmuch as all could engage in the sport without much loss of time in choosing sides, etc.

Mr. Ramage read a very interesting and carefully prepared paper on the proceedings of the last meeting of the Ontario Teachers' Association, held in August last at Niagara-on-the-lake.

The following officers were elected for the ensuing year:—Mr. Allen, President; Miss Sutherland, 1st Vice-President; Mr. W. K. Reid, 2nd Vice-President; W. Irwin, Secretary-Treasurer; Committee of Management, Misses Adams and Bull, and Messrs. Brown, Sharp and another whose name we are unable to obtain.

## Correspondence.

### THE CURRICULUM FOR MATRICULATION.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—The Senate of the University of Toronto has ordered to be printed for circulation the draft of the new curriculum for junior matriculation. One or more copies of it will go to each High School and Collegiate Institute. The object in sending it out is to ascertain whether it is in all respects satisfactory before it is finally enacted, and this object will be defeated unless those to whom it is sent will take the trouble to communicate to the Senate their views upon the course thus provisionally set out. It will naturally be assumed that those who raise no objection to the curriculum, or make no suggestion for its improvement, are satisfied with it, while past experience proves that the absence of any expression of opinion is frequently due to neglect. Every teacher into whose hands the draft comes should signify either his approval or disapproval of the whole scheme, or of any of its details, as the case may be. This is no more than fair to his own fraternity, and no more than courteous to the Senate, which is actuated by a sincere desire to put the matriculation work as nearly as possible into the shape preferred by the secondary teachers.

It fell to my lot to preside over the deliberations of the special committee that was entrusted with the work of revising the Modern Language course, and in that connection there are a few points about which a general expression of opinion is peculiarly desirable.

1. Are the texts prescribed in French and German satisfactory? I wish to call attention specially to Lamartine's "Christophe Colomb," about which there seems to be some difference of opinion.

2. Is it wise to make dictation in French and German obligatory on pass candidates? The committee were unanimously in favor of the view that it is so.

3. Is the proposed re-arrangement of English subjects for examination an improvement, *i.e.*, giving one whole division at examination to an essay, another to poetical literature, and the third to questions on passages not prescribed? The objects in view are (a) to give more prominence to composition as a test of English scholarship; (b) to leave the examiner free to confine his paper on poetical texts to such views of the selected passages as have an esthetic value, and (c) to discourage "cram" or "rote" teaching of grammar and rhetoric.

4. Are the English prose texts specified in the draft suitable for the purpose to which they are to be devoted? The intention in making the selections is (a) to prescribe for the pupil a course of private reading with a purpose, the impulse to careful perusal being the knowledge that some of the subjects for composition will be taken from them; and (b) to furnish the teacher with at least two different

styles of English as a basis for the comparative study of style. It will be noticed that in each year an historical novel is accompanied with one or more "essays."

5. Are the English poetical texts the most appropriate that could have been prescribed? It will be noticed that while the policy of having only one author for each year has been adhered to, a new departure has been taken with regard to the class of pieces selected. In the case of Cowper one book of the "Task" has been retained, and the place of the other book is taken by a miscellaneous group of minor poems, the whole amount of reading being considerably increased. The same remark applies to Byron, except that canto iv. of "Childe Harold" has been substituted for parts of canto ii. and canto iii. Longfellow has been substituted for Coleridge, and the other two years are given up to Tennyson. With reference to this latter point, my own opinion is strongly in favor of giving one year to Wordsworth, from whose writings what I believe to be a very interesting and useful list of selections can be made. I find myself in good company in holding this opinion, as it was strongly held and constantly acted upon by the late Mr. Hudson, who has done more than any other one man to secure the general introduction of the study of poetical texts into the secondary schools of America and Canada, and to put teachers into the way of using them intelligently. The general idea of each year's work is to have one longer poem for severe study, and many shorter ones, of a lyric character when possible, for memorization, or at least perusal frequent enough to ensure familiar acquaintance.

In conclusion, let me once more urge upon all teachers the necessity of making such representations as they feel disposed to make. It is hard to get changes made after the course has been fixed by statute; it is easy to get them made now when opinions are solicited. All comments and suggestions, I need hardly say, should be sent to the Registrar of the University of Toronto.

WM. HOUSTON.

TORONTO, Dec. 10, 1889.

### PROFESSIONAL JUVENILITY.

To the Editor of the EDUCATIONAL JOURNAL:

IN your last issue under the heading, "A Startling Indictment," your comment upon the statement made by me at the late convention of Oxford teachers, *viz.*, that nearly three-fourths of the public school teachers of Ontario were under 21 years of age (by looking at my notes I see that it should have read, "22 years of age"), and you ask for the facts on which such a conclusion was based. They are as follows:

(a) In 1887 there were, according to the Minister's report of 1889, 3,865 public school teachers, out of 7,594, who possessed but third-class certificates. As that number is nearly 200 greater than that of the year previous, I judge that the number possessing third-class certificates this year would not be less than 4,200. The total number of public school teachers in Ontario this year is probably 7,800.

(b) In the statistics pertaining to County Model Schools we find that out of 1,072 "teachers-in-training," who attended the Model Schools in 1887, there were 602 females whose average age was not over 18 years, and 420 males whose ages averaged about 19. Taking into consideration the ever increasing efficiency of our High Schools and Collegiate Institutes, I judged that those averages had decreased rather than increased the last two years.

(c) Nearly all of the Model-trained teachers procure schools. In my experience I have not yet known one unsuccessful in this respect.

(d) Quite a percentage of those in attendance at the Normal Schools are not older than 21 years.

(e) In the Minister's report of 1887 he points out that, although our Normal Schools send forth annually over 400 teachers, the yearly increase of trained teachers throughout the Province is less than 100.

These facts may not prove that three-fourths of the number of public school teachers in Ontario are so young, but the conclusion is surely warranted that at least one-half are, and that, as you say, is serious enough.

With your permission, Mr. Editor, I will point out the remedies that suggest themselves to me.

1. That third-class non-professional certificates be no longer a basis of qualification for entrance upon professional training.

2. That first-class C professional certificates no longer qualify teachers who are not now, or have not been Model School masters, for the important work of Model Schools.

That the standard of qualification be not lower than that denoted by a First A certificate.

It will surely be acknowledged that the professional training of teachers is not of less importance than the subsequent inspection of their work.

3. That the Model School term be extended to six months, and that a work on psychology, and one on the "History of Education," be added to the curriculum.

Under our present system hosts of Model-trained teachers besiege the trustees every autumn, the majority offering their services for sums ranging anywhere from \$200 to \$300 per annum. Result—the Normal-trained and experienced teachers are crowded out of the profession, or are driven therefrom by the smallness of the financial remuneration.

Sincerely yours,

J. W. GARVIN.

MODEL SCHOOL, WOODSTOCK, Dec. 10, 1889.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—In a late issue "Headmaster" complains of the regulation which requires candidates to take the University examinations for grades "A" and "B" of the first class. I am persuaded that the grievance is rather imaginary than real, and that the regulation is a substantial benefit to the teaching profession. In the first place, it puts teachers on the same level as other people with regard to higher examinations. Our past history shows that the special examinations held by the Department were rather more severe than the corresponding examinations at the Universities, and the marking of the papers was also rather sharper than that of the University examiners.

In the next place, the complaints against holding a difficult examination in the sweltering heat of the dog days were loud and persistent, and the Department did well to pay attention to them. By placing the time early in May, this objection was completely met, and the arrangement suits the great majority of candidates. In the third place, out of nothing, nothing comes. So long as teachers are willing to consider themselves paupers, dependent on public charity for the means of rising in their profession, so long will the public esteem their services at less than they are worth, and we shall have a continuation of the present scale of salaries. What costs little outlay of capital will bring in only a small return. Let "Headmaster" and his comrades in distress boldly accept the situation, and, if necessary, resign their positions, go up for the examinations in May, secure their certificates, and enjoy a well-earned holiday of three months. I venture to predict that they will all secure better situations before August, and salaries so much higher than in one year they will be recouped for their outlay and have a pleasant holiday into the bargain. The fact is, Mr. Editor, that the High Schools can scarcely get teachers of grade "A" standing at any price; the demand far exceeds the supply. Trained teachers of that grade need not remain unemployed a single day.

Yours truly,

ANOTHER HEADMASTER.

A GAY, serene spirit is the source of all that is noble and good. Whatever is accomplished of the greatest and noblest sort flows from such a disposition.—Schiller.

THERE are nettles everywhere:

But smooth green grasses are more common still. The blue of Heaven is larger than the cloud.

—Elizabeth Barrett Browning.

HAPPY the teachers who have to do with intelligences naturally curious, but especially happy are those who know how to excite curiosity and to keep it alive. For this purpose we must skilfully appeal to the tastes of the child and favor them, yet without overtaxing them. Eagerness to utilize a taste may kill it.—Compayre.

## Examination Papers.

### EAST MIDDLESEX AND KENT—PROMOTION AND REVIEW EXAMINATION, NOVEMBER, 1889.

SECOND TO THIRD CLASS.

#### LITERATURE.

Time, 1¼ hours.

LIMIT OF WORK.—The meaning of words, phrases, sentences and paragraphs in the reading lessons of the Second Reader.

Full value ought not to be given for any answer unless it is carefully written in a correct and complete sentence, correctly spelled.

Count 75 marks a full paper; 18 minimum to pass.

Write the answers of these questions in complete sentences with books open.

1. Lesson XXXIII., page 93.

(a) Copy two different lines that show the day was cold.

(b) Copy four lines that show that it was windy.

(c) Copy two lines that show that it was in the evening when the lady found the child.

(d) Explain "home faring," line 2, page 93; "flaring," line 4, page 93; "her treasure," line 1, page 94; "number," line 5, page 94; "I've walked about a hundred hours," line 13, page 94.

(e) Page 95. Why is the long dash——put in the fourth line?

2. Lesson XLI., page 118.

(a) Describe Andy Moore in your own words.

(b) Describe the house in which Andy lived.

(c) Make a drawing of the end of a shanty; put one window with four panes of glass in the end.

(d) How was it Andy knew more about "birds' eggs than he did about fashions"? Line 12.

(e) What shows that Andy was an observant, intelligent boy?

(f) What shows that he was brave?

(g) Explain "long tail," 5th line from foot of page; "screeching," 3rd line from foot of page.

(h) Page 120. Who "wiped their eyes"? Why? Line 12.

How did the passengers show their gratitude?

Explain the last two words on the page, "safe through."

Lesson LIX., page 179.

(a) Tell the meaning of the first stanza (four lines) in your own words.

(b) Look at the picture and tell who is the man sitting in the chair. Give reason.

(c) Tell which girl you think is Alice. Give reason.

(d) Tell which you think is Allegra. Give reason.

(e) Tell which you think is Edith. Give reason.

(f) Copy the stanza that the picture is based upon.

(g) Page 181. Explain "scaled the wall," 3rd stanza; "such an old moustache as I am," 3rd stanza; "in my fortress," 4th stanza. The last two lines, 5th stanza.

THIRD TO FOURTH CLASS.

#### LITERATURE.

Time, 1¼ hours.

Count 90 marks a full paper; 24 minimum to pass.

Write the answers of these questions in complete sentences with books open.

1. Lesson XXXI., page 88.

(a) Make (in the form of a table) a concise list of John Brown's loves. Number them.

(b) In like manner make a list of his hates.

2. Lesson XLIX., page 131.

Make a table of the whistles mentioned on this page, and (using your own words) the price paid for each.

3. Lesson LXV.

(a) Explain "wary," line 1, page 173; "deceiver," line 10, page 173.

(b) Page 174, line 7. Describe (in your own words) the manœuvre.

(c) Page 175. Who is "I"? Explain "station," line 2; "solitary," line 6.

(d) Make a diagram of this part of the river, illustrating the first paragraph, page 175. Mark the

first position of the narrator, and by a dotted line show how he moved from the time he saw the crocodile until he shot it; mark the position of the rush and of the crocodile.

(e) Page 177. Explain "this," line 8; "three witnesses," line 8; "malefactor," line 11; "rid-dance," line 12.

(f) "A very small creature . . . swimming," lines 15 and 16.

What two different meanings may be conveyed by these two lines?

Which of the meanings do you think the author intended?

4. Lesson LXXV., page 207.

(a) Write the meaning of the following sentences without using the italicized words:

"A soldier of the *Legion*," line 1.

"Take a message and a *token*," line 7.

"Were some *grown old in wars*," line 13.

"I was *aye a truant bird*," line 18.

"My *heart leaped forth* to hear him tell," line 20.

(b) To what persons did the dying soldier send messages, and what do you think the one most important thought in each of these messages?

### UNIFORM AND PROMOTION EXAMINATIONS, UNITED COUNTIES STORMONT, DUNDAS AND GLENGARRY, NOV. 28TH AND 29TH, 1889.

#### ARITHMETIC—CLASS II.

All the work must be put down. Any ten questions may be attempted. If more than ten be answered, the examiners will value the first ten.

Value of questions, 10 each.

1. Write down in figures nine hundred and one thousand and twenty. Express in words 6040, and 80905, and 110600.

2. How much greater is 70506085 than 9849678? After working this example write after each line of figures its *name*.

3. Write down and add together all the numbers between 8976 and 8982. After working this example write the *name* of the last line of figures.

4. Find 9 times 89067. After working this example write after each line its *name*.

5. Find 38 times 67954 and 1006 times 40680.

6. How many sevens are there in 86492? After working this example write after each line its *name*.

7. How many times will 49 go into 80,659, and how much will be over?

8. A man exchanges 34 cows worth \$35 each for 13 horses worth \$87 each. Does he give or receive any money to balance the trade, and if so, how much?

9. How much will 45 bushels of wheat cost at \$1.25 per bushel?

10. If there are 184 pages in your Second Reader, and there are 26 lines on a page, and 35 letters in a line, how many letters would there be altogether in the book?

11. If a boy gets 3 cents a bushel for picking up potatoes, how many bushels must he pick up to get \$1.15 in money and a bushel of potatoes, allowing the potatoes to be worth 35 cents a bushel?

12. A girl can pick 8 quarts of berries in a day, and the berries are worth 10 cents a quart. How many days will it take her to earn \$4.00?

13. A man gets 6 bills from the bank which are together worth \$100. Two of the bills are worth ten dollars each. If the remaining bills are equal in value, what is the value of each?

#### CLASS III.

Any ten questions may be attempted. If more than ten be answered, the examiners will value only the first ten answers. All the work must be put down.

Values, 10 each.

1. Use the two numbers 84 and 325 to make examples, showing sum, remainder, subtrahend, minuend, product, dividend, multiplicand, divisor, multiplier, quotient.

2. Divide 8647 by 105 by means of its three factors, showing how you get the true remainder.

3. How many days are there in 238946 hours?

4. The product is 326,310. The multiplier is 365. Find the multiplicand.

5. Divide \$184.60 between John and James, giving James \$48.30 more than John.

6. If a boy can pick up a bushel of apples every eight minutes and begins at 8 o'clock in the morning, what time by the clock will it be when he has picked up 56 bushels, allowing an hour's rest at noon?

7. Harry gives 10 apples for 80 marbles. He exchanges the marbles for oranges at the rate of 16 marbles for one orange. Then he sells the oranges at 8 cents each. What does he realize a piece for his apples?

8. How many tons of hay at \$8.50 per ton can be bought for \$51?

9. Change £37 16s 9d to dollars and cents.

10. Find the cost of 864 sheets of paper at 17 cents per quire.

11. Find without reducing to lowest name, the difference between 25 miles, 3 fur., 20 rods, 2 yards, 2 feet, 10 inches, and 19 miles, 7 fur., 30 rods, 3 yards, 1 foot 11 inches.

12. Multiply 3 acres, 3 roods, 30 rods by 8.

13. James has 84 marbles and William has 111. What is the greatest number of boys among whom either James or William may *exactly* divide his marbles?

#### CLASS IV.

All the work to be put down. No value for simply putting down an answer. Only ten questions to be worked.

Values, 10 each; 5 marks on the whole paper may be given for neatness.

NOTE.—In Nos. 1, 2 and 9, full value is to be given only for concise modes of solution.

1. How many village lots, each 10 rods long and 4 rods wide, may be laid out of a field 200 rods long and 80 rods wide, making no allowance for streets?

2. Find the least common denominator for the fractions  $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}, \frac{1}{15}$ .

3. How much greater is  $190\frac{1}{4}$  than  $188\frac{1}{8}$ ? (Full value will be given only for solutions without reducing the numbers to improper fractions.)

4. If \$10.35 will buy 690 feet of lumber, how much may be bought for \$28.44?

5. If a barrel of apples contains 2 bushels and 3 pecks, and sells for \$2.75, how much is that per bushel?

6. If a man buys a barrel of American coal oil containing 54 wine gallons, for \$9.72, what must he ask for an imperial gallon, so as neither to gain nor lose, if  $1\frac{1}{2}$  wine gallons are equal to one imperial gallon?

7. Make up neatly a bill of the following: Sold to Silas Thompson by James Haskins, on the 1st of March, 1889,  $3\frac{1}{2}$  lbs. tea at 42c. per lb.;  $5\frac{1}{2}$  yards cloth at \$2.60 per yard; 68 lbs. of nails at \$2.50 per cwt.; 3 pairs of boots at \$2.75 per pair. Silas Haskins pays 1 ton of hay at \$8.50 and cash to balance.

8. A baker gives one dozen 4-lb. loaves of bread for 64 lbs. of wheat. He exchanges the wheat for roller flour at the rate of 45 lbs. of flour for a bushel of wheat. If flour is worth \$2.64 per hundred lbs. find the price of the 4-lb loaf.

9. Find what must be paid to take up a note for \$325.40 at the end of 8 months and 15 days, with interest at 6 per cent.

10. What will a mile of fence cost made of No. 8 "Serpentine" wire, with 4 rows of wire, and posts 8 feet apart, if 112 lbs. of wire reach 560 feet, and cost  $4\frac{1}{2}$  cents per lb., and the posts are worth 8 cents each, and setting them 6 cents each, and the staples (4 in each post) are worth 6 cents per lb., each pound containing 80 staples, and allowing \$3 for putting on the wires?

11. The Searle-O'Connor boat race was finished at about 46 minutes after 1 o'clock p.m., English time, on Sept. 16th. The news was immediately cabled and telegraphed to Montreal. Allowing 5 minutes for sending the message, what time a day by Montreal time was it when the news reached Montreal, if Montreal is  $73\frac{1}{2}$  west from Greenwich, and allowing an hour's difference of time for each 15 degrees difference of longitude?

12. The fare from Brockville to Elgin by the B.

W. & S. St. M. Ry. is \$1.00. A return ticket is 1½ of single fare. Would a passenger gain or lose, and if so, how much, if instead of buying a return ticket he buys the railway company's scrip at 75 cents on the dollar, and pays with the scrip his full fare going and returning?

13. Which would be the more profitable, and how much, 28 yards of cloth, ¾ yards wide, for \$72.00, or 20 yards, 1½ yards wide, for \$66.00?

## Hints and Helps.

### "REWARDS."

BY JASAW.

I HAVE cut up pieces of foolscap 2 inches by 1½ inches, with the word "Merit" on each. At the close of the reading class one is given to each pupil having not more than one mistake in reading, also one to each who has had not more than one in spelling, the words spelled being written on the slates. At the arithmetic class, when the class work at a principle taught, each one gets a "merit" who has all correct but one, or two, etc., at teacher's discretion. In grammar merits are given for each ten marks, or fraction of ten over one-half, in written work. For instance, twenty words are given to parse; a pupil has seventeen correct—two merits. In geography, the same as in grammar. The work in geography and grammar is done on slates after the usual class. In drawing or writing they may be given for "extra work" of any kind, etc. After a pupil has received ten "merits," he receives a small paste-board card with the words, "One Merit; Try Again," printed on it. (These may be purchased very cheap from A. Flanagan, Chicago). When he has fifty of these last he receives a pretty card with a Bible text thereon. (These may be purchased for 30 cents per hundred from D. C. Cooke, Chicago, Ill.) When the pupil has five of these he gets a "diploma." These diplomas may be bought from A. Flanagan at a very small cost. The diplomas read, "For Good Conduct, and Scholarship, etc., etc." Now, in order that it may be such, a pupil forfeits for bad conduct, a "merit," or two, or three, according to the offence. This, however, should not be done much, or at all unkindly, or with any seeming degree of satisfaction on the part of the teacher, or the pupil will feel very much inclined to "graciously" forfeit his "pile" of "merits." I have used this with junior pupils for four months and find it works very well. I know much can be said against the reward system, but there is an element, and an honest element, in child-mind, as well as mature minds, that finds its satisfaction in reward. In this system a pupil daily receives merits. He need not pass a day without achieving something; yet, he endeavors to get the five in order to get the card, and when he has one or two cards he looks forward to getting his "diploma"; thus perseverance, patience, industry, and honest ambition are cultivated. I find it encourages "home work" that is not called such. This is a "practical" system of reward. I know there are schools where it, as all other systems of rewarding, are done away with, and honest "pluck" and "plod" alone depended on; but I write this for some of the "brothers or sisters" who are wondering "what to do next." There are such. It is all well to talk of the ideal school, the ideal teacher, and write methods for the expert to use, but there are those of the profession, and I think many of them, who will find the foregoing method of reward—modified to suit the circumstances—a success. In the second, and part second class, I ask them to get only fifteen of the first kind of "merits," then I give them a small card, that may be bought for 12 cents a hundred from D. C. Cooke, Chicago. I always request them to learn the Scripture text or couplet of poetry that may be on it. By degrees then raise the point to be reached before any real reward is given. Try it, any of you, who, like myself, have found that your "new school" is not so easily inspired to noble things as your last, and if it is a failure in producing more work, closer attention in class, enthusiasm, increase of home study, patience, and perseverance, pardon the writer. My object is to help some of my fellow teachers who sometimes sorrow because "things did not seem to go well to-day."

WHITE ROCK, Mich.

### NOT A PLAYROOM.

IN making the schoolroom attractive and a pleasant place for scholars, there is a danger that the over-anxious teacher may in this do that which will sadly influence her discipline. The schoolroom should never be considered by the children as a playroom. If children are suffered to enter the room prior to the opening of the school exercises, and are permitted to deport themselves as if they were in a nursery-room or in the school-yard, by walking and running about, playing games, talking and whispering, there will result a fine loss of powers on the teacher's part which she will realize as the days of the school year wear away.

It is infinitely better for the children, for the teacher, for the good of the school, that when children enter a schoolroom they take their places in their own seats and begin work on their daily tasks. Much excellent individual work can be done by the teacher in these precious moments before school. The indolent boy can be spurred to his work, the discouraged one brightened up and his obstacles removed, the earnest one recognized and urged to greater tasks. Then the time is valuable to the teacher in preparing her work, finishing her reports, and planning lessons.

If the room is a playroom all this must be surrendered to the confusion that prevails, and when the call for opening school is made there has been wasted the spirit that makes for earnest study, and the day is a severe one until the teacher, by strong control and masterly ability, wins it back. It is far better for children to make the playground their only field for games, and let the schoolroom be held sacred for its legitimate purposes.—*The American Teacher.*

[While we have no doubt that in the main the foregoing is wise and judicious, we should be inclined to modify it by saying that any schoolroom plays must be of a quiet character, and under the direction of the teacher. In the country and in schools which have no gymnasium or covered shed, it is very desirable that children should have some means of amusement during recess, in stormy weather, when they cannot play out of doors. The true, wide-awake teacher will always have some quiet games by which they may be amused within doors without damage to schoolroom furniture or property.—ED. JOURNAL.]

### THE UTILITY OF DRAWING.

HAVING charge of a class of young men studying drawing, some practical reasons for teaching it have been brought directly to my notice. The class includes machinists, car builders, carpenters, upholsters, civil engineers, stone-cutters, and those wishing to become architects or draughtsmen, and a few others. Why do they wish to learn to draw? Excepting architects and draughtsmen, whose work is largely or wholly drawing, it is that they may be able to read, and so work from a drawing, and to be able to make a quick sketch or a more elaborate drawing to illustrate an idea or piece of work, which may be their own plan, improvement or invention, or a copy merely. These students feel keenly the need of a knowledge of drawing. "I have had chances of earning \$4.50 or \$5 a day," said one of them to me, "but I could not work from a drawing, and so am earning only \$2.50 a day."

Surely this helps to bear out the statement quoted by the Minister of Education in a late report, that "the efficiency of a workman is increased 33 per cent. by his ability to work from a drawing."

What kind of drawing do these students mostly require? It is easy to show that they require a knowledge of freehand more than anything else. Very few of them wish to make a living as draughtsmen; perhaps one in ten. With the exception of these, they desire to be able to make a drawing to illustrate some work to a workman—as foremen have frequently to do—and they all aim to be foremen, at least, some day. Any mechanic will tell you that a foreman's sketches are almost wholly freehand.

So we learn why pupils in the public schools should not use rulers to draw straight lines. In practice the ordinary workman draws freehand, and we learn to draw freehand by drawing freehand, not by using rulers. Perspective drawing has been largely supplanted by the photograph and photo-engraving; but there will always be a large

field in the production of original perspectives for illustrated magazines, newspapers, etc. Geometrical drawing is supplementary. Teachers should give more working drawings than are found in the public school course, and the following objects furnish excellent models: A plain table or teacher's desk, a door, a window and casings, and the mouldings on doors, window casings, etc. Have the pupils measure and reduce to a simple scale as large as convenient. Pupils can easily be taught to prepare scales not found on common rulers by knowing how to divide a given line into any number of equal parts. Show the necessity of neatness in work. If a piece of work be badly done, ask how much they would give for an article no better made? Urge them to do work worth one hundred cents on the dollar. Allow a pupil all the time he needs to do good work; discourage all hurry. Talk the matter over with the class; then put such a motto as this on the board: "NOT HOW MUCH, BUT HOW WELL." Before beginning each lesson place the motto for drawing on the board, and call their attention to it. Change it sometimes to a business motto, as, "WE GUARANTEE OUR WORK," and the effect will be at once seen in the effort to do work worthy of the motto.

JOHN WALLIS.

### THE TEACHING PROCESS.

THE following is an outline of a suggestive paper read by Mr. R. H. Cowie before the Perth Teachers' Association:

He said every teacher should be able to answer the question, "What is teaching?" He proposed to answer the question, and the outline was not his own; it was that of Dr. Trumbull. He discussed, firstly, its nature, and pointed out what is not teaching. (1) Telling—it may be a part and it may not; of itself it is not. (2) Hearing a recitation. The principal reason is because the words are simply memorized without grasping the idea. He then defined what teaching is. The best definition is—causing another to know. At the outset the knowledge must be in the mind of the teacher, and not in the mind of the pupil, and there must be an impartation of the knowledge to the mind of the pupil. He then dealt with the essentials of teaching. (1) To know whom we are to teach; by which he meant, knowing their minds, the capacity of them, their knowledge of language and their attainments, their desires and their peculiarities, and what they need to know. (2) To know what we are to teach. The lesson must be studied with the pupil before the mind. (3) To know how we are to teach. It is not sufficient to be acquainted with wise methods of teaching, but we must know what methods to apply to the teaching before us. Each teacher should decide his method for himself. His third division was the Elements of Teaching. 1. Attention. This included looking at and listening to the teacher, and stretching out the mind to obtain what is sought. It must be held as well as attracted. 2. Clearness. Making a truth clear is more than declaring it. The chief agencies for conveying ideas are visible objects, signs and words. There is most danger of being misunderstood through the agency of words. 3. Co-work of teacher and pupils. Unless there is learning by a learner, there is no teaching by a teacher. His fourth division was "Methods of Teaching." 1. Preparation. A teacher should study a scholar for his teaching. The teacher who cannot discern differences in his scholars will never be a teacher. The knowledge of their common characteristics was not enough. We must know their differences and we can learn them by observation and by learning from others. In studying a lesson for teaching, the question should be asked, What can I make my pupil to know about the lesson? The teaching of a lesson should be planned. Have the points in your mind that you intend to teach—how to begin, how to progress, how to close. 2. In progress attention should be secured, and attention is the result of interest. To beget interest is to secure attention. That which is taught should be made clear. This must be done by using language the pupils understand—by putting ourselves in sympathy with them, and by illustrations. The co-work of pupils will be secured largely by questioning and encouraging the pupil to question. Attention, making clear what is taught, and co-work must go on simultaneously.

## 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.

## TO MODEL SCHOOL STUDENTS.

WE are frequently asked for special rates for the JOURNAL to the teacher-students at the Model Schools. In consideration of their position, not being yet in the active work, we have decided to grant them the special rate of \$1.00 a year, provided they subscribe while they are in such institutions. Model School students, therefore, who would like the JOURNAL for 1890 for \$1.00, may take advantage of this offer before the coming Christmas vacation, when they will be entered for the balance of this year and the whole of the next. Perhaps it would be desirable for all such subscriptions from any school to be sent in one order; and if the Principals of Model Schools throughout the Province will take a kind interest in this matter, and act for their students, they will do both them and us a favor.

THE holiday season is, in many cases, the season also for removals and accepting new positions. We trust that no teacher who now gets the JOURNAL, and who changes his location, will forget the formality of notifying us, so that the necessary change may be made in the address. This should be attended to in any case, even if the visits of the paper are no longer desired. Otherwise, under our present rule of not cutting off a teacher's name unless he wishes it, the paper will continue to go to his old address at his risk. A post card is sufficient for all purposes of notification; and this courtesy may save both the subscriber and the publishers much unpleasantness at a later period. It is rather a severe punishment, when our sole offence is that of trusting a subscriber, to be told that the party left the locality months ago, and knows nothing about the paper. A notification in all cases of removal is suggested under every form of business rule. We hope that every teacher who removes may feel that he needs his paper as much in his new location as he did in the old.

*Editorial.*

TORONTO, DECEMBER 16, 1889.

## THE DICKENS PREMIUM.

AFTER our announcement of the clubbing of the works of Dickens and Sir Walter Scott, in the last issue of the JOURNAL, we were notified that another establishment had received the exclusive handling of these works for the Dominion. Our premiums offer of those book, therefore, is withdrawn. We will purchase a sufficient number of sets to supply those who have forwarded the money before the appearance of this notice, but none afterwards. Subscribers will be good enough thus to send no more orders for the books referred to.

## MR. GOLDWIN SMITH ON EDUCATION.

AT the luncheon which was given in connection with the recent celebration of the Jubilee of the Anglican Church, in this city, Mr. Goldwin Smith delivered a speech in which he touched on several important educational questions. The address was highly appreciated by those who heard it, and regarded as an exceptionally interesting and timely contribution to current discussions. In the hope of being able to give our readers a literary treat, as well as some valuable thoughts on an educational topic, we wrote Professor Smith asking to be favored with the MS.

or a report. He kindly sends the following reply, which though not the full report which we had hoped to obtain, will convey to our readers an idea of the course of thought followed in the address:

THE GRANGE, TORONTO.

Nov. 30, 1889.

I feel honored by your request that I would give you my speech at the luncheon, but the fact is, it was an off-hand speech, and I not only have no note of it, but I don't think I can recall a single sentence. The gist of it was that the Church of England did well in educating her ministry in free universities, instead of bringing them up in clerical seminaries, and in letting them have free access to all the science and research of the age.

I said that the man who had a real faith in God ought not to be afraid of science and research, as there was but one author of all truth, and all scientific discoveries, if real, must harmonize in the end with religious truth. I said that Evolution, which had caused so much alarm, had really confirmed, if not literal interpretations of the Bible, at least the practical treatment of human nature by Christianity, since it taught that there was something originally low and brutish in man which required to be worked out by discipline; whereas the doctrine of Rousseau and the French Revolutionists was that human nature was originally good and only required emancipation from law and government in order to enter into perfect virtue and happiness. I made some light remarks on the commotion caused by "Robert Elsmere," and ended with a few words on our Public School system, accepting it as a necessity of democratic government, but saying that it required to be supplemented by something more parental which should teach the value of character, as contrasted with that of the power of "getting on in the world," and inculcate duty as a corrective of extreme democratic notions of individual right.

Yours very truly,  
GOLDWIN SMITH.

## SECULARIZATION OF THE SCHOOLS.

WHATEVER basis there may be in fact for the lamentations of Canon Dumoulin and others over the alleged degeneracy of the youth of the present day, it is surely unfair and unreasonable to lay the blame mainly at the door of the public schools. Admitting for argument's sake that the boys and girls of this generation have sadly deteriorated in manners and morals, it is quite too much to assume that the schools are chiefly to blame. The main foundations of morals and manners, both good and bad, are laid in the home, and in the associations of childhood and youth. Even in the schools the influence of schoolmates has usually quite as much to do with the moulding of character as any which the best of teachers can bring to bear.

It is, no doubt, the duty, the first and highest duty of the teacher, to do all in his power to counteract evil influences and tendencies operating from without. He must, as far as possible, correct the bad and strengthen the good habits that have been formed in the homes and on the streets. He must strive earnestly and untiringly to lift up the moral tone of the school and to create truthfulness, conscientiousness and a high sense of honor among his pupils. But his suc-

cess in doing this will depend vastly more upon what he is than upon what he says. If the teacher be cultured, pure minded, truly Christian in principle and feeling, the incidental teachings and the perpetual force of his character and example will be vastly more potent for good than any formal religious instruction could possibly be. If, on the other hand, he is lacking in these qualities the pupils will be the first to find it out, and any religious exercises he may conduct *pro forma* will do much more harm than good.

The strength of the opposition to the secularization of the schools in Manitoba and elsewhere lies in the assumption that secularization means forbidding not only religious but moral training. We do not so understand it. All that is necessary is, so far as we can see, that the State refrain from making religious exercises and instruction compulsory, leaving the matter in the hands of the local authorities, where it properly belongs. To forbid religious exercises and appeal to religious motives, under any circumstances, would be as much an interference with liberty of conscience as to enforce them under all circumstances. In hundreds of cases no patron of the school will object. In every case the simple provision that no child shall be required to attend at any exercise to which parents or guardians object, will cover the whole ground. What Government has to do is to guard the rights of the minority. It is for the parents and trustees in each locality to see to it that the teachers employed are men and women whose whole influence will be right and powerful in moulding both manners and morals.

*Literary Notes.*

*Our Little Men and Women* for December (D. Lothrop Company, Boston,) is a very pretty and attractive number. The frontispiece, "Ruth and her Baby-Sister," is a charming little picture.

H. O. PENTECOST, the editor of the *Twentieth Century*, has written a vigorous paper on "The Crime of Capital Punishment," which will appear in the January number of the *Arena*, Boston's new literary review.

*The Critic* of Nov. 30 contains a long and interesting article on "The Home of Charlotte Bronte," the famous novelist of the past generation, by Mrs. L. B. Walford, the popular novelist of to-day, who visited last summer the scenes familiar and dear to all readers of Mrs. Gaskell's biography of the author of "Jane Eyre."

*Scribner's Magazine* for December is a holiday number of striking beauty and attractiveness in its illustrations, and the text of the articles will appeal to the fancy and sympathy of readers, rather than to their desire for instruction in practical affairs. With the exception of the fourth instalment of Harold Frederic's serial, each article is complete in this issue.

In the December *Lippincott's*, William Shepard tells about "The Evolution of Famous Sayings," and shows how many famous *bon mots* and epigrams antedate the existence of the men who are generally supposed to have originated them. Henrik Ibsen, the Norwegian poet and dramatist, who is at present much in vogue, is handled without gloves by Maurice Francis Egan in a critique entitled "An Apostle of 'Frankness.'"

THE December *Century* opens with a series of unpublished letters written by the Duke of Wellington, in his very last days, to a young married lady of England. These letters present the Iron Duke in a very attractive light—amiable and unpretending; the careful guardian of the children of his friend in their childish illnesses. Besides pictures of the Duke's residence, etc., there are three portraits of Wellington; the imposing full-length picture by Sir Thomas Lawrence being used as frontispiece.

To the *Atlantic Monthly* for December Prof. N. S. Shaler, of Harvard College, contributes a paper on "School Vacations," and Mr. William Cranston Lawton, whose articles on the Greek drama have been among the best literary papers the *Atlantic* has lately had, writes about "Delphi: the Locality and its Legends." Mr. James' "Tragic Muse" is continued, and there is an instalment of Mr. Bynner's serial, "The Begum's Daughter." Mr. Thomas Bailey Aldrich's "Two Lyrics," and several other papers of interest by able writers complete the number.

A SATISFACTORY answer to the question, "How can I become a distinct speaker?" is given in the December issue of the *Chautauquan* by Prof. R. L. Cumnock, of Northwestern University. The rules laid down are the outgrowth of many years of successful teaching of elocution and are simple and practical. The first step, he says, is the mastery of the consonantal elements, and for this a list of words is given. The second step is the mastery of final combinations in such words as *revolve*, *claimed*, *land*, *act*, *bubbled*, *midst*, *wrong'dst*, *arm'dst*, *scorn'dst*. Then comes the pronunciation of words of many syllables, and next, difficult combinations in sentences. Here are a few of the sentences for practice: Six thick thistle stick. She sells sea-shells. Some shun sunshine. Do you shun sunshine? He saved six, long, slim, sleek, slender saplings.

INDUSTRIAL science and political science, zoology, geology, physiology, and scientific history, receive a due share of attention in the December *Popular Science Monthly*. Perhaps the most attractive among the many articles of interest in this number is that in which Dr. Charles C. Abbott writes about "The Descendants of Palæolithic Man in America," telling what scenes surrounded those early Americans who made the rough pottery and the implements of slaty rock that he has found in the Delaware Valley. During the coming year the magazine will contain a series of papers from distinguished specialists on the agency of science in the growth of the leading industries of the world since the discovery of America by Columbus. A large share of attention will also continue to be given to scientific ethics and the true sphere of government.

FOR more than forty-five years *Littell's Living Age* has been published with uninterrupted success, and has enabled its readers at small expense to keep pace with the literary progress of the age. Frequent in issue and unequalled in amount of matter, it furnishes the only satisfactorily fresh and complete compilation of the best literature of the day—a literature which continues to grow in extent and importance, and embraces the productions of the most eminent writers in all branches of literary and scientific work. The magazine is therefore invaluable to the American reader who wishes to keep in the intellectual life of the time. Its prospectus for 1890 is commended to the attention of all who are selecting their reading-matter for the new year. Reduced clubbing rates with other periodicals are given, and to new subscribers remitting now for the year 1890 the intervening num-

bers are sent *gratis*. Littell & Co., Boston, are the publishers.

SEVERAL years ago a scholarly Frenchman in Boston started a little journal in the French language. He called it "*Le Français: Revue Mensuelle de Grammaire et de Littérature*." As explained by its founder, the aim of the journal was "to offer to its readers a great variety of interesting, readable matter from the works of the best French writers; and further, to try and explain the syntax and the niceties of the French language by the aid of corrected compositions and answers to queries sent by subscribers." The *New York Nation*, in an article commending the work of the journal, and its editor's cultivated sense of selection, said: "*Le Français* is, by all odds, the best French journal ever attempted in this country. It cannot be too strongly recommended as an adjunct wherever French is taught." In its pages are found short stories; criticisms on contemporary matters; social questions, and political matters; extracts and articles from the best French contemporary publications; biographies of prominent personages; notes and queries; the discussion of French-American idioms and phrases, in regard to their corresponding signification; questions of pronunciation; reviews of books and periodicals; practical selections from standard writers; and numerous other departments and items of interest to French students and readers. In 1887 *Le Français* was removed to New York. It is now in the ninth year of its publication, and is published by H. D. Newson, at 21 University Place in that city.

### Question Drawer.

1. Is a teacher legally empowered to detain children after four o'clock for neglect of home work?
2. Can a pupil be suspended for refusing to remain after four?—SUBSCRIBER.

[1. Yes. Subject to Regulations 11 and 12 (6). 2. Suspension is allowed for violent opposition to authority. Any such case must be at once reported to the trustees for their action.]

GIVE the pronunciation of the word Norwegian.—A SUBSCRIBER.

[Nor-wé-je-an.]

[Answers to questions asked by G. D., in *JOURNAL* of Nov. 15th:—Arbroath, formerly Aberbrothock, is a seaport in the east of Scotland, Forfar Co., at the mouth of the small river Brothock. The Gaelic prefix, *Aber*, means the mouth of a river flowing into the sea. The town is about the size of Kingston, Ontario, and does considerable manufacturing and trade by sea and rail. The town owes its rise, if not its origin, to its monastery or abbey founded there in 1178, by William the Lion, King of Scots, who was buried within its precincts. The Bell Rock lighthouse is 115 ft. high. I heard a lady from Arbroath call the River "the Dutchman."—W. S. HOWELL. North Bay is the most important town in the District of Nipissing.—W. F. MOORE. Several other teachers also have kindly sent us answers, and will please accept our thanks.]

ARE the classes in an ungraded school from the first up, after every opening (morning recess, etc.) supposed to follow the order of a programme? I mean are they to settle down without being directed to regular work, or is the teacher to assign work to every class except that one which is coming up to recitation?

2. Their coming to the black-board to see work gives me annoyance also. The boards are not good, however, and from the circumstances I suppose I should not blame them.—QUEROR.

[Will some teacher or inspector kindly answer, or give us a short article on the subjects broached?]

WHAT is the correct pronunciation of Shepody?—M. M.

[The local, and we suppose correct, pronunciation is Shép-o-dé.]

HOW shall I prepare canvas or cotton for mounting thereon a paper map?—TEACHER.

[Much depends on the quality of paper in map. If the paper is heavy no preparation is required. If light a sizing will be required. The lighter the paper the thicker the sizing.]

1. IN the following sentences parse the words ending in "ing", giving reasons:

(a) "We saw the sinking ship." (b) "A sudden trembling seized on his limbs." (c) "A piercing cry rang through the startled air." (d) "This is a very amusing book." (e) "The trotting horse came to a sudden stop." (f) "A horse's trotting quickly down the street frightened the child."

2. Point out the distinction between the verbal noun and the gerund.

3. Is it lawful for an inspector to give a school a holiday or a half-holiday, as is generally done when he makes his inspectorial visit?—X. Y. Z.

[ (a) Adjective. It is simply a descriptive modifier of *ship*. (b) Noun. It is the subject of the action described by *seized*, that of which the *seizing* is predicated. (c) Adjective; simply descriptive of *cry*. (d) Do. (e) Do. (f) Noun; see *b*. 2. We have not before us, at the moment, a copy of the Public School grammar, and do not know how the words are defined. The proper distinction is, we should say, that the verbal noun is used simply as a noun, as in (b) above, while the gerund, in addition to being governed as a noun, may itself govern an objective case, e.g., on delivering an address. 3. This, it is understood, is done with the concurrence of the trustees.]

1. Give correct pronunciation of Iroquois.  
2. Is vocal music compulsory in the Normal School?

3. (a) Can the holder of a second class (non-professional) certificate legally represent himself as a "second-class teacher"? (b) If not, why do some trustees insert the words "second-class Normal certificate" in advertisements?—A YOUNG TEACHER.

[1. Ir'-o-kwoi, or Ir'-o-kwa (a as in fat). 2. Yes. 3. (a) No. (b) To avoid confusion, we suppose, between the two kinds of certificates.]

I AM teaching in a country school, and am trying to furnish suitable games for my pupils during play hours, but would like for some of the readers of the *JOURNAL* to give a good list of suitable winter games for boys, for girls, and for boys and girls together.—SPORT.

WHAT is meant by Standard time?—M. L.

[Standard time means the uniform time agreed upon by countries or corporations by which to regulate certain movements or transactions in which different communities are interested. As now used in Canada the term denotes the time agreed upon for the convenience of travellers by rail and steamboat, in accordance with which all places between certain meridians agreed on, have the same time, instead of having each its own true time as fixed by longitude west from Greenwich. When a meridian is reached, one hour is added or deducted, according as one is moving east or west.]

WILL you please tell me whether the "Home Knowledge Society" is a fraud or not?—A. E. F.

[We have been repeatedly asked this question. It is a delicate one to answer. We have not really the information necessary to enable us to give a reliable opinion. We know no reason whatever for suspecting the "Association" to be other than what it claims to be, and we see no reason why an arrangement of the kind might not be advantageous. At the same time, teachers would do well to be careful what they put their names to, and to satisfy themselves of the good faith of any society before joining it. If the Home Knowledge Association is a sound and honorable company or organization its conductors should be able to give satisfactory evidence of the fact in the shape of reliable testimonials.]

## Elocutionary Department.

### ELOCUTION IN THE PUBLIC SCHOOLS.

BY RICHARD LEWIS, PROFESSOR OF ELOCUTION.

ELOCUTION is not taught in the public schools of this Province. It is the art which teaches and trains the pupils to speak and to read with distinctness, with correctness, and with natural and just expression. It is no misrepresentation to state, judging by universal results, that such an art has no place in our educational systems. We accomplish success in the art of silent reading, so that the pupils can read with the eye the printed contents of a book, and we are justified in believing, can understand what they read. There the art ends. But reading is a vocal as well as a silent art, and when exercised by the trained artist vocally interprets thoughts and emotions with a clearness, and reality, and force which the book with its silent symbols fails to accomplish. Reading of this order of excellence demands perfection of articulation, and vocal expression in harmony with the thoughts and emotions of a passage. This is elocution; and this is an art utterly neglected in most of the school systems of this continent and of Europe.

It is neglected because it is misunderstood, and as a consequence, misrepresented, abused and rejected. No one denies its importance when listening to the bad, indistinct, utterly inexpressive reading in school, from the pulpit, or in the conversational intercourse of men and women; and all admit its charm when the accomplished speaker addresses assemblies of men and women, or the accomplished reader, or the gifted actor, realizes the silent thoughts of the book or the drama by expressive tones and perfect utterance of speech. But imitators of true art, with an imperfect training, abuse and degrade the art by their pretensions, and pronounce that to be elocution which is simply rant and quackery. "Every person has some natural power and will have a charm peculiarly his own, and unless he masters the study, this natural power is embarrassed and art disgraced. This applies to a large number of public readers who have taken a short course (in elocution) and applied for positions as readers, and have gone out through the country. Charming, unique girls who cannot read in any sense before an audience, and are encouraged, and pass from town to town, wear themselves out, and are no longer in demand. Meanwhile another generation comes forth to go through the same round, and the judicious despise elocution."\*

But the public schools are not expected to make orators, actors, professional readers, or "elocutionists," any further than that they should lay the foundation of all subsequent culture. What then is the use of elementary elocution, and how far is the accusation just, that it is not taught in our public schools?

Elocution embraces all that is correct and finished, and perfect in the utterance of speech, in the modulations of the voice, and in the quality of the voice; in its music; in the expression of the face; in graceful attitude; and gesticulation natural, appropriate, but free from extravagance. These are among the essentials of elocution; they constitute the elements of the moral as well as of the mental culture of a human being, and are as necessary to civilization as judicial laws. Every reading lesson gives opportunities for this culture. But beyond this the reading lesson gives opportunity for the culture of taste in the direction of elevated and noble thoughts and language; and the educated teacher, influenced by that taste, can make the reading lesson the best means for awakening a taste for the best literature, and those creations of the imagination which are now neglected and have no place in the reading habits of the nation.

Is the accusation just, then, that such elocution as is here indicated is not taught in our schools? Are our teachers educated in the art so as to be qualified to give the necessary instruction? The issues on every side in this department are the best answers to these questions. Defects of articulations in reading and speaking are the rule in the home, in the school, in the church, and on the streets. We speak as if we had no time to speak.

Our reading, social and public, is marked by utter carelessness and want of expression. Good reading is an art obsolescent. The teachers of the land are not to be blamed; they have not been taught; and, in this regard the best educated graduates of universities, and professional men, whose business it is to address and to read to audiences, are in no wise superior to the public school teachers. Elocution is not included in our educational systems.

What, then, is to be done? We have remedies in abundance. The Delsarte system is now the popular one, and it appeals as much to the eye as to the ear; and, although in its æsthetic principles it may be made to pervade all our elocutionary lessons, it needs to be reduced and its more practical features simplified. There are those who, conscious of the difficulties of enforcing principles, pronounce all rules to be impracticable and unnecessary, and that all we need do for success in securing good reading is to understand, by various methods, the leading thought of a passage. As has just been stated, the best educated are amongst the worst readers. The author of a composition is often its worst reader. Shakespeare failed as an actor, and in his great tragedy of Hamlet took no higher character than that of the ghost, whose speeches require in their delivery little more than distinctness and solemnity. Tennyson is neither capable of reading with due expression his own immortal productions, nor of judging when they are well read by competent readers. The writer once heard a living writer of eminence read Cowper's address to his mother's picture with wretched sing-song intonation, utterly destitute of expression. Sheridan Knowles used to rant the most splendid passages of his *Virginius* and *William Tell*. It is the rule with university graduates to read with the worst articulation and the worst expression.

But the remedy is clear. Elocution is good reading and speaking; it lies in the sphere of art. It can be taught effectively, but the teaching must be guided by Principles with their derivative Rules. The artist, of whatever class, is guided by his rules. He works without them apparently, but he never violates them. They become his second nature. The accomplished actor—the highest example of finished, perfect elocution, and the accomplished reader, each speaks and reads in accordance with just, natural laws. Often they have intuitive inspirations of what is best and right, as other artists, and need not the labor of studying rules; but they obey them unconsciously. We of the common order must humbly follow and imitate what genius conceives and sanctions, and by patient study and practice may we all learn to labor and wait for the achievement of success. The writer of this article has been encouraged by the publishers of THE EDUCATIONAL JOURNAL to supply a series of articles especially for the school teachers of the Province. The lessons will be made simple and methodical, so that teachers may introduce them to their pupils.

Briefly the subjects may be outlined thus: 1. The Mechanical. 2. The Intellectual. The first is indispensable to success. It may be accompanied from the very commencement by the second. The instruction will be largely elementary, but, as it passes into the intellectual, the lessons will embrace the study of those examples of high class literature presented more or less throughout the authorized readers, thus preparing the way for reading with due expression and awakening the taste for classic English literature.

The lessons on the mechanical branches of the subject will embrace (1) distinctness of utterance, under the head of ARTICULATION, with suggestions for practice in phonetic reading and difficult articulations. The exercises may commence with pupils of the First Grade, and ought to be continued through the entire school course.

2. VOCAL GYMNASTICS, embracing exercises in artistic breathing, voice culture, as, production of tone, pitch, inflection, stress, and all vocal efforts for the expression of thought and emotions.

3. EAR CULTURE, as necessary to elocution as it is to music

The lessons in this physical department are indispensable to good reading, and it is the lack of this education that forbids the otherwise educated adult becoming a good reader. The most thorough knowledge of the subject matter will not avail without this training. It will therefore be the object of the writer to make these lessons simple, practical

and useful, especially to the teachers of the country—in short, such lessons as teachers may understand and practice for their own mastery of the subject and for the instruction of their pupils.

The intellectual branch of the elocution will be explained by an analysis of the thought and emotion, with studies of passages and selections in the Readers, and with hints and suggestions indicating the methods of reading such selections—the character of voice required, with its just modulations and inflections, in harmony with the thought expressed.

## For Friday Afternoon.

### FALLING LEAVES.

BY RHODA LEE.

FLUTTER, flutter, flutter,  
The leaves fall softly down,  
Here one just tinged with yellow,  
And there a golden brown.

This one all green and crimson,  
That one a deep, dark red,  
Fluttering, quietly floating  
Down to their winter bed.

All desolate now are the branches  
That once waved those leaves in the air,  
They now seem cold and deserted  
Stripped of their raiment so fair.

And the leaves lie thick at the bottom,  
It would seem that their work is done;  
Though they wave on the tree tops no longer,  
Their work may have just been begun.

Some for the school-children furnish  
A mine of unending delight,  
As they frolic and bury each other  
In the light rustling heaps, out of sight.

Some protect a wee underground nest,  
Filling up little chinks in the wall,  
To keep out the chill, piercing blast  
E'er winter's white mantle shall fall.

By others a flower is sheltered  
At the foot of the tall maple tree,  
The tiny arbutus—frail plant—  
They enfold and protect tenderly.

When school-mates spring flowers first seek for  
To take to little sick Belle,  
They find the starry arbutus  
Peeping forth where the dead leaves fell.

Need we seek in vain for the lesson  
That the leaves would teach us to see?  
When our work at the top is completed  
There is work at the foot of the tree.

### THE SONG OF THE SPINNING WHEEL.

Up in the attic | stowed away |  
Out of the light | of the golden day,  
All in a cob-web | mantel dressed,  
Grandma's *spinning wheel* | stands at rest,  
Turn it round | with a motion strong,  
And *loud* it singeth | an old-time song:  
Round and round,  
Round and round,  
Drowsy droning | with dreary sound;  
Steady motion | the spindle keeps,  
Thread runs smooth while the baby sleeps—  
Baby sleeps.

Turn again | and the wheel will tell  
How *happy days* to the old home fell,  
And *children* | played all the cottage o'er.  
While, back and forth | on the sanded floor,  
Grandma stepped in her golden spring,  
And this is the song that the wheel will sing—  
Round and round,  
Round and round,  
Loudly *laughing* | with lithesome sound;  
Thread | like gold in the sunlight's ray,  
Spindle | *whirls* | while the children play—  
Children play.

Turn *again* | and the song flows on,  
But some of its *merriment* | is gone;

\*From a lecture delivered at the Chautauqua Assembly, July 29, 1899, by Rev. J. M. Buckley, D.D., editor of the *New York Christian Advocate*.

It singeth now in a *sadder* key ;  
It tells of the children, one, two, three,  
*Boys*, fast growing from day to day,  
Soon to wander from home away ;  
Round and round,  
Round and round,  
Lazily lagging with lonesome sound,  
Thread runs slow to the whirling spool,  
Happy children | are gone to *school*—  
Gone to school.

Give the old wheel a few *quick* turns—  
The kettle sings | and the back log burns ;  
The old log *cabin* | looms up to view ;  
Grandpa and grandma, *loving*, *true*,  
Wait for the boys to come back | again,  
And this is the old wheel's sad refrain ;  
Round and round,  
Round and round,  
Softly singing with solemn sound ;  
Gone, alas ! all the children gay—  
Grown to *manhood* | and gone away ;  
Gone away !

One *more* | turn | at the droning wheel,  
One more glimpse of the *past* | to steal ;  
Boys grown *aged*, all far away ;  
Cabin | fallen to sad decay ;  
Two old graves | on the neighboring hill—  
That will do—let the wheel be still ;  
Round and round,  
Round and round,  
Sadly sighing | with sobbing sound ;  
Baby, childhood, youth, grey head ;  
Death comes softly and snaps the thread ;  
Snaps the thread.

—*Marblehead Messenger.*

The expression pervading this poem is suggested by the memories and associations of childhood and of relatives, the grandma, the baby, the children. These associations can be made pleasant subjects of talk by the teacher, tending to mental development. The repetition of "Round and round" must be read in harmony with the sentiment of the verse of which it is the burthen. In verses 1 and 2 its sound is cheerful and the tone is expulsive, but in the succeeding verses the memories are more tender and sad, best expressed by effusive and tremulous forces of voice. Emotion strengthens, as if sighing and sobbing, in the last verse. Thus the burthen changes, becomes slower, deeper and fuller of feeling. The reader may prevent the monotony of recurring words by chanting them lively ; then as he advances, slowly and more deeply, prolonging the chant on the letter *n* in "round." In the last stanza it is deep and solemn, the dirge over the beloved dead.

Stanzas 2 and 3 are the liveliest and must be read cheerfully. Stanza 4 is read more slowly, increasing in effusive and tremulous tones as it advances. The burthen is deeper and more tender—and the expression more dirge like.

Stanza 1—read the burthen and last four lines in low and soft tones as if hushing to silence. Stanza 2—The voice becomes lively, expulsive and higher. Stanza 3—Former tones but sadder. The burthen is deeper and slower. Stanza 4—Effusive and slightly expulsive, but the refrain changes to slow, soft and effusive force ; l. 9 is almost chanted, and l. 12 most deep and soft in tone. Stanza 5—The mournful expression is sustained growing more tender and solemn on l. 5, and marked to the end with pathos. Let the teacher carefully avoid and prevent too much force on accented syllables.

The final line of each stanza is an echo of the preceding line, and must be read softer and lower, as if dying away into silence.

#### EXPLANATION OF THE MARK.

á, rising inflection ; à, falling inflection ; vertical dash | a pause ; italicised words, emphasis. These aids may be varied according to the judgment of the reader.

WITHOUT a rich heart wealth is an ugly beggar.  
—*Emerson.*

MAKE every child master of the one instrument by which all human life moves, speech, the mother-tongue.—*Thring.*

HE that does a base thing in zeal for his friend burns the golden thread that ties their hearts together.—*Jeremy Taylor.*

## Primary Department.

### HOW WE CURED THE RESTLESS FEET.

RHODA LEE.

THE school house is old, having begun life twenty-five years ago, with two rooms, to which, as the juvenile population increased, additions have been made, until now a stately, though somewhat unattractive pile stands on the old site of the B—school.

There is a strange combination of old and new in the building, but my lot, to my sorrow, is cast in one of the apartments that bears the dignity of age. Blessings of air, light and heat abound, and in many other respects the room is exceedingly attractive, but in one respect it *was* somewhat of a trial.

The hundreds of little feet that traversed that room have so worn the floor that it now partakes of a rather mountainous appearance, the elevations being formed by an endless array of high, hard knots, spread over the entire surface, standing ready to catch the toe of some unlucky urchin.

Even in our daily march the knots had to be watched, as unless the foot came down with a gentle, though firm step, the noise would be so great as to drown even the piercing and inspiring strains of the *comb*, which constitutes our school orchestra.

While every one knows how desirable it is to have the feet kept steady on the floor and in a uniform position while working, the difficulties connected with this also lie within the experience of every teacher. There is an unconscious movement of the feet among the little scholars when engaged in slate work, to which I always refer as "writing with the feet," but in a class of seventy children these "unconscious movements" generate a noise which should not be tolerated in any school room, as the cause lies simply and plainly in the fact that they have not been properly trained in the good habit of keeping the feet still.

In some class-rooms a slight movement of this kind would scarcely be noticeable, but if there were a good sized knot awaiting every unwary foot, the sound would perhaps be worthy of remark. In my case the sounds were quite too audible, and I determined to get my pupils, by means of some strong motive, into the habit of holding the feet steady and still, and thus surmount the difficulty and annoyance of a noisy floor.

One Friday evening while tidying my cupboard, I noticed that the little knick-knacks and fruit that the children had brought me, were accumulating greatly, and wondered what I should do with them, for many, though of no possible use to me, would have delighted the heart of any child. Some of the candy balls were actually growing stale, and the apples had a faint suspicion of decay.

Quickly the thought uppermost came to the rescue. These articles would make a good "pie," and might act as a motive power in steadying the restless feet. Our morning talk next day was on the cultivation of good habits, special reference being made to the feet and the necessity for self (feet) control and government.

After enlisting the sympathy and co-operation of the scholars in attaining this control, I told them I would look all the week for the steadiest, best managed feet, and then, in an impressive tone of voice, I added, "Those scholars who conquer their feet this week shall next Friday have a share in a "basket pie, which will form our entertainment for that afternoon."

Imagine the open-eyed astonishment with which this announcement was received. A pie ! Well, I had to explain its nature, and at this the astonishment and delight reached the climax. Of course, a little inspiration and reminding were needed occasionally, but never did I see seventy children control their feet so well.

The knots were carefully watched, and without any interference with work, the feet were guarded by the owners until the effort became perfectly unconscious, and when Friday came we had almost forgotten what noisy feet were. Moccasins seemed to have taken the place of sturdy cow-hides.

At last the eventful afternoon arrived, and as the children marched softly in, expectancy and pleasure mingled with a goodly amount of curiosity, seemed written on every face, for on a chair in the middle of the platform I had placed a large peach basket, gaily adorned without, with a yellow covering, and

containing about sixty-five little parcels neatly wrapped up in paper.

One of our teachers, who was greatly interested in the efforts of the little people, had added to my store of pleasure a parcel of fruit, which was subdivided into a great many small ones.

After all work was finished, the time arrived for the opening of the "pie," but before this was done a little introductory recitation was given by one of the scholars.

Then the cover was removed, and one by one the children were blindfolded, led up to the basket and invited to take one parcel, whichever they touched first.

How the eyes sparkled and danced I cannot tell, but this I can say, that the idea was not a failure. A week's habit is not easily lost if the class is properly organized, and by other special entertainments on Fridays, a control was gained over those feet that has never since lost its power.

Objection may be taken to this plan for steadying the restless feet, but let me say that while rewarding the strongest and best efforts in this way, the fact that they were doing right, for its own sake, and because they wished to, was never lost sight of. In addition to this, it tended to promote a kindly and friendly spirit between teacher and scholars, without which we know the proper spirit can never be obtained in a class. The knots do not bother us much now ; the floor has more of a carpet-like texture, and the "pie" is not forgotten.

### CHRISTMAS THOUGHTS.

ARNOLD ALCOTT.

THE approaching festive season is already electrifying many hearts, and none more so than those of the children.

Surely there must be something woefully wrong in him whose soul cannot blend in unison with the grand old refrain, "Glory to God in the highest, and on earth peace and good will toward men."

Now the entrance to this happy path is opened by the golden key, "Love," for did not God give His "unspeakable gift" because He "so loved the world."

Unselfishness and genuine kindness, begetting activity of heart and hand, are the virtues which are especially significant at this time of the year. Suppose we try to apply this truth to our school-work. First, let us look to ourselves. There is a trite saying, "Be, and then you'll see."

How can we be most lovely and loving towards our pupils ? Methinks I hear the answer from old Santa Claus, "Get a child-like heart along with your own calm mind." "Be enthusiastic." "Be sympathetic." "Be a 'jolly good fellow.'" So I take this advice from our good old friend, and I ask myself this question : "What would my little folks like ?" Or better, I ask them, and perhaps I direct the tendency of their thoughts towards decorations.

#### DECORATIONS.

What shall be the new Christmas dress for "Our Room" ? Of course we want some nice mottoes, such as Welcome, A Merry Christmas, A Happy New Year, Glory to God in the Highest.

These may be drawn on the blackboard, or, if time be too short or work too pressing, an excellent substitute is the use of stencils. Again, variety may be introduced by cutting out the letters from colored pasteboard or from white pasteboard, with stars or colored circles placed thereon. Or, one may get several yards of bright red flannel for the background and trace the letters on this, then cut out from white cotton wool the letters and *sew* on, or cut out circles of the wool and sew these on so as to form the letters. The effect is very pretty.

Of course Santa Claus comes to "good little girls" and to "good little boys," therefore we should have his picture with the reindeer, holly and mistletoe, drawn on the blackboard.

Again, considering the welfare of our classes, it we utilize the thoughts which are exercising "our little friends" just now, we shall have wonderful material for language lessons.

#### LANGUAGE LESSONS.

1st. We may show how to write a *letter* ; and what child will not be highly delighted and pleased to write to dear old Santa Claus. Just think how the imagination is being developed and expanded.

2nd. We ought to try to surprise our pupils, and

therefore, if we have not used it before, we may try this plan. Take two words pronounced alike but spelled differently. Someone suggests "Claus" and "Claws." These will do very nicely, indeed. Get a piece of cardboard about two inches wide and ten inches long. On one print in red "Claus"; on the other, in blue, "Claws."

Show number one and get a sentence with this word in it—orally, in baby classes; in writing, in those classes which are sufficiently advanced to be able to write sentences.

In a similar manner proceed with number two. You will find this little device awaken enthusiasm, for we are *showing* something. For our "Busy Work," we might get our pupils to print sets of words on cardboard which they have cut the size. This is industrial education.

3rd. We may develop the imaginative and descriptive powers by getting our children to tell impromptu stories.

The teacher says—"Santa Claus and a little boy five years old." Then she explains that from what she has said she wants to hear a story. So she calls on a pupil who relates his little thoughts. And we hear the little boy name what he wants in his stocking, and so forth. And we are not surprised to find our little scholar telling the reindeer to "come along," or to hear him saying, "Hurrah! Santa Claus brought me a pair of skates." For the more unconscious he is the better the story. Of course, children learn much by *imitation*, so the teacher ought to tell *her* story.

4th. Give many Christmas songs, gems and stories to your pupils, and especially tell them the "old, old story" of the "Bright Morning Star."

Also, we may teach a good lesson in MORALS. By getting the beautiful thoughts of our children expressed in kind actions, viz., by talking to them about the poor, sick, little folks, and so leading our pupils to remember them.

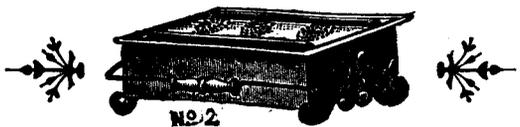
If we endeavor to live up to our privileges we will work harder than ever at this time, and so will gladden the end of the old year, because we will prove that we are thankful that we live.

THE Kindergarten system is extending to all parts of this Province. Teachers who qualify for this department are quickly engaged, and still the demand is for more workers. This increased use of the system requires a corresponding increase of supplies, with which to entertain and instruct the little people. To meet this demand Selby & Co., of Toronto, specialists in the manufacture of these supplies, are constantly employed in producing everything new and valuable; besides which they are agents for the celebrated Milton Bradley Company, makers of the latest improved lines of these goods. See advt. in this copy of the JOURNAL.

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|                                      |           |
|--------------------------------------|-----------|
| 1. Clouds, Rains and Rivers.....     | pp. 54-59 |
| 2. The Death of the Flowers.....     | " 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.....            | 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 Merman.....         | " 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 Merman.....               | " 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 Merman.....       | " 297-302               |

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### 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,  
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EDUCATION DEPARTMENT,  
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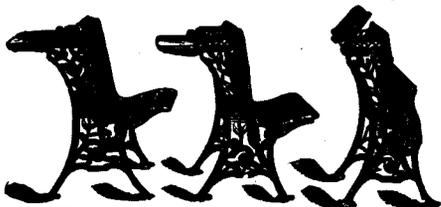
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