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The Educational Journal.

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

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* Editorial Notes. *

PLEASE remember that matters of business intended for the Publishers, and communications to the Editor or matter for insertion in the JOURNAL, should always be on separate sheets. Notwithstanding the request in our standing notices, it is not unusual to receive directions about change of address, or orders for books, and questions for Question Drawer, on the same sheet or postal card.

A NEW departure is being taken in Vienna, which may be worthy of imitation, although some pretty strong objections suggest themselves. It is proposed to establish three separate schools for weak-minded children, each to begin with two grades. This will be done to free the other schools of elements which retard their progress, and to give the dullards special treatment, which will benefit them better than the instruction they can get among the brighter boys and girls. Elberfeld, in Rhenish Prussia, opened the first of such special schools for dullards, which has now three classes.

THE following statistics show that public education is making wonderfully rapid strides in Bavaria:

Whilst only ten years ago the schools, school-masters and school children in Bulgaria numbered but 500, 800, and 25,000 respectively, the numbers are now about 2,000, 3,500, 100,000. There are also fifteen gymnasia instead of only two as in the year 1880, two training schools for school-masters, two agricultural schools; and it is anticipated that in a couple of years the first Bulgarian University will be opened at Sofia. The Budget of the Public Instruction is about five millions, whilst the communes are contributing seven millions for the public instruction.

A VERY common mistake of inexperienced teachers, and of many that cannot be called inexperienced, is the making of too many rules. The more the child can be led to become a law unto himself the better for all concerned. It is better for the teacher, for he is so far relieved of the irksome task of enforcing a variety of petty regulations. It is better for the children, whose moral judgments are educated by being constantly called on to pronounce on questions of right and wrong. And it is better for the community, for, while undue restraint in school is pretty sure to re-act in undue license out of school, the habit of self-direction and control formed in school will follow the pupil into the street and the home.

As our readers know, we have little faith in formal religious instruction in the schools, as a

matter of State compulsion. The local option principle, which is, we believe, embodied in the new Manitoba Act, is the right principle. But we do plead for the constant presence and power of the strongest moral influence. The foundation truths are happily, in this country, usually present. They are implanted in the family, the Sabbath school, the Church. What is wanted in the schools is not the teaching of dogmas, but the constant appeal to the right. The pupils should be brought imperceptibly to try every act and thought by the standard of right; to regard the honorable, the true, the pure, the unselfish, as the foundation principles of all that is truly noble in man or woman.

"AGAIN we beseech reporters of educational meetings to tell us what was said. 'A lively discussion,' 'beautiful paper,' 'gems of thought,' 'handled the subject well,' 'was well received,' 'warmly applauded'—all these and many other phrases of similar import—what are they but soul-vexing vacuums? Stripping off all superfluous verbiage, let the reporter with a divine instinct extract the core, and place it before his readers in the smallest possible space."—*Western School Journal*.

The above describes so briefly and well what is wanted in such reports that we beg leave to borrow it, and commend it to those who may, as we trust some of our friends will, be good enough to send us brief reports of the coming Spring conventions. We have had in the past some admirable reports, but there is always a tendency, as none know better by experience than journalistic writers, to lapse into generalities.

WE do not like to dissent in any particular from the opinions of a regular and valued contributor, but "Arnold Alcott" will, we know, excuse us if we take exception to one remark in the article on "Gems," in the Primary Department in this issue. We are aware that many teachers and educators have expressed views similar to that we are about to criticise, but we cannot agree with the opinion that "the fact that a child may not appreciate the full scope of an author's meaning" in a passage committed to memory, is no objection to its memorization. We found one of the great difficulties in our teaching experience to arise from the habit of mind which resulted from reading and memorizing without intelligent comprehension of the meaning of what was read or memorized. We are of the opinion that the habit of searching always for the meaning of what is learned, and refusing to be content without understanding it, is of the very highest value in laying the educational foundations, and that

anything of the nature of parrot-like recitation cannot be too sedulously avoided.

IN the department of "Methods" in this number will be found an excellent paper describing a Language Lesson Course for Classes I. and II., by Mr. Fred. Brownscombe, of Petrolia. It is worth the attention and study of all teachers, and especially of young and inexperienced teachers of these junior classes. Its value is not only in its usefulness as a model, but in its suggestiveness. It can scarcely fail to suggest to the active mind a hundred ways in which the minds of children can be interested and led on to master at once difficulties which often puzzle and perplex for a long time pupils taught by the old methods of definition, rule and example. Directly in line with this paper is also a good exercise by Mr. A. C. Batten, of Newton Robinson. Both these contributors will please accept our thanks. Their papers help to show how much might be done if a larger number of competent teachers would kindly lend their aid to improve the practical departments of the JOURNAL.

WE find the following in the *Public School Journal*, of Mt. Washington, Ohio. We have puzzled over it in vain. The extract referred to was credited, no doubt, to the paper in which we found it. *Recently* is a relative term, but for our practical purpose the date was wholly unimportant. Will our contemporary please explain wherein we have done wrong, and we will gladly make the *honorable amende*. What is meant by "having long since ceased to change." Change is the law of all things sublunary. Surely our critic does not suspect us of having refused to submit to its universal sway. Perhaps the types have put change for "exchange," in the ugly fashion they have of murdering sense. We supposed the *Public School Journal* was on our exchange list. If it has been dropped by any inadvertency we will gladly restore it, as we do not wish to lose the monthly visits of our contemporary. This is the passage referred to:

"The EDUCATIONAL JOURNAL, Toronto, Canada, March 1, 1890, has the following note under the title, 'A Test in Geography.'

"The following questions were recently submitted by Dr. White to the pupils of the A Grade (8th school year) of the Cincinnati schools, not as promotion questions, but as suggestive teaching tests."

"The whole is credited to the *Southwestern Journal of Education*. Perhaps our neighbor had better continue to quote things, and the *Educational Monthly*, both having long since ceased to change. *Recently* is very good indeed, but Dr. White had no connection with the Cincinnati schools during the present year."

* Special Papers. *

ON THE DESIRABILITY OF BEGINNING THE HONOR SCIENCE COURSE IN THE FIRST YEAR AT THE UNIVERSITY.*

BY W. S. ELLIS B.A., B.Sc., PRINCIPAL COBOURG COLLEGIATE INSTITUTE.

To a proposition affirming that the Honor Science Course of the University should be commenced in the First Year, it would be a very easy and a very natural thing for the scientific enthusiast to say, "Yes, certainly, the Honor Course should be commenced immediately on the student beginning his University career." On the other hand, one devoted to mathematics or languages might with equal propriety remark that the second year is quite early enough to begin Science work, and that the first year should be left free for the study of those subjects which have so long been regarded as essential in the earlier part of higher education.

Before forming an opinion, however, as to the desirability of making any material change in the University curriculum in the Science department, a number of attendant circumstances and conditions will require careful consideration.

To draw attention to a few of these conditions and to briefly discuss them must be my duty to-day.

1. As regard should be had to the relative progress of educational work in various directions, one of the matters which I think should engage attention will be the present position of scientific study in the University, and the teaching of those subjects in the secondary schools

The day was, and not far in the past either, when the Science work of a College course was to be got out of books; and, as is generally the case under such circumstances, a few cheap books, and bad, because they were cheap, were usually sufficient to furnish the so-called knowledge. Of course the outcome was the inevitable one, the stream never rose above the fountain, and the knowledge was as cheap and as poor as the books. So long as the only object aimed at was the passing of a written examination upon the work prescribed, without reference to the practical part of it, the results were of necessity of no lasting value, leading neither to maturity of thought, nor to regularity, nor even to manual dexterity. The legitimate issue of this was that in the High schools study of Science in any form was unknown. Rightly enough these institutions put their strength on that which was counted of value, and which brought them credit in the University; and this was entirely mathematics and languages, the latter mostly classical. I have little doubt that the master who would have dared to spend a few hours in the month with his pupils in studying the flowers about the yard, and the other material things with which they were constantly coming in contact, would have been set down as a crank, worse than useless, because wasting time, and his place would soon have been filled by some one strong on declension and syntax.

The popular meaning of the word Education has undergone a change within the last fifteen years, and nowhere is that change more noticeable than in that stage of a pupil's progress lying between the Public school and the University. I shall have something to say further on about the causes of this, but just now I wish only to impress the fact that a great change in higher education has come about in the very latest times. Hardly a dozen years have gone by since the introduction into Ontario of modern and better methods in the study of Science, and the more extended course in that department in the University. Following that, as a matter of necessity, came the advancement in the High schools. There, to some extent at least, book-work has had to make way for practice; memory has partly yielded place to observation and inference; *reading* has developed into *doing*; and the student, when possible, studies not a description of an object, but the object itself, thereby acquiring his ideas of it at first instead of at second hand. I need not dwell longer on this new phase of things; we all know about it, we are all coming daily in contact with it, and we all practice it more or less. One thing I should mention though, and that is, this change is a very recent one, in fact, can scarcely be called completed yet. That we

* Read before the Science Teachers' Association at its first meeting, Toronto, Jan. 2nd and 3rd, 1896.

are about to discuss such a subject as that of which I am speaking shows that in regard to Science-teaching, our system is in a transition stage. The programmes of the last generation have been altered; we are no longer fully satisfied with the mental training derived from the study of the classics. We have so far departed from the old standards that we endeavor to cultivate others of the powers of the mind than those called into play by the learning of the languages. At present we are trying to make larger men, to educate over a wider field, and, as we think, in a better manner. Even in Linguistic studies there has been somewhat of a revolution, both in the matter and in the manner of the work. Moderns have largely replaced classics, and I think that the practical usefulness of the former, in this latest stage of the world's civilization, has had much to do with bringing about the change. He who loses sight of the constantly increasing utilitarian character of modern education drops out of the count what I believe is a very powerful factor in producing the revolution.

But apart from the mere replacement of one set of languages by another, there has been a remarkable alteration in the methods of study. Now, there is much of the scientific method—note the term—comparison, observation and reasoning are called into play. A grammar, a dictionary and a good memory no longer form the complete equipment of one who is to make of himself a Latin, a French or an English scholar. The very fact that there is an Honor Course in Science and that there is any reasonable hope or possibility of introducing changes tending to make it more thorough or more extensive, taken in connection with such an altered system as I have mentioned, all point in the direction of that newer education to which I have referred, and of which the study of the Natural Sciences forms the most aggressive element, if I may be allowed to use the term aggressive of an abstraction.

2. Another matter for careful consideration, and one closely allied to that just spoken of, will be the present condition of Science-teaching in the Collegiate Institutes and the better class of High schools, the ability of these to do the required preparatory work, and the effect that will be produced upon them by the extra demands which must of necessity follow the adoption of the suggested change in the curriculum.

You are all familiar with the results brought about by the requirements of the Education Department along the line of Science-teaching within the last few years. Now the equipment must be reasonably good, there must be appliances for practical work; and wherever there is a master who is doing his duty this practical work is being well done. I do not think I am overstating the case when I say that in from thirty to forty of the secondary schools of Ontario to day there is ample means for obtaining a fairly good and thorough training in elementary Science. I use the word training in preference to any other, because in this department the work is essentially different from that in the others, and means much more than that popularly conveyed by the term Education, since to make a successful man of Science manual dexterity and the gift of taking advantage of circumstances must go along with mental ability. I think that in quite the number of schools I have mentioned, students may be taken over the work in Chemistry included in the study of the more pronounced properties of the commonly occurring elements, and the qualitative determination of some of their characteristic compounds, the principles of nomenclature, replacement and combination, and the simpler parts of chemical physics. My own opinion is that this work can be done more profitably in the High schools than in the University, and that the function of these schools should be to give the student that grounding in the elements which will enable him to read understandingly ordinary text-books on the subject, and comprehend the lectures to which he will listen during the first few weeks of his College course. There is probably not one man in the room who does not remember how unsatisfactory his first term's work in Chemistry or Physics was in the University. The lack of acquaintance with the technical terms employed by the Professor, the difficulty of forming new conceptions required by the new subject, the want of time and opportunity to get wrong impressions put to rights, led to the loss of the greater part of this first term, so far as any real advancement in the subject was concerned. This was no fault of the teacher, nor of the student; but of the system which compelled the

learner to get his preliminary notions of the subject under wrong conditions. To understand this you have but to recall what I said a few lines back about the entire absence of any scientific work in the High schools, and the entire lack of any preparation for these studies after matriculation. Consequently I think it would be well to encourage, as far as may be thought wise, the taking up of these subjects before leaving the High schools and Institutes, because there is then more time at the master's disposal for supervision of work, and much more, both of time and opportunity, for the learner to study principles and work out details.

In Physics we have fortunately got away from that baneful influence that kept men from one examination until the next working out problems in Mechanics, so conditioned with fantastic variations that they bore no relation to nature or natural things. That subject, like Chemistry, is now essentially experimental, and in every good school in the Province the appliances either are or should be quite sufficient, in the hands of a master capable of rightly using them, or directing students in their use, to give a class an effective grounding in elementary Physics, especially the simpler problems connected with light, sound, heat, electricity, mechanics and hydrostatics. After such a course, a student prepared for matriculation and taking the Science option ought to be familiar with the causes, conditions and relations of many of the natural phenomena occurring about him.

If within a period of five or six years our schools have become adapted to doing the Science work so well and so thoroughly as I have pointed out, they could, I think, without serious derangement, stand the pressure, even if a little better work, either in quantity or quality, were required. It is questionable, however, if, with the state of general education as it is in Ontario, it would be wise to ask for a Science matriculation much in advance of that required from Second Class teachers who take the Science option. Be this as it may, the fact should not be lost sight of that no student need now be at the disadvantage and loss of time experienced by those of former years on account of entire ignorance of the Science subjects when entering the University. Every matriculant can have such a preparation as will enable him easily to take up at once the work in the College lecture-room and laboratory.

3. This is, perhaps, the proper place to glance at the subject from the University side. As in the secondary schools, so in the higher institution, no department has made any such advances within the last few years as has that of Science. Where I believe three men formerly did the work and did it easily, there are now employed at least thirteen, with almost a certainty that more will be wanted in the near future. The appliances for work have increased quite as rapidly and quite as extensively as has the staff, and all this progress has been in answer to the demands made by the necessities of our higher education in later years. I have spoken of the quantity of increase, but the quality of it deserves quite as much notice. Without in any way disparaging the work of former men in former times, I might ask you to think for a moment if what is now required from an Honor man in Chemistry as compared with that required fifteen years ago. Consider the department of Biology and Natural History, and what has to be done there now. Compare the work in Physics with what it was even ten years since. Call to mind that the department of Applied Science is entirely the growth of a few years past; and I think we may safely conclude that in the Science section has been the great educational growth and expansion of late times, and this expansion is still going on as vigorously as ever. The question here suggested for an answer is, Has the curriculum of studies kept pace with this development so as to get the best possible results out of these changes, and, if so, is it desirable to make further alterations in the same direction, looking for progress in the future as there has been in the past?

4. Another point for consideration will be the tendency of modern education. It seems as if we had passed the age of mere learning and had entered on that of education and training. The day of authority has gone by and that of investigation has succeeded. Not only in schools and Colleges is this spirit displayed, but abroad in the world. Take an example or two. We read about comparative religions and about the origin and development of creeds. Men skilled in the history of Law

trace the relationship between our modern complicated code and the simple enactments of the early village commune. The history of the migrations of races is read in the words they have dropped by the way. On every hand this spirit of enquiry is abroad; there is no profession, there is scarcely a pursuit that is not affected by it. While thus widespread and far-reaching it is a phenomenon almost entirely confined to our own times. But though new it is powerful, and that country or that institution would seem to be acting wisely which, taking advantage of this tendency by preparing for it, sends out men skilled and strong to work along these lines. It is a trite saying that no one is by nature master of any subject. A boy may have a turn for the use of tools, but it requires a mechanic's training to use those tools to the best advantage. Probably every reasonably sane man is naturally an investigator of something, but his success is likely to depend quite as much on right methods as on ability. If adding to the sum of human knowledge be praiseworthy, then the institution which causes the largest addition to be made surely deserves most credit; and it seems a very evident truth that the men of largest training, widest experience and most varied knowledge are the ones most likely to increase this desirable sum. The only ground for difference of opinion here is as to what constitutes this better equipment. But as we are concerned only with Science students there does not seem to be much room for dispute.

5. A further consideration which must count in this matter will be whether the circumstances of the times and of the country are such as to warrant the alteration in the manner here proposed.

I spoke a few moments ago about the tendency of modern education to depart from the course so long followed in the past. All along the line there has been advancement in the direction of independent investigation, but out of that very advancement has come another development which must not be omitted here:—the tendency to specialization.

The outcome of this must be that if a man is to devote his life to mastering one subject, or one division of a subject, there must be many men required to cover the entire field of scientific research. Let me instance: De Candolle, the elder, probably knew the entire range of Botany of his day. Now, one man is a recognized authority on classification, another on Vegetable Physiology, a third on plant life as related to climate, a fourth investigates fungi, a fifth devotes his work to those questionable species lying on the borderland between the animal and the vegetable, a sixth studies fossil specimens and reconstructs the vegetable worlds of the geologic ages, a seventh spends his time finding out about conditions of life and food, and another still is busy with organic variation and development. Thus it requires a dozen or more men, each intent on his own specialty, to work over the field which one man covered two generations since. The explanation is that the field has not only increased in extent, but is being worked with vastly greater minuteness, which means thoroughness. Think of the Chemistry of Davy and the Physics of Faraday and Rumford, then compare these seedlings with the giant growths which they have become in a few years, and one well understands why men to-day must be specialists, and be very narrow in their applications too, in order to ever accomplish anything. The query is, To what extent should a University adapt its courses to this particular outcome of our times?

6. A further consideration and one upon which I think very great stress should be laid is that arising from the probable requirements of the country for well-trained scientific men. I spoke a little time ago about our newest civilization; by that I meant all those phenomena arising from the improved means of intercourse among the peoples whom we call civilized, and the branches with which we are chiefly concerned here are those relating to manufactures, natural products and interchange of these among the various nations. The economic conditions under which much of the world's material progress goes on are such as to demand the very best return for the outlay; and in order to get that best return it is daily becoming more and more necessary to consult the specialist and to act on his suggestions.

Men who have not looked into this matter do not know how absolutely dependent all the world's progress is on the trained expert. Look at what a century of steam has produced and the enormous

demands thereby made in technical knowledge and skill. Think of the problems set for solution by such objects as the building of a transcontinental railway or a fast ocean steamer, the working of a deep lead mine, looking after the sanitary condition of a great city, or obtaining the food supply of a large district without permanent impoverishment of the soil. Not only on the mechanical side, but even in the regions of pure Science, there are surely enough difficulties to be mastered to demand the best skill that can be supplied—and not alone best in quality, but great in quantity. I may be pardoned here for quoting some words from the opening address of Dr. Stanley Hall, the President of the new Clark University, an institution, as you probably all know, designed to give the best possible training in actual scientific work. Dr. Hall says: "A good illustration of the high and normal technological value of pure Science is at hand in dyeing, one of the most scientific among the many and increasing chemical industries. England furnishes most of the raw material for coal-tar colors, out of which Germany made most of the \$17,500,000 worth manufactured in 1880. England bought back most of the colored goods and Germany made the profits, because she could furnish the best training in pure Chemistry. The great factories there employ from two or three to more than a score each of good, and often the best University-trained chemists at large salaries, and the best of these spend a good part of their time in original research in the factory laboratories. The German government has met this demand by erecting and equipping new and sometimes magnificent laboratories at nearly all of her Universities."

Now, with slight change, what is here stated of German factories must in a measure apply to Canadian industries. Perhaps our manufactories will not employ very many such men for some time to come, but the country will need them. We have immense deposits of iron rendered useless by intermixture of foreign matter, such as phosphorus and titanic acid. Who is to find a means of making this ore workable? There is a fortune awaiting the man who will find a cheap and efficient method of reducing our phosphates so that they will be useful at a moderate price. To whom are we to look for a practical solution of the problems connected with the gas and oil deposits of the Western peninsula; the, at present, unprofitable and unworked gold mines of the East, the peculiar mineral veins of the North snow region, and a dozen other such things? In every case the answer must be the skilled mineralogist and geologist. This is in only one branch. Agriculture in Canada will require very careful attention soon; our forests want looking after, the geology of the Dominion has to be investigated, the fauna and the flora worked out, and every one of these should have a corps of skilled and trained men.

But there are other sides to the question still. Professions and pursuits have come to be very interdependent. As an example, we all know how the study of medicine has changed of late years, and what a prominent part Biology plays in the medical theories of to-day. This profession has long been dependent on Chemistry, but now a good working knowledge of Physics and Biology are equally essential, and I do not think it out of the way to say that in the near future he who will aspire to any high position in the medical profession must, at the same time, be thoroughly versed in the sciences mentioned.

All this but leads to the conclusion that in a great measure the future prosperity of the country will be dependent on the men specially educated for the works requiring their attention. It is said in commercial circles that the Germans as a nation are in a great measure out-doing all others in the competition for the world's manufacturing market, and the reason generally assigned is cheapness of labor there. I think the reason is not correct. There is manifestly something beyond, and something far more powerful than the mere cheapness of labor. The answer as to what that something is I think is largely in the quotation I have given from Dr. Hall's address—"Employment of the most skilful technologists in the factories, and intelligently turning to account the practical results of their investigations." To this point every country attempting to support manufactures on any large scale must come or else give up the fight.

To sum up now the conclusions at which I arrive are these: The present condition of scien-

tific study in the University and in the High schools is such that a step in advance in the University work may very well be taken.

If it be thought wise to make this advance the High schools and Collegiate Institutes are in a position to do the required preparatory work.

The great development of the Science department lately, and especially the advance in the Natural Science section would well warrant any reasonable increase of the work there done.

The whole tendency of modern education is in the direction of scientific work, and that would authorize the University in undertaking the best work that it is capable of doing in this department.

The demand for thoroughly skilled scientific men is constantly increasing throughout the civilized world, both in connection with material progress and with other professions, and in Canada that demand is likely to be continually greater.

These conclusions, if correct, would all seem to require a more extensive scientific training, and I do not think it would be unreasonable, in view of what I have before said, to lay out an Honor Course in Science, in which the student would get a preliminary training in Science, Moderns and Drawing (for Honor work I would invariably make these last two accompany the first) in the High schools, and then continue that Course, allowing options throughout the four years.

* Correspondence. *

HARDSHIPS OF THE COUNTRY TEACHER.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Will you kindly allow me a little of your valuable space, in which to air the grievances of myself, and, I rather think, many more country teachers?

First, that text-book on Canadian History. How long are we to be restricted to a text-book which needs translation before the children can understand it?

It may be answered, we are not restricted to the text-book, but are expected to refer to other works such as Parkman's "Pioneers of France in the New World," Withrow's, Archer's and Christie's histories of Canada and others. Just here, however, a difficulty arises. We, in the country, have not public libraries at our command, and do not possess the books and cannot afford to buy them. Then if we had them and made full use of them, this is only a small part of our difficulty. History isn't the only subject in which we need books of reference. Then, if we teach thoroughly and fully the different subjects, it would take about twelve hours a day in the school-room instead of six. And to prepare for each day's work would take three hours at the very least. That sounds like exaggeration, but I do not think it is. We have far too much to teach to make it possible to do it well. Yet additional subjects are being added one by one. Now comes Temperance and Hygiene, and in a short time a text-book on Agriculture.

I wish those who are responsible for this state of affairs would try teaching in a country school with say an average of forty pupils, and actually do the work as we are expected to do. If they would not call for relief, after a year's trial, I'd be content to plod on, and forever hold my peace.

If others have found the same difficulty in regard to necessary books and time in which to do their work, let us hear from them, by all means.

PERPLEXITY.

THERE are those who allow the pupils to think that submission is a compliment to a teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as though they kept order for their own advantage. Their piteous pleas for order, "I cannot stand your noise," "I must have order," "Stop talking or you will drive me distracted," "You cannot think much of your teacher, or you would not behave so," etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.—Hughes.

Elocutionary Department

ELOCUTION—ARTICULATION.

BY R. LEWIS.

THE music and refinement of pronunciation depend chiefly upon the correct sound of the vowel elements of a word. The speaker or reader whose voice has been trained in inflections, pitch and all the varied modulations of speech, and who sounds every vowel element correctly cannot fail to give a noble and expressive utterance to the thought and emotion which language clothes and which he has justly conceived. But that utterance may still be marred by indistinctness. The consonants have their important functions to be discharged, upon which mainly depend all distinctness and the perfection of uttered speech—the secret of being heard without undue loudness. Dr. Rush has arranged the consonants according to their tonic or non-tonic qualities. While he classes all vowels as tonics, or letters sounded with a full tone, modified only by a slight action of the tongue and the lips, he gives the name of subtonics to the consonants, which are sounded with a union of tone and breath, as b, d, m, l, etc., and of atonics to letters whose utterance consists of breath only, as p, t, k, f, etc. All the consonants, however, are sounded by special action and arrangement of the vocal organs—the lips, the tongue and their connection with the teeth, the palate and the nasal passage; and, as distinctness and the correction or prevention of stammering, stuttering and other speech defects can only be effected by attention to the organic action of all perfect utterance, it is the view of the best teachers and writers on the subject that the organic action should be the basis of arrangement for the consonants.

The following table presents the consonants in the order of their organic formation, and named after that order, commencing with the front of the mouth and passing to the parts farthest from the front. The arrangement was made by Thomas Sheridan, father of the celebrated Richard Brinsley Sheridan, and adopted by the late eminent reader, Mr. Vandenhoff in his work on the Art of Elocution. Sheridan strongly recommends that the first exercises should be practised with a vowel *before* not after each consonant until the pupil can give the consonant sound distinctly finished, and especially urges the rule already given in these articles, that *no articulation can be finished until the organs brought into contact are promptly separated.*

TABLE OF CONSONANTS.

I. ORGANIC FORM.	II. CONSONANTS.	III. PRACTICE.	ADDITIONAL AND SUGGESTIVE EXERCISES.
1. Labial.....	B—P.	eb, ep.	bab, bib, pop, pip.
2. Labia-dental....	V—F.	ev, ef.	viv, rive, fite, laugh.
3. Lingua-dental...	D—T.	ed, et.	did, dud, tame, mit.
4. Lingua-dental...	TH—Th.	ETH, eth.	though, with, kith, thin.
5. Dental sibilant..	Z—S.	uz, us.	buzz, zeal, sis, son.
6. Palatine sibilant	Zh—Sh.	ezh, ash.	azure, vision, shoe, sash.
7. { Lingua palatine sibilant.....	T—Ch.	edge, etch.	judge, John, church, chime.
8. Palatine.....	G—K.	egg, ek.	big, gig, kick, cat.
9. Lingua palatine.	R—R.	row, err.	roar, drum, far, near.
10. Lingua palatine.	L	lull, ell.	lull, feel, fill, loyal.
11. Nasal labial...	M.	em.	muming, memory.
12. { Nasal lingual palatine....	N.	en.	know, none, mew, win.
13. Nasal palatine..	NG.	ing.	sing, winging, wrong.

Explanation of the table and methods of practice: Column I. gives the names of the consonants according to their organic formation; column II. gives the letters in the order of subtonic and atonic production; column III. gives practice according to Sheridan's suggestions; this practice can be extended by placing each of all the vowels and compound vowels in succession before the consonant when sounding it; column IV. gives practice commencing and ending each syllable with the same consonant. When practising column III. care must be taken to continue the sound of the subtonics, *b, v, d, z, j, g, ng*, with perfect vocality, that is, the full sound of each letter to the end. The general habit is to diminish the vocality until it passes into an atonic; thus *b* ends in *p*, *d* in *t*, *g* in *k* etc., as *nibp, headt*. It should be a rule in such exercises that when sounding words or syllables

ending in subtonics the force should be slightly increased rather than diminished to the close. And that close should be prompt and instantaneous.

When practising the forms in column IV. the same firmness and precision should be observed in beginning the sound as in ending it. The late Prof. Frobisher instructed his pupils to "stand firm with the lungs well-filled for each syllable, to dwell on the initial sound a moment, then pass on to the vowel sound between, and finally, firmly bear the voice upon the closing sound."* These and similar exercises may be safely practiced, and ought to be, through all the grades of the school, and by none more than the teacher.

Explanation of the organic action of sounding consonants. The methods of fixing the organs for this practice should be understood and explained by the pupils as well as the teacher.

B.P. In forming B the lips are gently but not perfectly closed, so that the subtonic sound of B may be heard. The sound should be continued as long as possible in the first attempts, that is, about two seconds, afterwards it may be finished promptly. In sounding P the action is similar to that of B, but the lips are pressed together more firmly, and then suddenly separated. No sound should follow this action. It is an explosion of breath held in the mouth by the momentary closure, but not followed by any additional breath from the lungs. The utterance is not accomplished in either case until the lips are explosively separated.

V and F are partly labial and partly dental; the middle of the lower lip is pressed against the edges of the upper teeth; F is similarly formed but V is voice and breath combined, while F is a breath production only. Neither of these letters ought to be prolonged in utterance.

D and T are named lingua dental sounds, because they are formed by pressing the edges and tip of the tongue against the gums of the upper teeth so as to obstruct the passage of the breath, and the utterance of the two letters is only effected and completed by suddenly separating the tongue from the gums. Unless this is done with force the D will sound in its close like T. The D can be prolonged like the B, for two seconds if possible. D is a voice and T a breath sound.

T H as in *with* and *th* as in *kith*. These sounds are formed by pressing the tip of the tongue against the upper teeth; but there is no protrusion outside of the teeth; the tip can just be seen. *Th* in *with* is a voice and in *kith* a breath sound. The French and the Celtic or genuine Irish often fail in sounding this element. The French pronounce *the* as *dé*, the Irish pronounce *with* as *widit*. The defect can be corrected by altering the position of the tongue. When *wid* or *de* is pronounced for *with* and *the*, the speaker puts the tip of the tongue in contact with the upper gum, and the defect is prevented by lowering the tip until, as already explained, it presses the edges of the upper front teeth.

Z and S are formed by directing the tip of the tongue towards the upper gum. Lipping is caused by sounding *Th* for S; that is the tip of the tongue is made to touch the edges of the upper teeth instead of being raised towards the upper gums and within the edges. Z is a voice and S a breath sound. Zh and sh are illustrated, the one in the sounds of *z* in *azure* and *sz* in *vision*, and the other in the sound of *sh* in *hush*.

L is the most musical of all the consonants. It can be prolonged in quantity and inflected like a vowel. It is formed by applying the fore part of the tongue to the rim of the palate, and the sides slightly in contact with the teeth; but the pressure is very light and the voice flows along uninterruptedly. When L is preceded by a vowel a disagreeable sound is commonly given to the finish of the letter by the intervention of a vowel, like short *u* in *run*. Thus *well, fill* and similar combinations have the sound of *wé+ul, fi+ul*. Another common defect is that of introducing a vowel between *l* and *m*, as *elum* for *elm*.

R has two sounds. When it precedes a vowel the tip of the tongue vibrates slightly between the jaws without touching them; but when it follows a vowel the vibration is too slight to be perceived. Its imperfections are often noticed by its absence when it ends a word, as *he-a* for *hear*, *fa* for *far*, and on the other hand by an excess of vibration where there should be none, as is often heard in Irish and Scotch utterances of *dearr, hearr*, etc. When R comes between two vowels as in *horror, squirrel, terror, quarrel*, etc., only *one* R is sounded,

* "Voice and Action," by Prof. J. E. Frobisher.

and it should be made to begin the second syllable not end the first; as *hō-rür, tē-rür, qua-rël*. This order is often violated, and such words are sounded as monosyllables, as *quarl, squirrel*, etc.

G K are produced by contracting the tongue, drawing it backwards and raising the middle to the palate. G, as in *egg*, has a brief sound. K is simply a breath utterance; but G is often imperfectly finished by a relaxing effort which sounds like, *egk*.

M, N and NG rank with L in their capacity for modulation. M is formed by closing the lips, and the sound passes through the nose. N is formed by pressing more of the surface of the tongue to the palate than for L; it is also nasal and can be intoned. NG when sounded together commence, with a slight approach to the sound of N, which by a change of action in the tongue is emitted through the nose. The abuse of the sound is caused by a fuller sound of N being given, which passes to a fuller sound of G, as *sing-ging*, with a complete sound of G at the end.

While a perfect sound of each consonant can only be accomplished by a perfect separation of the organs which have been brought into contact to form it, great care must be taken to give this finish to cognate or similar sounds. The following are cognates: *b-p, d-t, g-k, j-ch, th-th, v-f, z-s, zh-sh*. When two words come together, the first ending and the second beginning with similar or with cognate sounds one is often omitted in usual pronunciation; as this summer, these seasons, a big cat, a big gun, a good time, some money, and like forms, are commonly pronounced *thi-summer, thee-seasons, a bi-cat, a bi-gun, a göö-time, sum-oney*. Pupils should be practised on these similar and cognate sounds. It is not always convenient or necessary to stop between each word; but if there be no pause to separate the two letters completely, which would always be the safest way for distinctness, the sound should be prolonged; as *some+money*, not *sü-money*. Indifference to this rule is one great cause of that indistinctness of speech which prevents the hearer understanding what a reader or speaker utters, and speaking "louder" will not remedy the defect. It may be safely stated that when we fail to hear a reader or speaker, imperfect articulation, not weakness of voice, is the cause, and phonetic spelling of every word inaudibly uttered, is the only mode of correction.

The next subject for these articles will treat of Voice Culture for expression.

Errata in last article, p. 344, col. 3, omit under compound sounds "ä as in an," and the inverted commas on lines 18, 19. P. 345, for "Adhemis" read "Adhem's."

THE WEIGHT OF A WORD.

HAVE you ever thought of the weight of a word That falls in the heart like the song of a bird, That gladdens the springtime of memory and youth And garlands with cedar the banner of Truth, That moistens the harvesting spot of the brain, Like dewdrops that fall on a meadow of grain; Or that shrivels the germ and destroys the fruit And lies like a worm at the lifeless root? Words! Words! They are little, yet mighty and brave; They rescue a nation, an empire save— They close up the gaps in a fresh bleeding heart That sickness and sorrow have severed apart. They fall on the path like a ray of the sun. Where the shadows of death lay so heavy and dun, They lighten the earth over our blessed dead. A word that will comfort, oh! leave not unsaid.

"EASE the grasp of memory by generalization." It is more difficult to hold a dozen separate things in your hand than the same number tied up in a bundle. So it is easier to retain a number of classified facts than the same number isolated. That, of course, is not the whole of the matter. The string that ties the bundle is an additional fact that is often of far greater importance than the separate facts which it holds together. There will be quite enough for memory to do when we have done our utmost to lighten its labor. Let us not forget, too, that the time and energy saved by a judicious employment of memory may be utilized in the employment of the higher faculties. I would also point out that to ease the grasp of memory in retaining facts is to strengthen the power of recovery in their reproduction. It is easier to find what we want in a series of labelled bundles than in the confusion of our drawer.—*Rev. Canon Daniel.*

* English *

CORIOLANUS.

(FIRST THREE ACTS.)

Examination at — Coll. Inst.

- A. "I HAD rather have one scratch my head i' the sun
When the alarum were struck, than idly sit
To hear my nothings monster'd."
1. POINT out characteristics of the style that help to fix the date of this play.
 2. Define and derive *alarum*, *monster'd*.
 3. Identify the speaker, giving the marks you recognize.
 4. Quote several parallel passages from the play.
 5. To whom were these words addressed?
 - B. Quote the speech of Comminius: "I shall lack voice, the deeds of Coriolanus should not be uttered feebly," etc., etc.
 - C. Mention any anachronisms in this play, quoting as far as you can.
 - D. "That shall remain a poison where it is
Not poison any further."
 6. Give the words that succeed this speech.
 7. Show the bearing of these two speeches on the action of the whole play.
 8. Refer to two similar passages and point out how they help on towards the catastrophe.
 9. Define and derive *poison*, *minnow*.
 - E. "Do as thou list.
Thy valiantness was mine, thou suck'dst it from me,
But owe thy pride thyself."
 10. Sketch the scene that led up to these words.
 11. What witnesses were present?
 12. What was the effect of this speech?
 - F. "Shakespeare's representation of the people is by no means harsh or ungenial." "Shakespeare seems to have spared no occasion of bating the rabble." Discuss these statements, supporting your own view by references to the play.

QUESTIONS AND ANSWERS.

- I. JOHN LOCKHART, in a biography of Burns, says that a "Mistress Stewart" is meant in "Flow Gently, Sweet Afton." Justify the note in the reader, viz., "Highland Mary."
- II. What is the meaning of "Dear departed shade," in
- "My Mary! dear departed shade!
Where is thy place of blissful rest?"
- III. Analyze the following sentences and parse the latter:
- (a) Let us trace a river to its source.
 - (b) He laughed at me.—W.B.S.
- I. There has been some question about the identity of "My Mary" in this sweet pastoral, owing partly to the obscurity which surrounds the situations and movements of "Highland Mary," and partly to the fact that the locality, Glen Afton, is at a considerable distance from Coilsfield, where Mary seems to have been living at the date of the poem, as dairy-maid in the family of the poet's friend, Hamilton. Robert Chambers says in his "Life and Works of Burns," published in 1856, that "all doubt is set at rest by a daughter of Mrs. Dunlop, who affirms that she remembers hearing Burns say it was written upon the Coilsfield dairy-maid." The name "Afton" was perhaps suggested by that of Afton Lodge in the neighborhood of Coilsfield, and used, by a kind of poetic license, for the sake of euphony. Burns at one time addressed some impromptu stanzas to "Lovely Polly Stewart," but the above, and the marked difference in the tone and feeling of the references, make it pretty clear that she was not the Mary of this song.
- II. "To Mary in Heaven" was written three years after the death of Mary Campbell. It was composed in the evening, after a day's work in harvesting. Mrs. Burns found him "striding up and down slowly, and contemplating the sky," and again, later, "stretched on a mass of straw, with

his eyes fixed on a beautiful planet." No doubt he was trying to conceive of his Mary as a "shade," or disembodied spirit, and to picture the place of her "blissful rest" in the celestial world.

III. (a) *Let us trace*, imperative verb-phrase, including subject and predicate; *river*, object; *a*, adj. modifier of object; *to its source*, adverbial modifier of predicate, or verb-phrase, combining the ideas of direction and limit (or place). This method of disposing of the verb, adopted in the Public School Grammar, seems preferable to the old method of analyzing into *Do let*, imperative, of second person, and *thou*, supplied subject. It is usually said, as in the text-book, that there can be no third person in the imperative. The above phrase clearly performs the office of one. But one may surely lay what is equivalent to a command or injunction upon himself. The real meaning in the above sentence is not expressed by *Do thou let*, but is brought out only by regarding *let us trace* as the English form of the imperative, or substitute for the imperative, in the third person.

(b) *He*, subject; *laughed at*, predicate; *me*, object. We do not know how the authorized text-book disposes of such expressions, but it seems to us more logical and correct to regard the *at* as a part of the compound verb, *laughed at*, than as a preposition or adverb. As in the case of many classical compounds, combination with the preposition makes the intransitive verb transitive.

I. FOURTH Reader, page 97, "Highland Mary."—"O, Mary, dear departed shade." Explain "departed shade."

II. Show the force of *see'st* and *hear'st* in "See'st thou thy lover lowly laid, hear'st thou the groans that rend his breast?"

III. Analyze the first four lines of first stanza: "Thou lingering star . . . soul was torn."—C. MCN.

I. SEE answer to another inquirer above.

II. "Dost thou see?" "Dost thou hear?" These questions are asked of the "shade" or spirit of the departed whom he is addressing.

III. *Thou lingering star*, nominative of address; *thou*, subject; *with—ray*, *That lov'st—morn*, modifiers of subject; *usherest—in*, predicate; *the day*, object; (*on which*) *my Mary—torn*, descriptive modifier of object. The second and fourth lines are themselves subordinate relative sentences, but their analysis presents no difficulty. *With lessening ray* might be construed as modifying the predicate *usherest—in*, but we think the above is preferable. The meaning must decide.

TENNYSON'S "Ring Out, Wild Bells." Please explain:

- (a) *Wild bells* and *wild sky*. Why wild?
 - (b) Third stanza—"The grief which saps the mind."
 - (c) "For those that here we see no more."
 - (d) Sixth stanza—"False pride in place and blood."
 - (e) Seventh stanza—"Shapes of foul diseases."
- SUBSCRIBER.

(a) THESE stanzas were no doubt composed on, or with reference to, a particular last night of the year, which was of the character described in the first stanza. What more appropriate epithet than "wild" to describe the appearance of the sky on a frosty winter's night when a high wind is driving the fleecy clouds swiftly across the heavens? The ringing of the bells which announced the departure of the old and the coming in of the New Year would partake, in the poetic imagination at least, of the characteristics of the scene.

(b) To *sap* is to undermine, hence to weaken or destroy. What word could more effectually describe the effect of intense grief upon the mental faculties?

(c) The sorest grief is usually caused by the death of loved ones. The allusion is, of course, to the poet's departed friend, Arthur Hallam, whose death caused the grief which was the inspiration of *In Memoriam*.

(d) The poet's invocation is that as the Old Year goes out it may take with it many of the evils which afflict society, among them "false pride in place and blood." Let the bells which ring out the Old Year, ring out these things also, that the New Year may introduce a better state of things.

(e) The explanation is the same. *Shapes* is equivalent to forms or kinds. It is not quite clear whether *disease* is used literally, in reference to bodily ailments, or figuratively, of the moral diseases which affect society. Perhaps both.

I. (a) In the first line of the ninth stanza of "Forsaken Garden" (page 422, High School Reader), to what does "Here" refer.

(b) Explain fully this stanza: II. "Go where glory waits thee." In the first line of first stanza to what does "thee" refer (page 214.)

III. (a) In the first stanza of "To a Highland Girl" (page 202) to what does "road" refer.

(b) State why the poet was (not) loath to part from one who had given him pleasure.

IV. "Contentedness in all Estates and Accidents" (page 58), what is meant by "*feasting upon our own reason*" (third paragraph.)

V. According to the High School Grammar, nouns have no person. Parse *John* and *writes* in the sentence "John writes well."

VI. Distinguish between a *gerund* and a *verbal noun*.

VII. Parse the italicized words in the following sentence: "Could we know all the vicissitudes of our fortunes life would be too full of hope and fear to afford us a single hour of true serenity."—A PUPIL.

I. (a) To the "Forsaken Garden." It is described as not only utterly but for ever forsaken and dead.

(b) Death can never deal with it, change can never come to it, because death and change are for the living, not the dead. The lovers who have gone to their graves will never rise to revisit a scene in which nothing living is left, and the stones and thorns which now cover the ground will hold a sway as perpetual and changeless as that of death, until the sea shall have crumbled the cliffs and swallowed up terrace and meadow.

II. To the person addressed, who is conceived of as a patriot going forth to fight for his country. The *me*, presented as a maiden appealing to her lover, may be regarded as Ireland personified.

III. (a) *Road* is probably used in the sense of "roadstead," a part of a bay where ships may ride safely at anchor.

(b) We presume "not loth" was intended. The reason is given by the poet himself in the lines which follow. It is because his pleasure is not dependent upon his visible presence, since he can carry with him the vision of her and her surroundings till he grows old.

IV. Enjoying the satisfaction that springs from a conviction that all is wisely ordered, and the consciousness of right-doing in following that conviction. How reason leads to such a conviction is shown in the paragraph which follows.

V. We have not a copy of the High School Grammar at hand and do not know just what form its statement assumes. The meaning must be that the noun has no change of form to indicate person. The question evidently turns upon what is meant by the term *person* in grammar. As the form of the verb which is used with pronouns of the third person is always used with the noun, it is, we suppose, not considered worth while to introduce the word *person* in parsing. This will suggest our parsing of this sentence.

VI. See answer to J. A. C. in last number.

VII. "Could know" is a verb-phrase in the conditional form, equivalent to "If we could know." It may be resolved into its parts, the past tense of "can" and the infinitive "know." "All" is an adjective qualifying "the vicissitudes"; being collective it qualifies the phrase composed of the adjective "the" and the noun, and so is placed before the former. "Vicissitudes is, of course, the limiting object of "know." "Would be" is a verb-phrase, correlative to the conditional form; we should call it the consequent form. We do not know how these forms are designated in the H. S. Grammar. "Would be" may be analyzed into its two elements like "could know," but for practical purposes must be treated as one verb-phrase. "Full" is predicate adj. modified by adv. "too," and "to afford" is the verbal noun, after the comparative notion implied in "too full." Our space will not admit of fuller treatment. We can but touch what we conceive to be the points of difficulty.

School-Room Methods.

COMPOSITION.

A. C. BATTEN, NEWTON ROBINSON.

THE following is a sample lesson showing a method of teaching the correct use of words, alike in pronunciation, but different in spelling and meaning. The sentences, as given below, are written on the blackboard, after which the pupils are required to fill in the blanks correctly. The dictionary must be used very freely.

Ale, ail.—If he drinks that — he will — for a month and will have to do without —.

Awl, all.—I can make — those shoes with my — that I have had — year

*Ant, aunt.**—My — says she saw an — near your — who has a black — in her hand.

Air, e'er, ere, heir.—The — to-day is the keenest I have — felt; but the — thinks that — he returns the — will be warmer.

Ade, aid.—If you wish my — I shall — you in making the lemon —.

Ark, arc.—In that circle I see an — drawn in an —. Can you draw an — in an —?

Bear, bare.—I can't — to see a boy in his — head chasing a — across a — field.

Beer, bier.—The man lying on the — drank so much — that he resembles a — barrel on a —.

Bred, bread.—That well — boy ate — that had been taken from a — oven by a poorly — cook.

Bale, bail.—In that boat is a — of goods, and I cannot — the water from the boat to get at the —.

Bass, base.—That — boy on the first — sings — in the choir belonging to the — congregation.

The teacher should commence at the beginning of some standard dictionary and search it through taking a memorandum of all words belonging to the foregoing class.

When this class of words has been thus dealt with, words alike in spelling but different in pronunciation and meaning should be studied in a method similar to the above method. For instance:

Ab'sent, absent't.—The boy now — often —s himself because he likes to be —.

Ab'stract, abstr'act.—From that — I wish you to — the — nouns.

Ac'cent, accent't.—His — on that —ed syllable is a very clear —.

A LANGUAGE COURSE FOR CLASSES I. AND II.†

BY FRED. BROWNSCOMBE, PETROLEA.

THE following course of Language Lessons is chiefly a drill in practical Grammar and Composition. The course is commenced when the pupil enters the second part of the First Book.

I begin somewhat as follows:

After hearing a reading lesson and talking about it, several names from the lesson, as *Will, Tom, boy, fish*, are written on the blackboard, and the class are asked to tell something about each. Then they are required to write on their slates what they have told. I then write on the blackboard something about each, as *The boy can run*, asking the class to notice how I have begun and how I have ended what I have written, thus teaching to begin a sentence with a capital letter and end it with a period.

After a number of such exercises the children are given the term "statement" and asked to make statements about various things, then to write statements; here they are told that they must always begin a statement with a capital letter and end with a period.

After a number of exercises with statements, I introduce in a similar way questions and the use of the question mark, giving exercises, oral and written, such as, Ask a question about a *boy, a cat, a hen*, etc.

Follow this by such exercises as, Write a statement and a question about a *man, a girl*, etc.

Then, for the sake of variety, let each write a question on his slate, change slates, and write the answer to the question he finds on the slate given him.

* (These two words are so unlike when carefully pronounced that they hardly belong to this class. Exercises of this kind afford a good opportunity to teach the pupils to distinguish carefully between words which, like *ant* and *aunt*, should be differently pronounced but are often confused by careless speakers. —Ed.)

†An address delivered before the West Lambton Teachers' Association, Feb. 27, 1890.

Exercises similar to the following may now be given: Tell four things about your dog.

Write three statements or three questions about what you see in the picture on page — of your book.

Name five living things and tell what each can do. Write five statements of what you have read in your lesson.

Name six things in this room and tell the color of each.

Name six things good to eat and tell about each. Name something made of silver, wood, etc.

What are these made of: bottle, shoe, desk, etc.? What are they used for?

These are a very few examples—they may be endlessly varied, and the material is everywhere about us.

At the same time with the above I give other exercises such as, Name three boys, two girls, the days of the week, the months, etc., teaching the use of capital letters. Once in a while I have a contest. Leaders are selected who choose sides. The class then take their seats to see who can write the most about their reading lesson. They will enter into this with much zest. When the class is called up, the sides exchange slates and count the number of statements on each slate, which numbers are then written in two columns, one for each side. The side which has the most statements is victorious. No statement is counted that does not begin with a capital letter and end with a period.

After, or during some of the above, I introduce the following: Write to mean *more than one* boy, girl.

The boy runs. The girl writes.

Give a number of such exercises and the reverse till the class is familiar with the idea of writing to mean one or more than one.

Follow with such exercises as: Tell about more than one boy, slate, desk, etc., and ask questions about more than one horse, cow, etc., and write a statement and a question about more than one fence, ball, etc. I give a number of exercises of this kind, taking first, words whose plural is formed by adding *s*, then words like *box, brush*; then such words as *man, goose*; then words similar to *leaf, leaf*, and lastly, those like *lady*, taking of the last two only a few familiar words.

Here, too, give plentiful exercises on the use of *is, are, was, were, has and have*—exercises, such as: Write *is* or *are* in the blanks. The birds — flying. The boy — here, etc.

Follow these by: Write *yesterday* after Tom plays ball, etc., and this by others, substituting *tomorrow* for *yesterday*.

The next exercise introduced is such as this: Name something in the room and put the owner's name before it as—John's book.

After a while this step may be given as follows: Write in sentences to show possession: *Tom, horse*, etc. The last thing I have laid down in my course is letter-writing. I would begin this, perhaps, about the middle of the course here given, but it would depend on the class.

This finishes the course for the Second Part class. It may be much varied, and I think there is plenty of material to keep a class busy till it reaches the Second Book. Notice what I have given—Statement and question, period and question mark, capital letter, singular and plural, past, present and future time, possessives and letter-writing.

Besides this I might mention one or two other exercises, as: The words of a simple sentence are written on the blackboard in disorder, and the class are asked to arrange them so as to mean something, or write a word, *e.g., beautiful*, on the blackboard and let the class form as many words from the letters in it as they can, as: *bit, able, but, fat*, etc.; or filling in blanks as: He — away, etc.

The Second Class work is a continuation of the work for the First Class.

First comes the letter-writing, to which I attach much importance.

Then the statement and question having been taught, the command remains to be taken up. This may be easily done and exercises given such as: Write a command to John, Henry, Mary, Carlo, etc. Here the comma may be introduced, and its use in commands taught.

Exercises on the above may be given as: Write a command to and a statement and question about John, boy, etc.

Continuing the exercises on writing to mean one or more than one, teach the vowels and the rule for the plural of words ending in *y*.

Occasionally the following exercise may be given: Pick from your reading lesson ten names that mean one, and ten that mean more than one.

As the vowels have been taught give exercises on the use of *a* and *an*, as: Use *a* or *an* before *man, axe, house, engine*, etc.

Continue the exercises in possession, as: Write to mean more than one—The boy's hat is torn. The king's son is dead, etc.

Now write in sentences to show possession—*boy*, etc.

Then write these sentences to mean more than one *boy*, etc.

Next write in sentences to mean more than one, and show possession—*cow, hen*, etc.

Continue the tense exercises of the First Class, as: Tell what these *do*—horse, sun, etc.; followed by tell what these *did*—moon, cow, etc.; and then, tell what these *will do*—bird, wind, etc. Then combine the three as: Tell what these *do, did* and *will do*—man, snow, etc.

Here, teach the three times, present, past and future, and give exercises as: Tell about the following in past, present and future time—fence, clock, etc.; or, use these in past, present and future time—run, sing, play, etc.

There being nothing else to continue, take the following new step. Write the following to mean the same but put *book* first—John found the book.

Afterwards, exercises on this may be given as: Write differently to mean the same—Tom caught the bird. Will bought a book, etc.

The next step consists of exercises with quality-words, beginning as follows: Write before each of the following what *kind* of thing it is—stove, sun, etc.; or, name four things and put a word before each name telling what kind of thing it is.

Some other exercises on quality-words are: Name something that is round, small, etc. (all answers to be in complete statements.) Tell a quality of ice, fire, etc.

Give the opposite of thick, long, etc. (using for this words from lesson.)

Name six things in the school and tell the shape, size and color of each.

Give now exercises in combining as: Make into one statement—Tom has a book. It is a pretty book. It is a new book. It is a red book.

In the above the use of the comma may again be taken up.

Next teach the use of *er* with quality-words.

Give such an exercise as: Name two things that are bright, and tell that one of these has more of the quality than the other as—The moon is bright. The sun is bright. The sun is brighter than the moon. Follow this by teaching the use of *more* with quality-words, using familiar words as—careful, beautiful, etc.

At the same time take up the division of words into syllables and give exercises as: How many syllables in these words—good, beautiful, careless, etc? and pick from your lesson all the words of more than one syllable.

Similarly to the use of *er* and *more* teach the use of *est* and *most*.

Before leaving quality-words, take the case of those ending in *y* as *heavy, heavier* and *heaviest*, noticing the change of *y* into *i*, the same as in *lady* and *ladies*.

The next step consists of exercises in telling *how, when* or *where* an action was performed, as: Tell *how* these were done—The man walked. The sun shone, etc., followed by, Tell *when* these were done—Tom saw a cat, etc., and *where* these were done—I found a ball. He caught a bird, etc.; then combine the three in one.

Other exercises may be given on the use of *do, did, done, saw, seen, went* and *gone, lie, lay, laid, lain*, etc. Also simple exercises in correcting errors.

This completes the course I have laid out. Let me recapitulate: Letter-writing; command; exercises in number; use of *a* and *an*; possessives; past, present and future time; active and passive verbs; quality words; combining sentences; use of the comma; use of *er* and *est*; *more* and *most*; how, when and where words; exercises on *do, did*, etc.; and correction of errors.

Besides the above course I may mention some other material for language lessons, as: Name, say, five things that you can taste, smell or eat.

Tell where you went and how.

What things are worn on the head, who wear them, when do they wear them, what they are made of.

Tell what you would like to have, what you would like to do.

A series of sentences, describing some animal.
 Stories made up from pictures.
 What you saw coming to school.
 " " " in a shop window.
 " " " at an entertainment.
 Language lessons on objects.
 Exercises from the Readers.

DECIMALS.

IN the childhood of the writer a great mystery hung over the subject of decimal fractions. Childhood had passed and young manhood was entered upon before the mystery was solved. Some one has affirmed that not one teacher in five (I think it was even a less number) is master of the processes in division of decimals.

I think the chief fault in my own experience was that decimals were so entirely divorced from integers. I entered upon the study under the impression that it was a subject entirely new with which what I had formerly learned had no immediate connection.

I can see no good reason why pupils should not be taught to write decimals when they are taught to write whole numbers. But I think most of the text-book are not so arranged.

In decimals the period, or decimal point, which is the mark of separation between the integral and the fractional part of the number, becomes a very important thing. In writing integers this period is made nothing of. It properly belongs after the units, but as nothing ever appears after the units, unless it is a common fraction, no attention is given to it. The common fraction tells its own story, and needs no interpreter.

But in decimals the starting point is always the decimal point, and that is always the point of separation between integers and decimals.

We will suppose that the class have approached this subject through the study of integers and common fractions.

One way of introducing them to decimals might be as follows:

Write on the board one hundred and eleven, thus:

III.

Call attention to the fact that the value of the 1 in tens place is one-tenth that of the 1 in hundreds place, and that the 1 unit is one-tenth of the 1 ten.

Now from this let the pupil infer how he might indicate one-tenth of 1. He can easily be led to see that a 1 written to the right of units should be one-tenth of a unit. But now the importance of the separating point is manifest. Without a point the one hundred eleven and one-tenth would appear:

IIII.

which would seem to be one thousand one hundred and eleven.

But if written

III.I

I have separated the fractional part from the integer and have thus avoided the ambiguity.

If I would write the one-tenth of one-tenth, I have only to write the 1 at the right of one-tenth, thus:

III.II

This then reads, one hundred eleven and one-tenth, and one hundredth;—or one-tenth of one-tenth.

Now one-tenth and one-hundredth is eleven hundredths.

In a similar way teach the child to read:

III.III

III.IIII

III.IIIII, etc.

Be careful to have the pupil see that 1 tenth, and 1 hundredth, and 1 thousandth is the same as one hundred and eleven thousandths.

Notice that in the integral part, one hundred eleven units, give the name to the entire number.

So notice that the name of the right hand digit in the decimal gives name to the entire decimal.

Then show the pupil that in writing a decimal alone it is just as important that he make the decimal point his starting point.

Practice him on writing one-tenth; one-hundredth; one-thousandth; one ten-thousandth; and filling the vacant places.

Now call his attention to the fact that the number of zeros in the denominator of the decimal is

equal to the number of places in the decimal; thus ten-thousandths must have five places; one-thousandth must have three places, etc.

Drill upon this point until the number of places in any decimal can be told instantly; thus,—how many places in millionths? in hundredths? in thousandths? in ten-millionths? in thousandths? etc.

Now the pupil is ready to write any decimal as readily as he can write an integer. It is a good exercise to have the pupils state the steps in his thinking without writing the figures; thus:

Tr.—What will you think to write two thousand and one ten-millionths?

P.—1. There are seven places.

2. Write two thousand and one.

3. Prefix three ciphers.

4. Place point.

5. It will read: *Point, three ciphers, two, two ciphers, one.*

Some method like the above, by which the pupil shall be made to form an exact image of what he is to do before he begins to do it, is invaluable in much of the arithmetical work.—*The Public School Journal.*

NOTES ON DISCIPLINE.

THE first way to secure obedience to commands is to make every rule you lay down the subject of careful previous thought.

Every good ruler economizes power and never puts it all forth at once.

You must not shrink from any trouble which may be necessary to carry out a regulation you have once laid down.

Never inflict corporal chastisement for stupidity or ignorance.

The great safeguard for good and happy discipline is to fill the time with work.

If your government is felt to be based on high principles the need of punishment in any form will disappear.—*Fitch.*

Book Notices, etc.

The English Language, its Sources, Growth, History and Literature. Seventeenth edition. Revised by Thomas Page. London: Moffat & Paige, 28 Warwick Lane, Paternoster Row, E.C.

A convenient and useful little manual for teacher and pupil.

A Primer of School Management. Syracuse, N.Y.: C. W. Bardeen, Publisher, 1890.

This little treatise is No. 1 of a "Pedagogical Primer" Series. Though in some respects specially adapted to American schools, it contains suggestions adapted to be useful to all young teachers.

Book of Recitations and Dialogues for children between the ages of five and twelve years. By Thomas F. Wilford, A.M., Professor of Elocution at the Grand Conservatory of Music, New York. New York: Excelsior Publishing House.

In this book there are a few tolerable selections, but most of the exercises are below the level of what are called for, we hope, by the average Canadian taste.

Notes of Lessons for Young Teachers, with Models from Actual Examination Papers, by John Taylor. Boston: Boston School Supply Company, 1889.

The author of this little work has attempted with some success to combine hints and advice on method and notes on the art of teaching, with a goodly assortment of models for imitation. Judiciously used it will no doubt prove helpful to those for whom it is intended.

The Third Reading Book. By Eben H. Davis, A.M., Superintendent of Schools, Chelsea, Mass. Philadelphia: J. B. Lippincott Company.

This Reader, one of Lippincott's "New Series," contains well chosen selections from the writings of some of the most popular authors of juvenile literature. It is well printed, beautifully illustrated, and in every way an attractive Reader. Price, fifty-six cents.

Model Methods of Teaching Composition. By Jno.

G. Donaldson, Principal Middleton School.

New York: John B. Alden, Publisher.

This little work leads pupils on by easy—perhaps too easy—gradations from the simplest to the more complex forms of expression. We are inclined to doubt the utility of books of this kind. They seem to us to verge too far towards the mechanical and monotonous, and to leave too little space for the free play of the child's mental activities.

Scott's Lay of the Last Minstrel, Cantos I.—III., with introduction and notes by G. H. Stuart, M.A., Professor of English Literature, Presidency College, Madras.

Milton's Comus, with Introduction and Notes, by William Bell, M.A., Professor of Philosophy and Logic, Government College, Lahore.

The above named two volumes are late additions to the series of neat, carefully annotated and cheap School classics being published by McMillan & Co., London and New York.

The Histories of Tacitus, Books III., IV. and V., with Introduction and Notes by A. D. Godley, M.A., Fellow of Magdalen College, Oxford.

Pliny's Letters, Books I. and II., with Introduction, Notes and Plan. Edited by James Cowan, M.A., Assistant Master in the Manchester Grammar School.

The above are late additions to McMillan & Co's. (London and New York) "Classical Series," and, like the former volumes of the series, are excellently adapted for school purposes.

Higher Grade English, History of the Language, Analysis, Style, Prosody, etc. Price 1/. L. Nelson & Sons, London, Edinburgh and New York.

This book is intended to supply, in a compact form, the whole of the work in English required for the Senior Local Examinations of the English and Scotch Universities, and for various other examinations in the Scottish education department, and in English and Scottish Training Colleges. The scope of the book is limited to the Language, viewed historically and practically. It compresses a large amount of matter within small compass, perhaps too much for true educational as distinct from cramming purposes.

Tales from History. By Dr. Friedrich Hoffman.

Edited with Notes by H. S. Beresford-Webb, Late Assistant Master at Wellington College. Boston, U.S.A.: D. C. Heath & Company, 1890.

The latest addition to "Heath's Modern Language Series." The selections are Conradin of Suabia, The End of Charles the Bold, The Execution of Louis XVI. and his Queen, and the Franco-German War (1870-1871). There are also copious notes and an index to the same.

Word by Word, an Illustrated Primary Spelling Book. By J. H. Stickney, Author of Stickney's Reading Series, etc. Boston, U.S.A.: Ginn & Company, 1890.

The object of this book is to show the general structure of English words and train the vocal organs to clear enunciation. Many of the exercises seem well adapted to these two purposes, and in the hands of a good teacher may be made very helpful.

Moffat's Edition of the Gospel According to St. Matthew (Moffat & Paige, London), is a hand book for the use of children in the English schools, in which religious instruction is a part of the daily routine. It contains, Introduction, Text with Marginal Readings and Notes, an appendix of Longer Notes, and other aids to pupils. The Bible not being used as a text-book in Canadian schools, the book will hardly be in demand in this country.

We have received the following booklets from the same publishers, as a part of the series of "The Royal English Classics." They are small and convenient in form, neatly bound in stiff paper covers, and well adapted for use in schools, viz.: *Scott, Marmion*, Canto VI.; *Cowper, The Task*, Book I.; *Addison*, Sir Roger de Coverley; *Mucaulay*, Lord Clive; and *Milton*, Paradise Lost, Book I. Price 3d. and 4d.

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

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We direct special 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.

TEACHERS' CONVENTIONS.

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West Middlesex, at Strathroy, May 8th and 9th.
South Hastings, May 8th and 9th.
Durham, May 8th and 9th.
North Essex, May 8th and 9th.
East Bruce, May 15th and 16th.
Brant, May 15th and 16th.

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* Editorials. *

TORONTO, APRIL 15, 1890.

ANOTHER NEW DEPARTURE.

THE many readers of the EDUCATIONAL JOURNAL may, we dare say, have at first a little difficulty in recognizing their old friend in the new dress in which it now makes its appearance. The present number, being the first of a new volume, the Publishers have seized upon the occasion as affording a good opportunity for taking another step forward.

Not a very long time has passed, as our readers will remember, since the JOURNAL donned the dress which is now laid aside, and the types are still in very fair condition. But the Publishers are resolved to content themselves with nothing but the very best for the JOURNAL, and hence have given it the new and beautiful outfit with which this number is printed. Not only so, but they have also, in a most liberal spirit, and at a very considerable increase in the cost of publication, made arrangements to add a neat cover, which will appear next issue. This will not only improve the appearance and add to the attractiveness of the paper, but will materially increase its size, thus making room for considerable additional matter.

The fact is that neither Publishers nor Editor believe in doing things by halves. We are all deeply gratified with the success of the JOURNAL, and with the deep interest taken in it, not only by the teachers of Ontario but by many in other Provinces of the Dominion, and in some parts of the United States. Were it necessary we could fill considerable space with the warm commendations of subscribers who are constantly writing us that they appreciate the JOURNAL highly, find it very helpful in their work, and could not do without it. These assurances are very grateful to us, and a constant encouragement in our work. The Publishers are resolved, as this new departure very practically proves, to spare no expense in order to make the JOURNAL first-class in every respect. In that resolve the Editors of the various departments are all heartily united. It is the ambition and the aim of all concerned to put and to keep the JOURNAL in the very front rank of educational periodicals. Some of the best of our exchanges have from time to time kindly admitted that in this we have already been highly successful. But we well know that in journalism, as in the teaching profession, to be content with present attainments is to go backwards, and the aim of every good journalist, as of every good teacher, is to make constant improvement, to go steadily onward.

We do not often say much about ourselves, preferring to let the different departments of the paper speak for it. We depart from our rule just now, chiefly that we may remind our patrons, the teachers of Ontario and other Provinces, that the circumstances under which an educational paper is published compel us to rely very largely upon the voluntary aid of its

subscribers to extend its circulation. We are deeply grateful to the many friends who have helped us in the past and are still helping us so efficiently. We shall now more than ever need their help. Will they not redouble their efforts on our behalf? And are there not many others of those who value the JOURNAL, feeling themselves helped by its semi-monthly visits, but who have hitherto done nothing for it beyond sending their own subscriptions, who might aid materially in extending its circulation? Can they render a better service to any teacher friend or acquaintance who has not subscribed than by inducing him or her to do so? Sample copies will always be promptly sent to any address that may be given us.

Is it too much to ask that every subscriber into whose hands this first number of the new volume may come, will do something by way of recommending the JOURNAL to those who do not take it but who ought to do so? If you do not believe that to extend our circulation is to benefit your friends and the cause of public education, we do not ask you to do anything for us. But if you do so believe, will you not kindly help us in this work by seeking to add at least one to our list of subscribers?

THE PRACTICAL VALUE OF EDUCATION.

THERE can be no doubt in any reasonable mind that the vast increase of brain power which a true education means brings with it a corresponding increase of ability, which may be turned into any practical channel. It is difficult, if not impossible, to conceive of any occupation, however humble, in which enlarged intelligence will not count. Thus education has always and everywhere a cash value. If this value is not always apparent in great money-making power, a very good reason may often be found in the fact that the tendency of education is to modify its possessor's views of the chief good. His ideas of utility differ widely from those of the man whose mind has never been broadened by culture. It must be a low type of mind indeed which can devote the full strength of its developed powers to the one end of money-getting. This fact, of itself, sufficiently explains the greater success of many illiterate men in the pursuit of wealth. The higher utility of education is in the enlarged sphere of influence and usefulness it opens up, and the loftier plane of enjoyment to which it raises its possessor. When Mrs. E. Lynn Linton argued some time ago in the *Fortnightly Review*, that unless a woman is to be a teacher, a writer, or a physician, "the money spent on her college career will be emphatically wasted, so far as relates to the wise employment of funds in reference to a remunerative future," she must have attached a very sordid meaning to the word "remunerative." When she further says that a woman "may marry, and so render the whole outlay of no avail," it is hard to be patient. If the sacred duties of the mother, the training of young minds and hearts through all the stages which intervene between the first

flashes of infant intelligence and the solemn responsibilities of manhood and womanhood, do not afford a remunerative field for the exercise of the highest culture, the conception of utility and of life must be low indeed. Education cannot supply the lack of native good sense and shrewdness. But education in itself never can fail to render man or woman better fitted for any honest work whatever. While always recognizing this fact, teachers will do well to keep steadily in mind the higher view of the ends of education. By so doing they will honor the truth, and at the same time exalt their profession above the level of a bread-and-butter trade. It is no unimportant part of the teacher's high mission, in this age of money-worship, to imbue the minds of the young with finer tastes, and to set before them nobler ideals of both duty and pleasure.

THOSE PLEASURE EXCURSIONS.

THE time is drawing near when the question, "How may I use my vacation to the best advantage?" will be occupying the thoughts of the thousands of teachers throughout Canada, who have now entered on the last term of the current school year. The wise aim of the great majority will be to combine the largest available amount of rest and recreation with the largest educational gain. Happily, these objects, dissimilar as they may seem, are by no means incompatible. We are not surprised to hear that many of our readers are turning their attention to the Pleasure Excursions which have been advertised in our columns for a few weeks past. The excursions to Europe therein brought within the reach of all who have a little money and time to spare, cannot fail to be wonderfully attractive to those who have never set foot on the shores of the Old World. A visit to the historic spots in Great Britain and on the Continent of Europe, which are included in the advertised routes, is the ideal of a well-spent vacation. We have, therefore, great pleasure in inviting the special attention of Canadian teachers to these excursions. Any particulars not supplied in the advertisements will be cheerfully given on application to the Manager of the Company, as suggested in the advertisement. If we can by this word be the means of turning the thoughts of any of our readers in this direction, and thereby leading them to secure for themselves the enjoyment of some one or other of the various tours, we shall feel that we have rendered them a service by bringing to their notice that which will be a source not only of health and pleasure in the present, but of delightful memories for a lifetime.

A TEXT-BOOK WANTED.

AT the last Convention of the Quebec Provincial Association of Protestant Teachers, the following resolution was unanimously carried: "Whereas this Convention believes that any text-book of Canadian history ought to give every Province such recognition as shall unite the interests of all Canadians, and conduce towards the creation of oneness of patriotic

sentiment; and whereas in the opinion of this Convention the text-books of history in use are unsuited for this purpose.

"Be it resolved: That the teachers of the Provincial Association, in Convention assembled, do hereby record their desire to see such a work authorized for use in our schools, and that a committee be appointed to correspond with other Provincial Associations and with other parties regarding this matter, said committee to report at the next annual Convention."

In calling our attention to the foregoing, the Chairman of the Committee appointed to follow up the purpose of the resolution, assures us that the fact that there are many excellent works giving the history of the several Provinces separately is recognized, but says that a text-book is sought which shall give the history of the different sections of the Dominion as nearly as possible concurrently, there being many points of historical contact between the Provinces from their earliest periods. The belief of the committee is that a suitable text can be written by one man, assisted by a committee of authors, provided it is submitted before publication to the various educational authorities in order to have them eliminate, amend, or add as they think desirable, and that the book thus prepared might be authorized for use in all Canadian schools irrespective of creed or nationality.

The Committee invite correspondence on the subject. They will also be glad to have the question discussed at all Provincial Associations of teachers, and subsequently at a Dominion Conference. The chairman of the committee, Mr. W. Patterson, may be addressed at 63 Workman Street, Montreal.

* Literary Notes. *

Treasure-Trove for March came to hand too late for notice in last issue. It contains the usual interesting variety of instructive articles, entertaining stories and fine illustrations. The page in large beautiful type with its suggestive picture is always of special interest to the little ones for whom it is intended. The "Trove Debating Club" is a new feature introduced in this number.

THE *Kindergarten*, Chicago (an illustrated monthly, \$2.00 per year). The April issue celebrates Easter and Froebel's birthday: perennial themes to "all lovers of God and little children." Mrs. Alice H. Putnam discourses learnedly on "Self-Activity," and Annie Payson Call most inspiringly on "The Regeneration of the Body." Prof. Edward G. Howe stimulates all lovers of Nature to a more curious inspection of her ways. "Butterfly's Birthday" is an ideal Easter story, while the "Origin of Easter Observances," and "The Easter Hare," give reliable and popular information upon a theme of frequent inquiry. The "Visit to a Louisville Sunday school" is notable as a lesson to Sunday-school teachers on methods in developing the richest truths.

A FULL-PAGE photogravure of Bishop Spalding forms the frontispiece of the April *Arena*. A comprehensive and exhaustive paper on the "Public School Question" opens the number. It is from the well-known pen of the Rev. Minot J. Savage. Steven M. Allen, A.M., LL.B., President of the Webster Historical Society of Massachusetts, appears in this issue in a striking paper entitled, "A Newly-Discovered Law in

Physics," in which he contends that the sun, instead of being a molten ball, is an inhabitable planet. The Rev. W. E. Manley, D.D., one of the most critical Bible scholars of the day, contributes a paper on "Eternal Punishment" that will prove of great interest and value to Bible students. Another contribution to the series of social and industrial papers now appearing in *The Arena* is entitled, "The Mask of Tyranny." It is written by William Lloyd Garrison, a son of the great anti-slavery agitator. Mr. Garrison severely arraigns Socialism from the standpoint of an Individualist. Many other thoughtful articles on living topics are to be found in this number.

THE *Century* for April is remarkable for the variety of its contents. Two of Mr. Cole's charming artistic engravings accompany a paper on Giovanni Bellini, by Mr. W. J. Stillman, in the series on Italian Old Masters. Mr. Jefferson's Autobiography reaches the Rip Van Winkle stage of his career and tells the reader exactly what he wishes to know—how Mr. Jefferson came to play the character. Three timely articles are, "The Latest Siberian Tragedy," by George Kennan, in which is given a new account of the outrage at Yakutsk; "Suggestions for the Next World's Fair," a practical and helpful paper, by George Berger, Director of the French Exposition; and "The Slave-Trade in the Congo Basin," by E. J. Glave, one of Stanley's pioneer officers, with text and pictures from life. Three articles of special interest and authoritativeness are, "An Artist's Letters From Japan," by John La Farge, with illustrations beautifully engraved by Marsh Kingsley and Whitney; "The Serpent Mound of Ohio," by Prof. F. W. Putnam, of the Peabody Museum, Cambridge, Mass., an exhaustive treatment of the facts and archæological significance of these curious remains; and "The Old Poetic Guild in Ireland," a special study by Charles de Kay, with special illustrations by Alexander and Bacher. There are three short stories, giving altogether much variety in subject matter and treatment. These are but a few samples from the rich and copious table of contents.

THE April *St. Nicholas* contains the first of several important papers by E. J. Glave, one of Stanley's pioneer officers on the Congo. It is called "Six Years in the Wilds of Central Africa," and is so told as to vividly present the lights and shadows of the explorer's life. In this number also begins a serial by Mrs. C. V. Jamison, "Lady Jane," dealing with Southern life and character. Another continued story of a different style is, "Marjorie and Her Papa," by Lieutenant Fletcher, U.S.A. It is a very funny little study of children's ways, and will be read with keen enjoyment. "The Ballad of King Henry of Castile" is a rhymed story from old Spanish history, written by Tudor Jenks, and excellently illustrated by Childe Hassam. Oliver Herford contributes a little dramatic story told in rhyme by means of letters, and setting forth how silly Miss Goose was invited to dinner by Mr. Fox and his cousin. The author illustrates the story most amusingly. Mary Hallock Foote tells with sympathetic insight the story of a little boy's "Visit to John's Camp," and illustrates her own story. A novel and attractive paper is Miss Scidmore's "How to Use a Pair of Chopsticks." Other contributions are, "The Chinese Giant," an amusing extravaganza by Ruth Dana Draper, illustrated by Bensell; the first of several simple geological papers, by Teresa C. Crofton; a story by Ernest Ingersoll; instalments of "Crowded Out o' Crofield," and the Bunny Stories; natural history papers by Ernest Thompson, and by Charles Frederick Holder; verse by Kate Cleary, Helen C. Walden and Caroline Evans; and pictures without stint.

Educational Thought.

Primary Department.

THE books we love are friends whose sympathy
Exhaustless flows from fount undrained of Time;
From cosmic history to bard sublime,
The crystal draught of knowledge floweth free.
And we, a search for wisdom, science, art,
For truth, philosophy—the soul's far quest
Of aught, in worth or choice, divinest, best—
May question of these friends as heart to heart;
With them traverse the earth, the sky and sea,
In mystic depths profound and isolate,
Or, 'midst the busy scenes of life and fate,
Find in their message truest harmony,
Attuned to all the human soul holds dear
In memory's dim and hallowed atmosphere.

ISADORE BAKER.

THERE is nothing more frightful than for a teacher to know only what his scholars are intended to know.—*Goethe.*

GROWTH in the direction of good, means growth away from evil; it is only by strengthening, hastening the one, that we can retard, check or prevent the other. To give the tender child the example, the opportunity of injustice, of harshness, of falsehood, is to make him unjust, harsh, false—or, at least, to weaken his justice, his gentleness, his truth. To leave the child unwatched, unguarded to the chance impressions which promiscuous intercourse with others brings, is giving wisdom and folly, virtue and vice, good and evil, equal claims and equal chances upon him.—*W. N. Hailman.*

"AN unskilful teacher is content to put before his pupils what they have to learn, and to ascertain that they remember it; and thus those of them whose memory is ready and retentive have their minds left in a perfectly passive state, and are like a person always carried about in a sedan-chair till he has almost lost the use of his limbs. And then it is made a wonder that a person who has been so well taught, and who was so quick in learning and remembering, should not prove an able man; which is about as reasonable as to expect that a copious cistern, if filled, should be converted into a perennial fountain."—*Archbishop Whateley.*

GIVE us, O give us the man who sings at his work! Be his occupation what it may, he is equal to any of those who follow the same pursuit in silent sullenness. He will do more in the same time—he will do it better—he will persevere longer. One is scarcely sensible of fatigue whilst he marches to music. The very stars are said to make harmony as they revolve in their spheres. Wondrous is the strength of cheerfulness, altogether past calculation its powers of endurance. Efforts, to be permanently useful, must be uniformly joyous—a spirit all sunshine—graceful from very gladness—beautiful because bright.—*Cavyle.*

REV. EDWARD THRING had a theory upon which he worked. His main principle was simple enough—that every boy is good for something, and that education means to help him to find out what he is good for, and to make the very best of him without making the capacity of one boy the standard of another. The principle sounds almost too obvious for statement. And yet to put it into consistent practice, would be to sweep away the very last relic of cram, to change test by examination out of all recognition and to transform a public school from a place for polishing exceptionally clever boys into one for making the best of every boy individually, whatever might be the quantity or the quality of his brains.—*N. Y. School Journal.*

"NOT only is one man unlike another, but every man is essentially different from every other, so that no training, no forming, nor informing, will ever make two persons alike in thought or in power. Among all men, whether of the upper or lower orders, the differences are eternal and irreconcilable between one individual and another, born under absolutely the same circumstances. One man is made of agate, another of oak; one of slate, another of clay. The education of the first is polishing; of the second, seasoning; of the third, rending; of the fourth, moulding. It is of no use to season the agate; it is vain to try to polish the slate; but both are fitted by the qualities they possess for services in which they may be honored."—*Ruskin.*

POLITENESS.

RHODA LEE.

INSPIRATION and stimulus in the literary departments of our work are never lacking. The journals and other educational matter within our reach might well supply every want. Encouragement in our efforts at moral and religious training are also continually forthcoming, but there is one branch of school-room ethics to which I would like to call particular attention—I refer to *politeness*, or what we commonly call "good manners."

Too often the complaint is heard that our boys and girls lack gentleness, politeness and thoughtfulness for the comfort and feelings of others.

Only a few days ago I heard a remark to the effect that "the little ones are quite prompt and even eager with their 'thank you' and 'excuse me,' but they get bravely over that kind of thing as they grow older." This should not be. There must be something decidedly lacking in the influence of a teacher who cannot make her scholars polite.

There is a very harmful delusion abroad among some boys and girls of a certain age that suavity of manner is an indication of extreme inferiority and subordination, and they infer from this that they must adopt a curtness of manner and speech that will establish the fact of their "equality." Of course this sentiment is simply non-existent in a class where the scholars respect and love their teacher, and so I would say that the only real foundation for true politeness is love and kindness.

To cultivate, therefore, the noble, whole-souled boy or girl who is careful for all with whom he comes in contact, we must first have implanted and rooted in the heart the sweet old "Golden Rule," and with that the firm resolve to live up to it and around it.

There must be the pure good feeling behind, or the politeness is false.

EXAMPLE: This is our most powerful weapon—we must not persuade ourselves that the little people in our classes are "just children, tiny creatures that never notice little things we do or say." Not at all. It is just these same little people who watch our every word and action, and, moreover, copy, act over the school-room discipline and teaching in their play-school, and do it to perfection sometimes. Now if we treat these children with all possible courtesy, speak pleasantly, agreeably and in a voice which, though always carrying weight, is yet cheerful and bright, some of our difficulties at least will disappear.

I sometimes think that we have to overdo the example of politeness in setting it before children, as we have to make it very noticeable, at the same time making it the subject of little spare-minute talks.

Any child will be forcibly impressed by an "excuse me" from the teacher who accidentally causes her to drop something, or who has occasion to pass in front of her. A sincere "Thank you" for a favor done will succeed in drawing the same from the pupil when circumstances require it. At first it may perhaps be necessary to insist on this, but by your outspoken approval of such politeness it will soon become a steady habit.

There are a number of beautiful little "gems" that may with good effect be memorized by the children, such as:

"Be kind in all you say and do,
That others may be kind to you."

"Kind hearts are the gardens,
Kind deeds are the flowers,
Kind words are the pathways
That lead us to God."

"Howe'er it be it seems to me
'Tis only noble to be good,
Kind hearts are more than coronets,
And simple faith than Norman blood."

"Hold your courteous word aye ready,
Sow your kind ones broadcast round,
In the careful, thoughtful, kind heart
True politeness will be found."

Always greet the children pleasantly and cheerfully in the morning, and have them reply to your "Good-morning" as politely as possible.

Never omit either morning or evening salutation, and when a child has been absent unavoid-

ably, give her a special greeting or word of welcome on returning.

In some cases, where the children are specially well cared for, the home training in this direction renders that of the school almost superfluous, but these instances, in most districts, are the exception rather than the rule.

Sometimes where we expect to find nicely-mannered children we are disappointed, while again we find the natural thoughtfulness and politeness of a child needs only to be brought out. We know "intelligence and courtesy not always are combined," and perhaps the beauties of the "golden room" have never greeted our eyes because the door has never been opened.

Take notice of and commend every little effort at politeness. Do be *appreciative*. Sympathy and appreciation are two magic keys that will unlock any heart and bring out its most treasured treasures.

A child loves to have her efforts appreciated. She wants to improve, to be more lovable, lady-like and gentle, and if there is no one to notice or approve, discouraging thoughts step in, but if a watchful teacher is over her, commending and appreciating the thoughtful acts of courtesy and kindness, these habits will daily be strengthened and the character influenced or changed in a way never-to-be-forgotten.

GEMS.

ARNOLD ALCOTT.

"COLLECT as precious pearls the words of the wise and virtuous."

We do not believe that there is anyone, at least anyone who is conscious of nineteenth-century progress, who does not most heartily acknowledge that one of the best ways by which we can morally and intellectually elevate those who are under our supervision, is by familiarizing them with the thoughts, æsthetically expressed, of wise men.

We hear the old maxim, "Learn to do by doing." Applied to language it says to us, "Learn to use language by using it."

There is inborn in human nature a capability for *rhythm*. We see this early shown in the little child before it can speak plainly, trying to say the nursery rhymes, such as "Jack and Jill," "Mary had a Little Lamb," and others. And what matter if our little friend say "Dack and Dill"? Is the fact that the enunciation is indistinct any reason that more rhymes should not be taught?

Oh, no. He will say "Jack and Jill" all the more readily and easily in a few months, because of having exercised his vocal organs in many other combinations. Besides, let us think of the *thought-education* he is receiving.

We may morally and intellectually develop a child by other means, but, nevertheless, we are but using part of our wealth if we do so.

It is our privilege to possess some of the finest literature that has ever been produced. When we remember this, and also that the tastes of the people are growing more and more cultured, is not the logical conclusion that we may nurture refinement and love for the beautiful, if we but use the expressions of those in whom the æsthetic faculty was well developed. Emerson has well said that "next to the originator of a good sentence is the first quotor of it."

A distinguished educator remarks as follows: "Let me talk for five minutes with a pupil, and let me give him two or three sentences to write, and I will tell you what kind of teacher he has had."

But *how* are we to endeavor to get our pupils to appreciate the force of human thought? We answer, "By giving them this thought."

But, perhaps you say, these memory gems are so scattered and promiscuous, that it seems as if one teaches them just as one takes a fancy.

Well, my friend, such need not be the condition of affairs.

Why not have just as much method, just as much definiteness displayed here, as is apparent in the other departments of your "democracy?"

Suppose we select gems on the following bases:

- 1st. Gems for Conduct.
- 2nd. Patriotic Gems.
- 3rd. Gems relating to Nature.
- 4th. Gems for particular festivals as Christmas, New Year, Easter and Thanksgiving.

Thinking that it may prove helpful to some of our co-workers if we define some gems which come under the particular heads which we have given, we offer the following, with the sincere hope that they may be practically *suggestive*. For, of course, the few which we name are but as a handful taken from the inexhaustible storehouse. "To select well among old things is almost equal to inventing new ones."

GEMS FOR CONDUCT.

"Circumstances are beyond the control of a man, but his conduct is in his own power."—*Beaconsfield*.

"The secret of success in life is for a man to be ready for his opportunity when it comes."—*Beaconsfield*.

"Every man's life is a fairy-tale written by God's fingers."—*Hans Andersen*.

"The way to gain a good reputation, is to endeavor to be what you desire to appear."—*Socrates*.

"Habits are like the wrinkles on a man's brow; if you will smooth out the one, I will smooth out the other."—*Shaw*.

"Look up, and not down; look forward, and not back; look out, and not in; and lend a hand."—*Edward Everett Hale*.

PATRIOTIC GEMS.

"A union of hearts and a union of hands,
A union none can sever;
A union of homes and a union of lands,
And the flag, *British Union*, forever."

GEMS ON NATURE.

1. "April! April! Are you here?
Oh, how fresh the wind is blowing,
See, the sky is bright and clear.
Oh, how green the grass is growing!
April! April! Are you here?"

THE SNOW.

2. "Little white feathers filling the air,
Little white feathers, how came ye there?
'We came from the cloud-birds sailing so high,
They're shaking their white wings up in the sky!
Little white feathers, how swift you go!
Little white feathers, I love you so!
'We're swift because we have work to do;
Now hold up your face, and we'll kiss you true.'"

3. "What's the use of repining?
'Where there's a will there's a way.'
To-morrow the sun may be shining
Although it is raining to-day."

NEW YEAR GEMS.

1. "I'm little January; perhaps you do not know
How far I've come to see you, across the fields of snow.
Perhaps you weren't expecting I'd be so very small,
Perhaps you're almost wishing I had not come at all.
I've lots of little sisters, a little brother too,
And every one is coming to make a call on you.
But I got ready quickly, and came right straight off here,
To be the first to greet you, this happy, bright New Year."

For Christmas, Easter and Thanksgiving we may very wisely choose Bible verses.

The fact that a child may not appreciate the full scope of an author's meaning, is no true objection to the course suggested. To apprehend is to know; to comprehend is to know and understand. The artistic arrangements and the choice of English displayed, will leave an unconscious influence which can be only for good, which may be the nucleus of pure thoughts and noble actions in another decade.

Let me close with the words of Montaigne, when he says:

"I have gathered a posie of other men's flowers, and nothing but the thread that binds them is my own."

OUR doubts are traitors,
And make us lose the good we oft might win,
By fearing to attempt. —*Shakespeare*.

It is better to do one's best in a contest than merely to do the best that is done in that contest. One may do his best, and come out next best in a competition, while he who comes out best may have done less than his best. But in view of the great Judge, only he has done best who has done his best.—*Sunday-School Times*.

* Hints and Helps. *

MANLINESS IN THE TEACHER.

CHRISTIAN manliness is a great factor in making a successful teacher, and Christian womanliness is not behind it. The life and work of Dr. Arnold should be familiar to every teacher; he is the veritable patron saint of the truly manly teacher. His life was an inspiration to all his pupils, and the teacher cannot read an account of his work without catching something of the spirit which ennobled him. All are not born teachers, and those who are not blessed by nature with the qualities which go to make a good teacher, have the more need to drink from the lives of others. Pupils instinctively respect a teacher who has a high sense of honor; and such a teacher has a double advantage in the schoolroom, his life and work are a means of educating his scholars in the same manly virtues, and the respect which he commands enables him to do the purely intellectual side of his work better than he otherwise could do it. Pupils give attention and respect to the teaching of such a teacher.—*Winnipeg School Times*.

THINKING QUESTIONS.

EVERY pupil who has studied the subject of Geography should be able, without hesitancy, to correctly answer each of the following questions.

If you wish to be surprised try them. You will find a number who have "bin in jog a-fy."

1. How wide is the equator?
2. Can a person reach the North Pole by traveling N.W.?
3. If it is 4 p.m. here what time is it 165 degrees west, east?
4. Draw two right angles with three straight lines.
5. The difference in time between two places is one minute, what is the difference in longitude?
6. If your town lies on the 80th meridian, on what meridian do all other places having the same time lie?
7. Are parallels of latitude or lines of longitude straight lines?
8. Are meridians parallel lines?
9. Draw a line at an angle of 45 degrees?
10. A straight line drawn from the centre of the earth pierces the surface 32 degrees north of the equator. How many degrees to the South Pole? To the North Pole?
11. At what time of the year is the equator nearest the North Pole?
12. Are degrees of longitude all of the same length?
13. At what point on the globe is there no latitude or longitude?
14. What is the diurnal motion of the earth?
15. When it is noon at Washington what is the time 12 degrees north, south?
16. Two persons are travelling north towards each other, how is this?
17. The news of a morning fire in New York reached San Francisco before daylight. Explain.—*The Progressive Teacher*.

THE PARENT'S VIEW OF THE TEACHER.

THE following was overheard within a few days in the cars:

FIRST PARENT.—"What kind of a teacher is Miss Smith?"

SECOND PARENT.—"She is a highly educated lady."

FIRST PARENT.—"I presume so but she does not understand children."

SECOND PARENT.—"Why?"

FIRST PARENT.—"My daughter is in her room. She is quite sensitive, and Miss Smith makes such sarcastic remarks that I have hard work to keep Edith in school."

SECOND PARENT.—"I have heard my daughter speak of her in the same way. Mary often says she is afraid of her."

FIRST PARENT.—"She seems to keep at Edith every day. Others may fail and nothing be said, but my girl never escapes. Now, is that fair?"

SECOND PARENT.—"No, of course not. Miss Smith has taught a long time; she has been well

educated, travelled abroad, and ought to be a first class teacher."

FIRST PARENT.—"Of what use is all that education, if she does not understand human nature?"

SECOND PARENT.—"Of very little use, certainly. Ought not the principal of the school to watch his teachers, and help them to correct such mistakes in their work?"

FIRST PARENT.—"Yes. But the remedy lies deeper than that. We need more married teachers, male or female, who know more about children's ways and thoughts, and better how to influence and help them."—*Common School Education*.

But why should not young teachers know about children's ways and thoughts, and know how to influence and help them? They are not so far removed from childhood. Many an otherwise good teacher counteracts and destroys his own influence, and does serious injury to the moral nature of pupils by indulgence in sarcasm. It is a cowardly weapon to draw upon a defenceless pupil.—[*ED. EDUC. JOURNAL.*]

For Friday Afternoon.

BE HONEST AND TRUE.

Be honest and true,
Oh eyes that are blue!
In all that you say
And all that you do,
If evil you'd shun,
And good you'd pursue,
If friends you'd have many
And foes you'd have few,
Be honest and true
In all that you say
And all that you do,
Oh eyes that are blue!

Be honest and true,
Oh eyes that are gray!
In all that you do
And all that you say
At home or abroad,
At work or at play,
As you laugh with your friend
Or run by the way.
Be honest and true
By night and by day,
In all that you do
And all that you say,
Oh eyes that are gray!

Be honest and true,
Oh eyes that are brown!
On sincerity smile,
On falsity frown!
All goodness exalt,
All meanness put down.
As you muse by the fire
Or roam through the town,
Remember that honor
Is manhood's chief crown,
And wear it as yours,
Oh eyes that are brown!

Be honest and true,
Oh eyes of each hue!
Brown, black, gray and blue,
In all that you do.
Oh eyes in which mothers,
Look down with delight,
That sparkle with joy,
With things good and bright!
Do never a thing
You would hide from their sight!
Stand up for the right
Like a chivalrous knight:
For the conqueror still,
When the battle is through,
Is he who has ever
Been loyal and true.
Make the victory sure,
Oh eyes of each hue!

—*Juvenile Gems*.

"I AM convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grow; it tends to set the learner himself on the track of invention, and to direct him into those paths in which the author has made his discoveries."—*Burke*.

Question Drawer. *

[A.E.F. You will find your questions concerning Manitoba answered in an Editorial Note in the last number of the JOURNAL.]

DOES water belong to the animal, the vegetable or the mineral kingdom?—C. MCN.

[To the mineral kingdom. It is inorganic.]

MY solution to mental arithmetic problem in last JOURNAL (which was to be made by some young arithmetician) is "12," the solution being made in 19 second.—J.G.

PLEASE send me, or have printed in your paper a list of the subjects required for Teacher's Examinations?—R.S.

[Write to the Secretary of Education Department.]

WHERE can I get full information regarding Teachers' Certificates in the State of Michigan?—J.F.

[Address Joseph Estabrook, Esq., State Superintendent of Public Instruction, Lansing, Mich.]

THE following rule for measuring logs was copied from a new American Business Arithmetic about one and a half years ago. I cannot say whether it is "Doyle's Rule" or not: Take the diameter in inches, leaving out the bark, subtract four inches—for slabs—take one-quarter the remainder, square it and multiply the result by the length of the log in feet. The result is the number of feet of lumber in the log.—GEO. A. FRASER.

ANSWER to W.H.C. 3. In Question Drawer in EDUCATIONAL JOURNAL for April 1st, page 245 "Which should be taught first L.C.M and H.C.F. or fractions?" Teach fractions as far as you can without L.C.M. and G.C.M., and these when they are necessary to shorten the work. N.B. Do not say factor when you mean measure. Three is a measure of 21, so is 7. But 3 and 7 are the factors of 21.—J. H. KNIGHT.

1. WILL there be any questions on Book-keeping on the paper on Indexing and Precise-Writing at the Third Class Teacher's Examination for 1890?

2. Will it be necessary to fill completely the five drawing books prescribed for the course?

3. What text books in Arithmetic are most suitable.—SCHOOL MISTRESS.

[Questions (1) and (2) were answered in the reply given to M J.D., in last number. Will some one who knows kindly answer (3).]

1. Is a teacher obliged to do "road work" in the section where he teaches, provided he holds no property in that section?

2. If so, can the trustees withhold any of his salary on account of the time he is absent from the school engaged in the "road work"?—A TEACHER.

[1. Yes. We are not aware that teachers are exempted. 2. Probably so. The trustees have nothing to do with the teacher's obligations as a citizen. As a matter of fact we suppose that teachers usually pay the commutation, \$1 per day, instead of doing the work in person.]

"Do you think O blue-eyed banditti,
Because you have scaled the wall,
Such an old moustache as I am,
Is not a match for you at all."

1. Give the names of the banditti.
2. Why call them by that name?
3. Explain Old Moustache.
4. For what does I stand in above?

The above questions are from above verse given at last Promotion Examination from II. to III.—SUBSCRIBER.

["Subscriber" wishes the above questions answered, but he does not tell us from what the

lines are quoted, or give us any clue to the context, upon which the answers clearly depend]

1. PLEASE explain in your JOURNAL, next issue if possible, what is meant by "or order" in "One year after date we promise to pay S. White, or order, one hundred dollars." Explain fully.

2. Can you suggest a good system of marking lessons in school so as to be able to report at end of each month the true merits of each pupil. Would you allow a certain number of marks for a perfect lesson and deduct from this according to mistakes or failure to answer all questions?—SUBSCRIBER.

[(1) "Or order" is an abbreviation of "or to his order." The meaning is simply that the money will be paid either to the man in person or to his written order by whomsoever presented. (2) We have found such a grading as from 10 for a perfect lesson down to 0 for total failures simple and convenient. Perhaps some teacher of experience will suggest a better plan.]

1. WHAT determines the date for Easter, and why?

2. What is the style of binding on Webster's Dictionary that you offer for \$5?

3. Can trustees be compelled to pay interest to a teacher if they don't pay his salary quarterly? If the agreement is drawn for yearly payment will that alter the case?—SUBSCRIBER.

[1. Easter Sunday is the first Sunday after the fourteenth day of the "calendar moon," which happens on or after March 21st. The "calendar moon" is, however, not a real but an imaginary moon, created for ecclesiastical convenience. The fourteenth day of the "calendar moon" falls generally on the fifteenth or sixteenth of the real moon, and so after the real full moon. This will give you the rule for determining Easter. As to the "why," we know no reason for this special mode of fixing the date, save a decision of the ecclesiastical authorities of a very early period. 2. It is full sheep. 3. Trustees are required by law to pay teachers' salaries quarterly, and are authorized to borrow money, if necessary, in order to do so. We see no reason why they should not pay interest to the teacher if payment is delayed—in other words borrow from him—as well as to another. We suspect that an agreement to defer payment of salary till the end of the year is not legal. But, of course, if an honorable teacher has made such an agreement he will abide by it.]

EXAMINATION TIME-TABLE, 1890.

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

Oral reading to be taken on such days and hours as may best suit the convenience of the examiners.

PRIMARY AND JUNIOR AND SENIOR LEAVING EXAMINATIONS.

Primary Examination.

Tuesday, July 8th.

A.M. 8.40-8.55... Reading Regulations,
9.00-12.00... English Poetical Literature.
P.M. 2.00-4.30... History and Geography.

Wednesday, July 9th.

A.M. 9.00-12.00... Arithmetic and Mensuration.
P.M. 2.00-4.30... English Grammar.

Thursday, July 10th.

A.M. 9.00-11.30... Algebra.
P.M. 2.00-5.00... English Composition and Prose Literature.

Friday, July 11th.

A.M. 9.00-11.00... Latin Authors.
French do
German do
Physics.
P.M. 2.00-4.30... Latin Composition and Grammar.
French do
German do
Botany.

Junior Leaving and Pass Matriculation Examination.

Tuesday, July 8th.

A.M. 8.40-8.55... Reading Regulations.
9.00-11.30... English Poetical Literature.
P.M. 2.00-4.30... History and Geography.

Wednesday, July 9th.

A.M. 9.00-11.30... Arithmetic.
P.M. 2.00-4.30... English Grammar.

Thursday, July 10th.

A.M. 9.00-11.30... Algebra.
P.M. 2.00-4.30... Chemistry.

Friday, July 11th.

A.M. 9.00-11.30... Euclid.
P.M. 2.00-4.30... Botany.

Saturday, July 12th.

A.M. 9.00-11.30... Physics.
P.M. 2.00-3.30... French Authors.
3.35-5.35... do Composition and Grammar.

Monday, July 14th.

A.M. 9.00-11.00... Latin Authors.
11.05-12.35... do Composition and Grammar.
P.M. 2.00-3.30... German Authors.
3.35-5.35... do Composition and Grammar.

Tuesday, July 15th.

A.M. 9.00-12.00... English Composition and Prose Literature.
P.M. 2.00-4.30... Greek (for Matriculants only, not for Second Class candidates.)

Senior Leaving and Honor Matriculation Examination.

Tuesday, July 15th.

A.M. 8.40-8.55... Reading Regulations.
9.00-12.00... English Composition and Prose Literature.

Wednesday, July 16th.

A.M. 9.00-11.30... Algebra.
P.M. 2.00-4.30... English Poetical Literature.

Thursday, July 17th.

A.M. 9.00-11.30... Euclid.
P.M. 2.00-4.30... History and Geography.

Friday, July 18th.

A.M. 9.00-11.30... Trigonometry.
P.M. 2.00-4.30... English Grammar.

Saturday, July 19th.

A.M. 9.00-11.30... Chemistry.
P.M. 2.00-4.30... Botany.

Monday, July 21st.

A.M. 9.00-11.30... Zoology.
P.M. 2.00-4.30... Latin Authors.

Tuesday, July 22nd.

A.M. 9.00-11.30... Latin Composition.
P.M. 2.00-4.30... Latin and Greek Grammar.

Wednesday, July 23rd.

A.M. 9.00-11.30... Greek Authors.
P.M. 2.30-3.30... German Authors.
3.35-5.35... German Composition & Grammar.

Thursday, July 24th.

A.M. 9.00-10.30... French Authors.
10.35-12.35... do Composition and Grammar.

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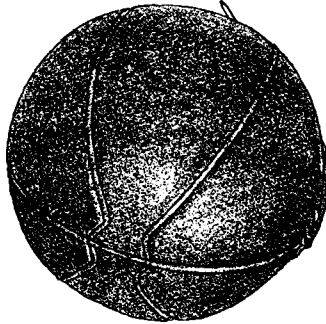
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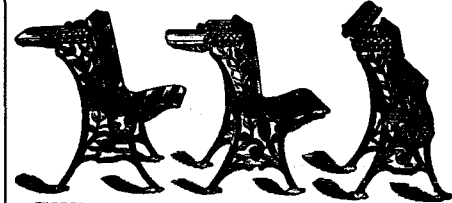
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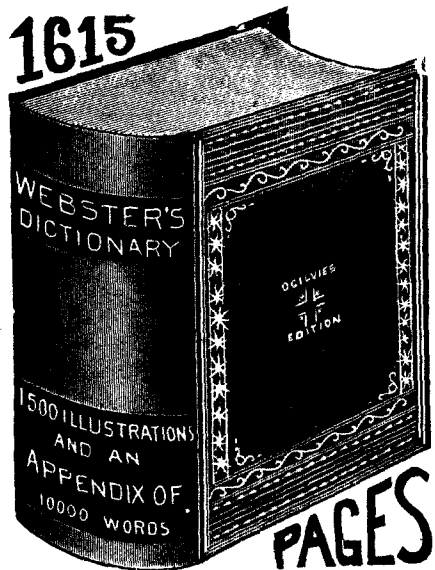
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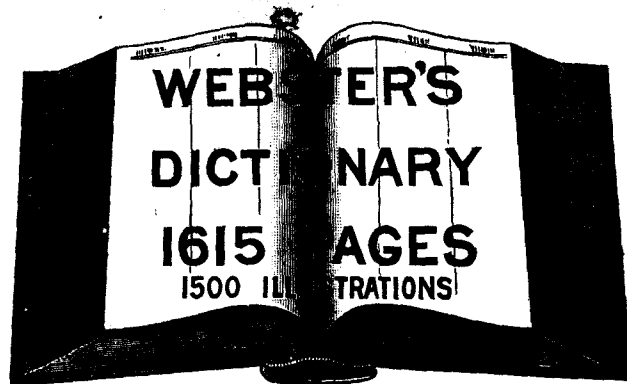


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