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PUBLISHERS' CHAT.

COMMENCING with the next number, the publishers of the EDUCATIONAL JOURNAL propose, by arrangement with the Editor, to use a small portion of space in each number for the purpose of putting themselves in more direct communication with the teachers of Ontario. Under the head of "Publishers' Chat," they wish to have a series of familiar talks about their own particular department of Educational work, viz: the publication of this journal and of such books as from time to time may seem best suited to meet the wants of the profession. By reference to the advertising columns it will be seen that they are already issuing a number of books which have been carefully chosen or prepared to meet special wants of teachers and pupils. It is their purpose to add to this series from time to time only such works as, according to the best information they are able to gain, may be really needed, and so certain to be heartily welcomed by teachers. While, of course, seeking in this way to promote their own interests, they see no good reason why they should not also honestly seek to promote the best interests of those with whom they hope to deal. In fact, they are fully aware that it is only as they may be able to meet the real wants and to promote the true interests of those whom they seek to serve, that they can hope, or have any right to hope, for success in their business. In the "Publishers' Chat" they will be glad to answer any questions or give any information in their power on matters connected with books and the Educational book-trade. They will also gladly utilize any

hints that may be offered, which may help them in their effort to do a fair, honest and mutually profitable business with the teachers, students and pupils not only of Ontario, but of all Canadian schools. As one important feature of this business they will not only continue to send, as hitherto, single copies of their publications to any address as ordered through the mails, but will spare no pains to procure for their patrons copies of the publications of any other publishing house in Canada or elsewhere.

LITERATURE SELECTIONS.

FOR NEXT EXAMINATIONS.

THE "Question Drawer" is crowded out of this number, but in answer to requests we give below the Literature Selections prescribed for the Entrance and the Primary, Junior and Senior Leaving Examinations for 1891.

ENTRANCE EXAMINATION.

DECEMBER, 1890—*Fourth Reader*—I, Pictures of Memory, pp. 31-32; II, The Bare-foot Boy, pp. 43-45; III, The Vision of Mirza—First Reading, pp. 63-66; IV, The Vision of Mirza—Second Reading, pp. 68-71; V, The Face against the Pane, pp. 74-76; VI, To Mary in Heaven, pp. 97-98; VII, The Bell of Atri, pp. 111-114; VIII, Ring out, Wild Bells, pp. 121-122; IX, Jacques Cartier, pp. 161-163; X, The Ocean, pp. 247-249; XI, The Song of the Shirt, pp. 263-265; XII, Edinburgh after Flodden, pp. 277-281; XIII, Canada and the United States, pp. 289-291; XIV, The Merchant of Venice—First Reading, pp. 311-316; XV, The Merchant of Venice—Second Reading, pp. 321-330.

PRIMARY EXAMINATION.

ENGLISH POETICAL LITERATURE.—The following selections from the High School Reader,—

1891. III, The Trial Scene in the "Merchant of Venice"; VII, To Lucasta, on Going to the Wars; XVIII, Rule, Britannia; XXVIII, The Cotter's Saturday Night; XXIX, The Land o' the Leal; XXXV, The Isles of Greece; XXXVI, Go where Glory Waits Thee; XXXVII, Dear Harp of My Country; XXXVIII, Come ye Disconsolate; XL, The Glove and the Lions; XLVI, The Bridge of Sighs; LI,

Horatius; LIV, My Kate; LV, A Dead Rose; LVI, To the Evening Wind; LXII, The Cane-Bottomed Chair; LXVII, The Hanging of the Crane; LXXIII, Ode to the North-East Wind; LXXVI, Barbara Frietchie; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge"; CI, The Forsaken Garden; CV, The Return of the Swallows; CVI, Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter.

ENGLISH PROSE.—In English Composition the Examiner will allow a choice of subjects, some of which must be based on Scott's *Ivanhoe*, with which the candidate is expected to familiarize himself by careful reading.

JUNIOR LEAVING EXAMINATION.

ENGLISH POETICAL LITERATURE—1891. Longfellow: Hymn to the Night, A Psalm of Life, The Day is Done, Evangeline, Resignation, The Builders, The Ladder of St. Augustine, The Warden of the Cinque Ports, The Fiftieth Birthday of Agassiz, The Village Blacksmith, The Arsenal at Springfield, The Bridge, King Robert of Sicily, The Birds of Killingworth, The Bell of Atri, From My Arm-Chair, Auf Wiedersehen.

ENGLISH PROSE.—In English Composition the Examiner will allow a choice of subjects, some of which must be based on the following, with which the candidate is expected to familiarize himself by careful reading:—

1891. Scott, *Ivanhoe*; Macaulay, *Warren Hastings*.

SENIOR LEAVING EXAMINATION.

ENGLISH POETICAL LITERATURE—1891. Shakespeare, *Tempest*, Chaucer, *Prologue*.

* Editorial Notes. *

THE following remarks by Dr. Hancock in the course of a discussion before the Ohio Teachers' Association, suggest that some Ohio teachers are probably cousins—German to some in Canada—not, of course, among readers of the EDUCATIONAL JOURNAL:

"We must respect our profession, we must have a code of ethics in it, and we must respect ourselves. I hope that the time is not far distant when no man that pretends to be a professional teacher can go

and underbid another for the purpose of securing his place. We cannot be too careful upon this point. The people are looking at it. Boards of education are looking at it, and they do not approve of anything of that sort. They think less of a man after they have gotten him than they would have done if he had been manly and said, 'I cannot go in here until the way is clear. Until the way is clear, I cannot be persuaded by any sort of motive to go into this contract.' Now that will protect us all. That will make us more manly, more influential, better teachers because of being better men and women. A high sense of honor is very essential."

THERE is much truth in the following from the London *Daily Telegraph*. We have little doubt that the Public schools of the future will contain industrial departments, or annexes, for girls as well as for boys. It is not easy to conceive of any innovation which would contribute more to the sum total of health, happiness and general morality of any community than a course of instruction in the schools which would make all its women efficient in cooking, housekeeping, the use of the needle and other ministries so essential to the general well-being. Says the *Telegraph*:

"Good health, good morals and good order may depend on the domestic cookery of the day. Our new Education Code supplies additional encouragement to the teaching of this branch of female education in our Board schools; and in the course of time English and American women may become "only a little lower than the angels," if they all turn into first-rate cooks, and so make their fathers, brothers and husbands good and holy men. Then the cook with white garments will be a kind of priest of the new dispensation, and in the uplifting of a familiar kitchen utensil as an object of adoration we shall almost witness a revival of the worship of Pan."

THE teachers of Geography should not forget to note on their maps of Europe the fact that Heligoland no longer belongs to Great Britain, but is now a part of the German Empire. The map of Africa must also be altered. We are indebted to a valued exchange, the *Educational Review*, of St. John, N.B., for the following summary:

"In 1807, Helig Land (Holy Land) was captured from Denmark. The rock itself, which is fast wearing away, together with Sandy Island, formed an area of about three-quarters of a square mile, with a population of 2,000 Frisians. About 15,000 Germans and others visit it annually during the bathing season. It is only twenty-five miles from the mouth of the Elbe. In return the Empire is enlarged by the virtual admission of Zanzibar, distant twenty-five miles from the West coast of Africa, with an area of 614 square miles, of extraordinary fertility, having a population of 200,000, a capital with a population of 80,000. The annual trade of the Island is represented by \$4,000,-

000 of imports, and \$6,000,000 of exports. But in addition nearly the whole African coast north of Zanzibar to the Gulf of Aden has come virtually into the Empire, which, on the whole, is increased by about twice the area of the German Empire itself. Mutual concessions between the British and Germans have been made in Central Africa. The Portuguese territory is co-terminous with much of the German boundary. It remains to be seen if after some further experience the Portuguese will find the Germans more considerate neighbors than the long suffering Britons whom they are now so angry with. Our maps must be altered."

WE are not sure that some expressions in the following, from the New York *School Journal*, do not require modifying, or supplementing, but it suggests, on the whole, a very valuable thought, and one well worth being pondered by all teachers of children:

'We are coming to realize that a child is to be valued and so educated *as a child*; that he may become a proper child, and not that he may become a man. What the child needs to-day, is what the child must have. If a child is right to-day, he will be very likely to be right to-morrow. What he is to be ten years hence is of no immediate interest to us; but the thing that interests us is what he is now. The difficulty with much of the old education was that boys were trained so as to be able to do something when they should come upon the stage of action. Girls were educated to fit into the society into which they were to enter after they left school. The end was not in each day's work, but in future work. History was crammed into the memories, so that it might serve a good purpose in future time of need. All was in the future. 'You must be fitted to enter life.' 'You must be prepared for the struggle for existence.' Now this idea is changing. The things of to-day, the work of to-day, the life of to-day, this is what the best teachers are after. Arithmetic is applied now. Grammar and language find their use at once. Chemistry and physics are applied this week. It is right to be honest to-day, and it is wrong not to be honest to-day. We are given but one portion of time, and that is now. What is in store for us, we know not. Let that alone. The things of to-day are the things that we must attend to. The true teacher works for his pupils as they are, and makes them good as boys, and good as girls. Here is an important thought which we commend to the attention of our readers, especially those who are liable to worry about what is to come; here is the true philosophy of life—yes, the very essence and core of it."

MR. GLADSTONE'S great mind is so many-sided and the circle of his reading and thinking is so wide that there are few subjects of interest to modern society on which he has not from time to time something to say worth hearing. In the course of an inquiry, a few weeks since, in which he was a principal witness, into the claims of

Hawarden to a school under the new Welsh Intermediate Education Act, he gave it as his opinion that everything that was worthy of the name of an intermediate school ought to have some department for classical education, although he thought that terrible errors had been committed in the past—and in the past he included the days of his own experience—in endeavoring to thrust the classics down the throats of everybody, quite irrespective of capacity and circumstances. "Mr. Gladstone," says the *Educational Times*, "seemed to approve of every kind of education, technical and scientific, physical and corporal, of girls and of boys, of women and of men—modifying the approval, however, in a few cases, as, for instance, when he said that in the higher schools too much consideration had been given to modern languages, and too little to make boys observers of nature." His view with regard to the true office and end of education contains nothing specially new, but is worth quoting as a familiar truth exceedingly well put by one whose utterances command attention throughout the civilized world. Replying to the chairman's questions Mr. Gladstone said:

"The main purpose of education is to deal with the mind, the youthful mind, not as a repository that is to be filled with goods like a shop, and then the goods to be taken out and handed over the counter, the shop remaining exactly as it was while the goods passed through it, but that the main purpose of education is to make the human mind a supple, effective, strong, available instrument for whatever purposes it may be required to be applied to."

NO teacher who neglects the moral training of the pupils in the essential elements of good character does the whole duty of an instructor. The main object in moral training, as in physical and intellectual education, is to give a right direction to the action of those powers that relate to this department of our nature. Such training, to be effective, must provide suitable means for the exercise of the moral powers. It consists, largely, in leading the children to understand their duties to themselves and their duties to others. Among their duties to themselves are: self-control in all matters relating to conduct,—of temper, the appetite and the desires; speaking the truth, and self-culture in all things and aid in forming a good character. Among their duties to others are: obedience to parents and teachers, kindness to brothers, sisters and playmates, and the practical observance of the Golden Rule. That teacher who kindly respects the rights of pupils, and daily illustrates the great virtue—kindness—in the management of pupils, and in personal conduct elsewhere, will accomplish practical results in moral education which cannot be attained by rules or lectures. A spirit of true kindness pervading a school will become a fountain of virtue.—FRANCIS J. WALKER.

* Special Papers. *

CANADA.

THE following is an address delivered by Mr. Thomas Hammond, Principal of Aylmer Public School, in a competition for a prize offered to the Public School teachers of the County of Elgin and City of St. Thomas, at the county Public School picnic held at Port Stanley on June 27th :

Mr. Chairman, Ladies and Gentlemen :

The subject announced for me is "Canada," and, although I had nothing to do with the selecting of this subject, yet the committee could not have chosen a theme more congenial to my sentiments. Ladies and gentlemen, I have neither the presumption nor the vanity to imagine for a moment that I have the ability to do justice to so grand a subject. But I assure you, that though I fail, I can say with one of Scripture, that "the spirit is willing though the flesh is weak."

A nation's greatness consists chiefly in its geographical position, its natural resources, and the intellectual, moral and religious education of its people. The nation about which we are to draw conclusions lies truly in a temperate zone,—temperate in its geographical position, temperate in its political institutions, temperate in its religious sentiment,—for all of which we should feel grateful; grateful that we are spared the severities of an Arctic region, where the greatest exertions are requisite to satisfy the cravings of appetite, and keep warmth to the body; even more grateful that our lot is not cast in a tropical climate, where little or no exertion is necessary to supply the individual's demands, leaving him weak physically and morally, passionate, and given to vices. May it never be said of Canada as Goldsmith said of Italy, "Man seems the only growth that dwindles here."

I said that we are temperate in our political institutions. We think our constitution second to none on the globe, being the happy mean between the two extremes—despotism and republicanism. Having all the liberty of a republic, we have none of its license, and having a reverence for a Royalty we are governed by a democracy. Thanks to our true liberty and just laws we are not afflicted with the nihilists of Russia, the socialists of Prussia, Belgium and Switzerland, the communists of France, or with the anarchists of the United States.

And what Canadian does not feel proud of our statesmen? I care not whether you refer to a Mowat or a Meredith, the practical Mackenzie, the theoretical Blake or the wily Sir John. Such men have done much to make our young country a land of peace and plenty. The carpet bag politician is unknown in Canada, and the demagogue is almost as rare.

We have reached the acme of religious freedom; and instead of warring sect against sect, we war against sin.

Canada, stretching from the Atlantic to the Pacific, whose provinces are bound together by the silken chain of commerce, opened up by that greatest of all overland routes, the C.P.R., is rapidly rising into national prominence as a producer of the world's necessities.

Its fisheries, of which our American neighbors are so envious, feed the million.

The coal fields of Nova Scotia in the east and British Columbia in the west are sufficient to supply the nation for ages.

The weavers of Manchester and Glasgow, the cutlers of Sheffield, the miners of Cornwall, the cockneys of London, eat bread made from wheat grown on the well-tilled farms of Ontario and the vast prairie lands of Manitoba.

Our American cousins imbibe beer brewed from Canadian barley. Timber from New Brunswick is found in the dockyards of Glasgow and Woolwich. Great Britain, owning nearly half the shipping of the world, whose sons loyally sing, "Britannia Rules the Waves," obtains the oaken ribs of her great fleet from Canadian forests.

In short, our fisheries, forests, agricultural and mineral resources, the development of which is yet in its infancy, excel those of any other nation, either of the old or the new world.

With regard to shipping and tonnage, young Canada stands fifth in the list of nations, having

more vessels than old France, Spain, Italy or Russia.

Nature in her kindness has furnished us with the finest water system on the globe.

I can appreciate the pride with which our neighbors to the south point to the great "Father of Waters," which is the outlet for all the produce from the Rocky Mountains to the Alleghanies, and from our great lakes to the Gulf of Mexico, but I pride more in our picturesque St. Lawrence, whose waters sweep past the pictured rocks of Lake Superior, leap the cataract at Niagara, and carry the keels of Canadian commerce.

Yes, I pride more in our noble St. Lawrence, whose shores have never echoed to the stroke of the slave-driver's lash.

With these natural advantages surely Canada has a hopeful future. Were she to make progress during the next century equal to that of the past, she will stand among the foremost nations of the earth. England, from whose loins Canada has sprung, has grown in wealth and opulence for more than a thousand years, and yet is far from her dotage; then why should not her offspring, with even greater advantages, reach national greatness?

The natural position and condition of Canada are not its only encouraging features; her school system, founded by that grand old U. E. Loyalist, Rev. Dr. Egerton Ryerson, has made such rapid strides of progress that it is being largely copied by the old European nations.

With reference to our queen province of Ontario is this especially true. Even the great German system, the pride of Europe, must take second place as regards our system of inspection, of training and of institute work for teachers.

The peasant in his hamlet on the shores of Georgian Bay or Lake Superior has a trained teacher for his children. Herein, ladies and gentlemen, lies the promise of much of our future greatness—an educated peasantry.

"Princes and lords may flourish or may fade,
A breath can make them, as a breath has made,
But a bold peasantry, their country's pride,
When once destroyed, can never be supplied."

Canadians are truly a moral, a religious and a loyal people—loyal to Canada, loyal to the empire to which we are proud to belong, loyal to political and religious liberty.

Its population is composed of the sturdy sons of England, the hardy highlanders of Scotland, the witty, but generous-hearted sons of Erin, the industrious German, and the Anglicised Frenchman, and the sons of the 30,000 United Empire Loyalists, who sacrificed homes and property for the love of freedom and the British flag. What better elements could be desired to make a great nation than the descendants of England's Hampden, Scotland's Knox, Ireland's O'Connell and Germany's Luther?

The union of all these different nationalities by social, religious, political and commercial intercourse, as well as by intermarriage, has blended all the better qualities, and eliminated the weaknesses of each, thus in a measure verifying the doctrine of the "survival of the fittest."

Long may the rose, thistle and shamrock keep company with the maple leaf.

The great question that is agitating the minds of many to-day is, "What is to be Canada's Future?"

Considered from a political standpoint it is generally believed that Canada will accept one of three options, viz.: Annexation with the United States, Independence or Imperial Federation.

The first is scarcely worth our time to discuss, as Annexation would be accepted only by the few who are not Canadians in any true sense of the term.

No intelligent citizen of Canada, considering the sacrifices we should make, morally, religiously, politically, and in many respects commercially, besides severing the cords of affection for the mother country would seriously consider the question.

We must also negative the second option, as we are yet too young to go alone, with such an overshadowing, and somewhat covetous nation in so close proximity. We are rapidly growing into maturity, still for some years to come we need the anxious, maternal parent's care.

Having rejected Annexation and Independence, we are inclined to accept Imperial Federation, and believe that within a few years we shall be a part of a great federation as one, and not the least of England's numerous colonies, with our representa-

tives meeting in Parliament with all those over whom the Union Jack floats, and bound together more firmly still by all the ties that such a union must necessarily strengthen.

Canada, having such elements of greatness within herself, when she becomes a part of such a union, that has for its object the better protection of one another's interests, will be a large factor in a national greatness that has not been eclipsed since the "morning stars sang together."

"In union is strength," as is shown by the Confederation of the British North American provinces. Had this union not been effected, at the wise suggestion of the late Hon. George Brown, and so well carried into effect by the present Canadian "Chieftain," perhaps the Maritime Provinces would not yet have been connected with the upper provinces by the Intercolonial Railway, and quite certain it is the C.P.R. would yet be unknown, and the inhabitants of British Columbia and Manitoba could hold intercourse with their sister provinces only through United States territory.

Canada's future will depend largely upon her national morality. That Divine Being who "decks the lily" and is mindful of the sparrow, surely is not forgetful of nations. History points to the fact that no nation ceases to prosper whose legislation is based upon the moral law, which was made as surely for nations as for individuals.

An aged man once said, "I have been young but now am old, yet have I not seen the righteous forsaken, or his seed begging bread." This is as true to-day as the day it was penned, and as true of nations as of individuals.

Opposed as we are to Annexation we do not forget that our neighbors to the south and we are of the same blood and language, connected by social and commercial intercourse; and though opposed to political union, may we become more and more united in heart and hand, to battle for right, defend virtue, and war against intemperance and all its kindred vices, that are doing so much to retard the progress of our neighboring Republic and our beloved Canada.

But, ladies and gentlemen, before concluding, permit me to refer to our ancestral race. I must say something of our forefathers who shed their blood in defence of political and religious liberty.

When Spain's "Invincible Armada" was about to crush out Protestantism it was our ancestors that humbled that mighty fleet. When that French King was about to trample Europe under his feet, it was the Prince of Orange, with his British troops, that suppressed his tyranny; and when Napoleon Bonaparte had nearly the whole world at his feet, it was England's Iron Duke, on that Sunday afternoon, that closed his career on the plains of Waterloo. In fact, for centuries England has been the balance wheel of the world.

We look back with pride to the names of Crecy and Agincourt, to Alma's Heights and Inkerman, and what British heart does not beat faster when it hears the name of Waterloo?

But enough, and more than enough of such victories are blazoned on our flag. We want not the annals of our nation written in blood. May it never be truly said of us that we war merely to gain territory or for the acquisition of wealth.

Let us beware of the sin of Judas. The hand of history points to the fact that swollen fortunes and material wealth are not always signs of a nation's strength. In the contention between old Abraham and Lot, we find the latter choosing Jordan's rich and fertile valley, while the former was contented with the somewhat barren hills of Palestine, but that pillar of salt on Palestine's plains stands as an evidence that material wealth sometimes leads but to weakness.

Old Rome was never so strong as when her dictators came from the ploughshare, and never so weak as when in her colossal wealth she had scarcely a freeman. "He is a freeman whom the truth makes free, and all are slaves besides." Let us ever be freemen as far as the truth can make us free! Let us imbibe the sentiment of England's immortal bard who says, "I dare do all that becomes a man, who dares do more is none."

Happy is the man who loves his country and his home; thrice happy he who from his very heart exclaims, "God, Home and Native Land."

THERE is nothing like a fixed, steady aim, with an honorable purpose. It dignifies the nature and insures success.—SPOTFORD BROOKE.

Book Notices, etc.

The Nine World's ; Stories from Norse Mythology.

By Mary E. Litchfield, Boston, U.S.A. Ginn & Company, 1890.

These stories of the Norse gods have been written, the author tells us, after much reading and thinking. They are founded on the researches of Anderson and Rydberg in Norse Mythology, Thorpe's translation of Sæmund's Edda, etc. In some cases the author has used the words of the ancient poems and mythologies, and has combined and added from her own imagination in order to supply connecting links and form a dramatic whole. Many readers might have wished to be enabled to distinguish more clearly between the original and the supplementary, but the book will no doubt prove attractive to children, while to many of riper years it will be interesting and helpful in conveying clearer ideas of the Scandinavian paganism which Carlyle pronounced more interesting than any other.

Bunyan's Pilgrim's Progress. With Notes and a Sketch of Bunyan's life. Ginn & Company, Boston, U.S.A., 1890.

This edition of the first part of Bunyan's immortal work has been carefully edited and abridged for the use of schools, and includes a sketch of Bunyan's life and brief foot notes. It forms one of Ginn & Company's excellent series of "Classics for Children," and is uniform in type and binding with the rest of the series.

The Statistical Year-Book of Canada for 1889.

Published by the Department of Agriculture Fifth year of issue.

This volume of 575 pages contains a mass of information on almost every Canadian subject capable of being dealt with statistically which makes it very useful to all classes of citizens who wish to keep themselves informed in regard to the constitution, legislation and general progress of their country. To the journalist it is invaluable, especially as reference to the great variety of matters of which it treats is made easy not only by a copious index, but by running marginal references.

How to Remember History. A Method of Memorizing Dates, with a Summary of the most Important Events of the Sixteenth, Seventeenth, Eighteenth and Nineteenth Centuries. For the use of schools and private students, by Virginia Conser Shaffer. Philadelphia: J. B. Lippincott Company, 1890.

Opinions will vary as to the value of the first part of this work. For our own part we have not much faith in charts and similar devices as aids to memory, though it is quite possible that expedients which are of little use to one person may be very helpful to another. Be that as it may, the summary of important historical events which is given in this work, and makes up, in fact, the principal part of it, cannot fail to be very useful not only to students but to all who have occasion, as who does not, to wish to recall accurately, from time to time, the leading particulars of such events.

An Introduction to the History of the Science of Politics. By Sir Frederick Pollock, Bart., M.A. Corpus Christi Professor of Jurisprudence in the University of Oxford, and late Fellow of Trinity College, Cambridge. London and New York: MacMillan & Company.

This essay was delivered as a course of lectures at the Royal Institution in 1882, and shortly afterwards published as a series of articles in the *Fortnightly Review*. Political Science has become, and is more and more becoming, in its ever widening aspects, one of the most difficult and profound studies of the period. By reason of its vital relation to the well-being of organized communities, it is one of the deepest interest to all intelligent citizens, especially among free, enlightened and self-governing people. The thoughtful reader may not

be able to agree with the author at all points. The author himself intimates, in fact, that were he expressing the same things now he might put them, in some cases, differently, seeing that the lectures were delivered eight years ago. Nevertheless the little volume will be welcomed by students of the subject everywhere as a valuable contribution to a science which is as yet but in its infancy.

Practical Sanitary and Economic Cooking. Adapted to Persons of Moderate and Small Means. By Mrs. Mary Hinman Abel. Published by the American Public Health Association.

The above little volume is the essay to which was unanimously awarded the first prize of \$500 offered by Mr. Henry Lamb, of Rochester, N.Y., for the best essay on the subject which constitutes its title. The above named Association commend the volume to the public as an unequalled work upon the subject. From a cursory inspection we are constrained to echo the wish of the Health Association and the giver of the prize, that it might be placed in the hands of every family in the country. We believe that it would do an immense amount of good in more ways than one.

Elocutionary Department

CULTURE OF THE SPEAKING VOICE.

BY R. LEWIS.

THE speaking voice, which embraces all that we mean by the reading voice, has its music, as full of power and beauty as the singing voice, and, in its application and influence, is beyond measure more potent for good or evil, but is more neglected than any other of our physical faculties. We have physical drill and gymnastics of every kind to develop and strengthen our physical organization; and now musical practice for the development of the singing voice is largely practised, especially when the teacher is capable of singing and parents desire musical culture. But it may be safely said that neither in our homes nor our schools is any attention given to the culture of the speaking voice. We pay heavy penalty of our neglect. The great majority of our public men have harsh and discordant voices; and many of them, especially our clergymen, whose most important duty is to speak to public audiences, are constant sufferers from throat diseases, due entirely to the abuse of their vocal organs. In the best of their time they fail in those oratorical tones of voice which, when wielded by the accomplished speaker or actor, often constitute the highest charm of oratory or dramatic exhibitions. The writer has heard Miss Cushman, Miss Glynn, the elder Vandenhoff and his son, Macready, Chas. Kean, Bellew and others reading, from two to three hours, some grand tragedy of Shakespeare, or passages from poetry, or fiction, or oratory, to audiences that listened with wrapt attention and delight during that time. One person delighting, captivating and commanding the hearing of hundreds for more than two hours. When does the finest singer, alone and without musical accompaniments, ever accomplish such triumphs? It is not supposed that mere culture would attain these triumphs for all. But it is certain that home reading and public amateur and even professional reading are now very dull and tiresome affairs; and in reunions or home gatherings we prefer the singing, because it gives a greater variety than the dull monotonous reading of an uncultured voice and a bad delivery.

The study of elocution embraces the cultivation of the speaking and reading voice, and that cultivation can be and ought to be accomplished in the school training of the young. In this direction the authority of Sir Morell Mackenzie is again invoked. Treating at once of the singing and speaking voice, he says, with reference to the former: "On the whole, I think there can be no doubt that vocal training in childhood, if properly carried out, is not only not hurtful to either voice or health, but, on the contrary, distinctly advantageous to both." But, in another passage of the work from which these quotations are taken, "The Hygiene of the Vocal Organs," he adds: "If there is any doubt as to when it is best to begin the training of the singing voice, there can be none, I

imagine, as to commencing the education of the speaking voice. It can hardly be begun too soon; in this way faults of production and articulation can be prevented, or, as it were, strangled in the cradle, which in after-life can only be got rid of with infinite trouble and vexation of spirit." And, further, for the subject cannot be too strongly urged on the attention of the only class that can use the remedy, the Public school teachers of the country, he adds: "I am persuaded that if there were a thoroughly qualified instructor in elocution (including in that term the whole art of voice production, apart from singing) in every school in the kingdom, our noble English tongue would lose its undeserved evil reputation for harshness of sound; much torture would be spared to the 'general ear,' much weariness to our auditory nerves (unnaturally strained to catch the sense drowned in a stream of half-articulate gabble), and much suffering would be saved to throats ruthlessly stretched, and cramped, 'and every way abused,' in the fierce struggle to deliver the message which the speaker has in him. It is no exaggeration to say that bad elocution is at the root of most of the throat troubles which beset public speakers, and, for that, the want of proper training is almost entirely responsible. This is in an especial degree true of clergymen, to whom a right delivery is of more importance than to any other class of speakers."

What is meant by the term, "Voice Production"? All exercises for voice production, which will be next fully explained, should begin with some of the Breath exercises explained in a previous article.

The names, uses and places of the chief voice organs should be known.

The vocal machinery consists of the *lungs*, which Dr. Hullah names the *bellows*. Their office in the work of voice production is to supply the air which constitutes the great instrument of sound; but the sound is not produced in the lungs or by the lungs. The current of air expelled from the lungs by the pressure of the abdominal muscles and the diaphragm passes through the windpipe until it reaches the larynx, when, acted upon by the tension and relaxation of the vocal cords, the sound is produced. The open cavity where the sounds take their various forms can be seen and governed so that the speaker and singer may watch and control its actions. The large space behind the mouth is called the pharynx, and, with its concave roof, is visible, and the little triangular pendent tongue called the uvula, on the right action of which purity of tone largely depends, can be and must be controlled to secure that purity. The exercises of breathing may be usefully watched and controlled for this purpose. If the learner will sit with his back to the light and hold a small mirror before his mouth he can observe the various actions of the uvula. If he inhales through the nose the uvula will descend and conceal the entrance to the windpipe. The tone will then be impure. If he inhales through the mouth the uvula will rise and leave the entrance to the pharynx open. As purity of tone depends on the position of the uvula, every effort should be made to raise that organ by the mere act of the will, which, after a little practice, can be effected. The oratorical voice owes its purity and richness of tone to this control of the uvula, and the rasping, harsh and nasal tones which so many voices produce, especially under excitement, are due to contact of the uvula with the voice passage from the outlet of the windpipe, the larynx and the cords. The back part of the mouth, the compressed and elevated root of the tongue, all combine to give real beauty and purity of sound, and all, by careful training of the youngest voices, can be directed and led into that action. The control of the tongue is as necessary for purity of tone as of the uvula. The tongue should generally lie on the floor of the mouth, the tip directed to the lower jaw, and, while the mouth should be well opened, wide enough for the thumb and sometimes for two fingers one over the other to lie between the teeth, the action of opening should be caused by the action of the lower jaw.

All the exercises which follow should be given with this attention to the organs of speech. But no exercise for the speaking voice should be sung. Song moves in varying steps, but each sound is a monotone. But speech moves incessantly in rising or descending slides, and the instant syllables and words are sounded in one unchanging tone they pass into the chant. They may vary in pitch,

but each sound is the imitation without the charm and music of song. This kind of reading and speaking often marks the utterance of clergymen, and hence receives the appropriate name of "pulpit tones." We cannot read or speak naturally and with right expression without inflection. Every word and every syllable we utter must be inflected, and he who cannot inflect naturally as he reads has yet to learn the art of reading.

ELEMENTARY EXERCISES.

I. Sound the following vowels each in one breath prolonged until "out of breath." There must be no break, no jerking in the sound; it must be regular and pure. The pitch at first should be that about half way between the lowest and highest notes of a natural octave, varying, however, from *mi* to *la*. In more matured voices than those of children the bass voice may be practiced on the notes D E F G and the tenor on G A B C.

(1) Sound a—a as in ah, continuously, then, in succession, o—o, e—e, ā—ā, awe—awe, oo—oo, oi—oi, ou—ou, l—l, m—m, n—n. The two letters before and after each dash do not signify repetition but continuation.

In this and all similar exercises, inhalation must be regular and according to the rule given for abdominal breathing. As the sound is poured out the abdomen is drawn inwards, the diaphragm by that action is raised and the lungs are slowly emptied. When thus producing sound the learner or teacher should keep such control over the tone as to sustain its purity from roughness to the end. The action of breathing is centred in the waist muscles and the abdomen, not in the throat, as in coughing or gaping.

II. *The Crescendo Exercise*.—Use the vowels in Exercise I. in the following manner: Begin *ah* with a gentle effort, producing a pure but *piano* sound, and increase its force as it advances until it reaches a full *forte*. The sound may be compared to the thin edge of the wedge advancing until it reaches the broad end.

III. *Diminuendo Exercise*.—Reverse the above exercise. Commence with full force of the voice and gradually diminish that force until it softens to the mildest *piano*. Use all the vowels of Exercise I.

IV. The combination of the increasing and diminishing practice produces those tones so appropriate to reverential and solemn thoughts and language. The commencing and ending of each sound are softer and the fullest force is heard in the middle of the tone, but the changes must not be jerky, but uniformly swelling to that centre and then diminishing.

Exercises for Expulsive and Explosive Forces.—These exercises demand greater muscular effort, and should not be given to very young children nor practised too long or too often by older pupils and learners. But they are indispensable for all powerful energetic utterances, and, judiciously used, not only strengthen the vocal muscles, but carry a stirring, commanding and irresistible force with them. In the practice on the vowels of Ex. I. the preparation is similar. The inhalation commences and is full. A momentary pause prepares for the effort, as if for a leap. The glottis is closed, the cords rigid and in contact, and the breath held. Then the action: the voice is sent forth with clearness, prompt and with great force, but slightly diminishing that force to the end. It is the broad end of the wedge narrowing to the thinner end, but throughout sustaining the purity of tone. This describes the *expulsive force*.

The *Explosive Force* is produced similarly, but the force is sustained to the end, and the shout is brief and the stoppage prompt.

IV. The *Tremor* of the voice. This is one of the most necessary functions of the voice. It is never omitted in natural expression, when the heart is deeply moved, but rarely produced by the reader, and this omission is one of the evidences that a knowledge of the subject matter is enough for expression, as some teachers of a certain school maintain. It must be an acquired and a voluntary act in harmony with the feeling. It is not the "shake" of the singer, for that is a change of pitch. Dr. Rush compares it to the "gurgle" in the throat, and in the exercise for its production it has the sound of the gurgle. It is indispensable to all expressions of strong emotion.

In the next article additional explanations of the subject will be given, with illustrative examples for practice.

Mathematics.

All communications intended for this department should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

CONSTRUCTIVE GEOMETRY.

1. AB being a given line to construct the line AB $\sqrt{2}$

Draw BC perp. to AB at its extremity, then AC is = AB $\sqrt{2}$.

For, $AC^2 = AB^2 + BC^2 = 2AB^2$, $\therefore AC = AB \sqrt{2}$

Cor.—The sq. on the diagonal is twice the given square.

2. To construct the line AB $\sqrt{3}$. (This figure and all following are easily drawn.)

Produce AB until it is = 2AB, on this line AC describe an equilateral triangle ADC, join BD, then $BD = AB \sqrt{3}$, for $AD^2 = 4AB^2$;

but $AD^2 - AB^2 = BD^2 = 3AB^2$; thus $BD = AB \sqrt{3}$.

3. To construct AB $\sqrt{5}$.

From B draw BC perp. to AB and = 2AB, then $AC = AB \sqrt{5}$.

For $BC^2 = 4AB^2$, $\therefore AC^2 = 5AB^2$, thus $AC = AB \sqrt{5}$.

4. To construct AB $\sqrt{7}$.

From B draw BD perp. to AB and = AB $\sqrt{3}$ by No. 2.

Also produce BA to E till $BE = 2BA$, then $ED = AB \sqrt{7}$.

5. To find a point C in a given line AB, such that $AC^2 = AB \cdot BC$. (Euc. II. 11.)

Considering $AC^2 = AB \cdot BC$ as an algebraic equation and solving as a quadratic we get $AC = \frac{1}{2}(AB \sqrt{5} - AB)$, and this represents the line to be constructed. Construct $AD = AB \sqrt{5}$ as in No. 3; take $DF = AB$ and bisect AF in G , and take $AC = AG$. Then C is evidently the point required in B.

As the $\sqrt{5}$ has two signs, if we take the negative sign, the algebraical expression assumes the form $AC = -(AB \sqrt{5} + AB)$. Now the negative sign is interpreted by a line drawn in the opposite direction, hence take $DF_1 = AB$ in AD produced, bisect AF_1 in G_1 and produce BA to C_1 so that $AC_1 = AG_1$, then C_1 is the point required in BA produced. This construction requires no proof other than the equation it represents. The proof, however, is easy, for $AD^2 = 5AB^2$, and $=(AF + FD)^2 = (2AC + AB)^2$

or $5AB^2 = 4AC^2 + AB^2 + 4ACAB$, i.e., $AC^2 = AB^2 - ACAB$,

or $AC^2 = AB(AB - AC) = AB \cdot BC$.

6. Find the side of the square which is equal to a given rectangle. (Euc. II. 14.)

Let AB be one side of the rectangle; produce AB to C so that BC is equal to the other side of the rectangle, $\therefore AC = x + y$ if we let x and y denote the sides of the rectangle. Bisect AC in D, then $CD = \frac{1}{2}(x + y)$ and $BD = \frac{1}{2}(x + y) - y = \frac{1}{2}(x - y)$

Now $(\frac{x+y}{2})^2 - (\frac{x-y}{2})^2 = \frac{1}{4}(x^2 + y^2 + 2xy) - \frac{1}{4}(x^2 + y^2 - 2xy) = xy$, the given rect. That is $CD^2 - BD^2 =$ the given rectangle. We have therefore to construct a right-angled triangle with CD for hypot. and BD for base. From B draw any perp., and from centre D with distance C, describe an arc cutting this perp. in E; then BE is evidently the side of the sq. required.

7. Divide a given line AB in the point C so that the rectangle AC, CB may be equal to the difference between the squares on AC and CB.

Let $AB = a$, and $BC = x$, $\therefore AC = a - x$. Then we require to take C so that $x^2 - (a - x)^2 = x(a - x)$; or $x^2 + ax - a^2 = 0$; that is $x^2 = a(a - x)$. The problem is thus seen to be identical with No. 5, and the same construction will apply. For variety, however, we will put the two roots in slightly different forms, and thus vary the construction. We can say that the roots of $x^2 + ax - a^2 = 0$ are

$$x_1 = \sqrt{[\frac{a}{2}]^2 + a^2} - \frac{a}{2}; \text{ and } x_2 = \sqrt{[\frac{a}{2}]^2 + a^2} + \frac{a}{2}.$$

Then draw BD perp.

to AB and = $\frac{1}{2} a$. Join AD, and from centre D and with DB for radius describe a circle cutting AD in E and AD produced in F. Then $x_1 = AE_1$ and $x_2 = AF$, as is manifest from the figure.

NOTE.—These examples are sufficient to show some of the advantages of the algebraical method of solving problems in geometry. The algebraical analysis gives a general expression which includes all possible geometrical constructions; and a mere examination of the form of this expression will usually settle the limits of the possible solutions. By introducing the *Principle of Descartes*, i.e., the conception of negative lines, this method enables us to group together related problems and bring them under one generalised form. If the root of the algebraic equation assumes an imaginary form the problem is impossible in the ordinary acceptation of the term. But imaginary algebraic quantities are capable of a geometrical interpretation, and we may return to this point at some other time. The matter of this paper is drawn chiefly from Prof. Dupuis' *Elementary Synthetic Geometry*, to which we have previously directed attention.

PROBLEMS SENT FOR SOLUTION.

58. SUPPOSE 5 candidates are examined for 2 scholarships, and that A obtains $\frac{2}{5}$ of the whole number of marks given; B twice as many as A gets more than C, who obtains 3 times as many as B gets more than D; that D obtains $\frac{1}{2}$ as many as A, B, C together, and E $\frac{1}{3}$ more than the excess of the sum of A, B and C's marks together over D's. Determine the successful candidate. (Sent by H.J.S., King.)

59. A market-woman who has an exact number of dozens of eggs finds that if she counts them by 8, or by 10, or by 20, there are always 4 eggs left. What is the least number of dozens she can have?

60. On counting out the marbles in a bag by 20 at a time, or by 24, or by 30, there are always 15 marbles left. What is the least number of marbles there can be in the bag? (Sent by N.S.E., Rockford.)

CORRESPONDENCE.

DEAR SIR,—I wish to call your attention to the solution of No. 70 of last year, given in March number of EDUCATIONAL JOURNAL.

It appears to me that the solver has left out of consideration the fact that the rope will overlap on the circumference of the given circle if the animal is to graze on the *outside* of it, and thus a curve will be formed that is not an arc of a circle.

But the solver has given a neat solution to the problem I proposed in the JOURNAL about three years ago, namely to find the length of the rope when the horse is fastened to a tether on the *inside* of the given acre.

My solution of No. 70 is as follows:—
Let v = radius of given circle, and x the required rope,

$$\text{Then } \int \frac{x^2 \cdot dx}{2v} = \frac{x^3}{2 \cdot 3v} = \text{area of half surface formed by overlapping, and area of semicircle} = \frac{\pi x^2}{2} \cdot \frac{x^3}{3v} + \frac{\pi x^2}{2} = 160$$

whence x is 49,318 yards. Yours truly,

Wm. W. IRELAND.
Madoc, Ont.

QUESTIONS FOR THE EVENING HOUR.

1. HAVE I taught to-day?
2. Am I making my pupils self-helpful?
3. Have I, in this day's work comprehended the true end of education?
4. Are my pupils learning self-control from their association with their teacher?
5. Have I, to-day, by word and action, taught honesty, integrity and truthfulness?
6. Am I developing in my pupils the power of organized and independent thought?
7. How would I like to go to school to such a teacher as I am?
8. Are my pupils better children in their homes because of my influence?
8. Do I treat my pupils as I would like to have a teacher treat my child?
10. How often do I see school work as it appears to parents?—*Supt. C. H. Gurney.*

Educational Meetings.

THE SUMMER SCHOOL OF MUSIC.

THE Normal Music Class for teachers under Professor H. E. Holt, of Boston, held in the Normal School building, Toronto, closed on August 7th. A large number of Public School teachers and musicians attended. The following resolution was unanimously adopted:

Moved by J. W. Graham and seconded by R. F. Greenlees:

We, the teachers in class assembled at the close of the term, desire to express our highest appreciation of the instruction in methods in music by Professor Holt, of Boston, and also to thank the Hon. the Minister of Education for having secured for the teachers of the Province an instructor who is so thoroughly conversant with the teachings of music on educational principles as Mr. Holt, and we trust the Department will next year again secure his services. We feel that the application of the principles as taught by Mr. Holt will not only assist us greatly in the teachings of music, but also enable us to be more successful in presenting other subjects. Signed on behalf of the class: G. A. Cole, Deseronto; Hattie E. Whelpley, Mount Forest; Teresa McKenna, Belleville; R. F. Greenlees, Picton; J. W. Graham, Brantford; J. H. Ketcham, Peterboro.

The minister in his remarks congratulated Mr. Holt on his work, and said the missionary work would be continued until music was properly taught in all our schools.

ANNUAL CONVENTION OF THE ONTARIO TEACHERS' ASSOCIATION.

ACCORDING to arrangement the Thirtieth Annual Convention of the Provincial Association was opened at Niagara-on-the-Lake on Tuesday, August 12th. Those of the delegates who were present the day before had the pleasure of listening to a lecture by Mr. J. L. Hughes, Inspector of the Toronto Public Schools, on "Schools and Schoolmasters in Dickens." The lecturer showed a thorough acquaintance with his author, and a keen appreciation of both the humor and the pathos of the various scenes and incidents with which he dealt. Well rendered selections, illustrative of the subject, from the principal works of Dickens, added materially to the interest of the lecture.

The meetings of the Convention were held in the spacious pavilion which served the purpose admirably. The attendance was fair at the opening and increased as the meetings proceeded. At the opening the chairman of the Association, Mr. Samuel Woods, M.A., London, was unavoidably absent, and his place was taken by the first Vice-President, Mr. John Johnston, Inspector of Public Schools for South Hastings. Devotional exercises were conducted by Inspector Brebner, of West Lambton.

Mr. A. Campbell, of Kincardine, was appointed minute Secretary. Various communications were read by the General Secretary, Mr. R. W. Doan, including a letter from Mr. E. W. Arthy, Secretary of the Association of Protestant Teachers, Quebec, with reference to a text-book of Canadian history. Various notices of motion were laid on the table, after which the Treasurer, Mr. W. J. Hendry, Toronto, read the financial report for the past year. The total receipts were \$769.97, the balance of \$428.90 carried forward from the previous year, and the Government grant of \$200 being the principal items. The expenditure was \$401.43, showing a balance to the good of \$368.54. The report was referred to a committee named by the President, consisting of Messrs. McAllister, McIntosh and Keith.

The first address was that of Mr. J. Squair, B.A., lecturer in the University of Toronto. Mr. Squair took as his subject the "Teaching of English Literature." As summaries usually fail to do justice to writers, and as we hope to be able to publish in full during the next few months, many of the papers presented at the Convention, we shall, for the most part, not attempt to summarize in this report. The address was a suggestive and valuable one, and all the better for its purpose for broaching some opinions and theories likely to provoke controversy.

In the absence of Mr. L. E. Embree, M.A., who was to have delivered an address on "The Constitution of Examining Boards," but was unable to attend through ill-health, Mr. William Houston, M.A., gave a short account from an examiner's standpoint, of the recent changes in the junior matriculation examination for the University of Toronto, with particular reference to the paper on English. As an examiner and a member of the University Senate, he was in a position to offer an authoritative explanation regarding the new departure in the setting of the questions on that subject. The substance of his explanation will be given in some form in the JOURNAL at an early day.

A short discussion on the addresses followed, the views of both speakers being cordially endorsed by the majority of those taking part.

Mr. W. Mackintosh, P.S.I., presented the report of the committee on the mode of electing the officers of the Association, after which the Convention adjourned for the day.

WEDNESDAY, AUGUST 13TH.

The morning of this day was occupied by the meetings of the various sections. Reports of the principal transactions of these meetings will be found below.

The General Association meeting opened at 2.30, Mr. J. Johnston, of London, in the chair. The following officers were elected for the year:

President—Mr. W. Mackintosh.

Secretary—Mr. R. W. Doan.

Treasurer—Mr. W. J. Hendry.

Professor S. S. Neff, Principal of the Philadelphia School of Oratory, gave a most interesting lecture on "The Object to be Accomplished in Teaching Reading." The lecturer held that much time was lost in the endeavor to teach children the power of expression without training them to think. It was a waste of time and energy to attempt to teach the child proper expression before the pupil had such a thorough knowledge of the meaning of words that he would be able to grasp the full meaning of the subject. If pupils understood what they were reading they would give expression to the subject according to their ideas of it. The modes of expression should be as varied as their thoughts regarding the matter dealt with. He advised that children be trained to think and imagine situations and details of what they read, and be afterwards allowed to formulate in words of their own selection the thought as it occurs to them. Then, he said, you need have no fear but that they will give the proper expression.

The discussion which followed showed that the ideas of the lecturer had been well received and had made an impression. In answering questions the professor was able to put some of his points still more clearly.

Mr. F. C. Powell, headmaster of the Kincardine High School, read an excellent paper on "The Responsibilities of Headmasters," which was listened to with much attention and interest. We shall give either the entire paper or a full summary in another number.

Rev. Mr. Rexford, Secretary of the Council of Public Instruction, of Quebec, was a welcome guest, and when he made his appearance upon the platform was heartily greeted. He tendered a greeting from the teachers of Quebec, and in an hour's speech entertained the audience with a general description of the educational system in his province. He said that the difficulty there, as was supposed by people in Ontario, was not so much because of religious differences of opinion, as of the failure of the pupils to understand the language of the teacher. The French child could not comprehend the thoughts attempted to be conveyed by the English teacher, and the same might be said of the English pupil who attended the French school. He told those present that the certificates granted in Ontario were honored in Quebec, the only additional knowledge required upon the part of the teacher being a knowledge of French and the Quebec school law. He invited the members of the Association to attend the Provincial Teachers' Convention in Quebec next October.

The afternoon session ended by an entertainment given by Miss McGillivray, of Chicago; Mrs. Wigmore, of Toronto, and Messrs. A. T. Cringan, James Johnston and M. E. Ramsey.

THURSDAY, AUGUST 14TH.

The attendance was not quite as large as on the former days. A good many of the members con-

sidering it an off-day owing to the excursion to Queenston Heights in the afternoon, took occasion to visit Buffalo and Niagara Falls. Last evening there was an animated discussion upon the report of the Committee on the Professional Training of Teachers, and this morning was devoted to the same work. Following is the Toronto *Mail's* report of this interesting meeting:

The Association upon opening resolved itself into a Committee of the Whole to discuss the report, Mr. R. Alexander, of Galt, in the chair. The committee that brought in the report were Mr. S. McAllister and Mr. F. C. Powell. The report was as follows:

(a) Deficiencies which need to be remedied in the training of teachers:

1. Their training secures them little or no experience in the work of ungraded schools.

2. They have little or no training and experience in actual governing and classifying.

3. The non-professional training is not now given as a rule, with a view to qualifying for professional work.

4. The age now required for teachers entering the profession does not guarantee sufficient maturity for its responsibilities.

5. The low percentage now required to pass in the non-professional examination does not protect against immaturity of judgment and character any more than against imperfect knowledge.

6. Different standards in the professional examination in different counties interfere seriously with the general efficiency of teachers.

7. The work of Normal schools is not now sufficiently confined to professional training, and especially to practice in teaching.

8. The training of High school assistants is not now extended over sufficient time to admit of adequate drill in the theory and practice of teaching.

Remedies suggested:

1. (a) Require all Model school students, after a session at a Model school, to serve for a year as pupil teachers under first or second-class teachers, and thereafter to pass their professional examination.

(b) During this year of service require a course of reading and study, and at its close an examination in subjects on which the Model school master reports defective knowledge.

(c) To induce trustees to employ Normal trained teachers and pupil teachers as assistants, there should be a special grant of say \$50 per annum, either from a special fund provided by the Government or out of the legislative grant, for every Normal trained teacher employed: and say \$25 for employing an under-graduate of county Model school as an assistant.

(d) The age before admission to the Model schools should be: Of females, 17 years, and of males, 18 years.

(e) Pupil teachers should be required to attend the Teachers' Institutes and Conventions of their county.

2. A decidedly higher percentage for passing the non-professional examination should be required in reading, writing, arithmetic, English grammar, literature and composition.

3. Unless a Central Board of Examiners to read the professional papers of third-class candidates be provided, the certificates granted in any county should be valid in that county only, unless endorsed by the inspector of another county for some school in his county.

4. The time now devoted in the Normal schools to non-professional work should be employed in practical teaching in both the Provincial Model schools and in city and rural schools to which access is practicable.

5. Until lectures on Pedagogics, accompanied with practical work, are delivered in University College, the professional training of High school assistants should be extended over at least a year.

6. Only teachers of thorough professional training and lengthened experience should be employed in Model schools.

7. If arrangements could be made by which the Normal school masters should conduct institutes and conventions throughout the Province, much would be accomplished towards bringing the whole educational system into harmonious working by placing most recent Normal methods before the profession.

The report was taken up clause by clause, and a very animated discussion followed.

Clause 2 was amended so as to read "that in

Model schools, as at present constituted, the student has insufficient opportunity to learn and prepare for active government and teaching."

The other clauses under the headings of "deficiencies" were passed after a thorough discussion.

When the "remedies suggested" came up for consideration then the report began to get sliced. In clause 1, sub-sections (a), (b) and (c) were struck out altogether. Section (d) was amended so as to read "Eighteen and nineteen years," instead of seventeen and eighteen as proposed. Section (e) was struck out. Clause 2 was struck out. Clause 3 was amended so as to read, "That the third-class certificates granted in any county should be valid in that county only, unless indorsed by the inspector of another county for some school in his county."

Clause 4 was changed so as to read, "That during the Normal school course the student should be given more practice in actual teaching." The other clauses in the report were carried in committee, and subsequently the report as amended was adopted in convention.

A resolution was then introduced and passed, asking that third-class teachers' certificates be made valid for five years instead of three as at present.

The Association then adjourned, and the sections took up their separate work.

In the afternoon, the Association indulged in an outing to Queenston Heights. A party of fifty or sixty took the boat from Niagara-on-the-Lake to Queenston. The afternoon was very pleasant, if anything a trifle warm, and the excursionists enjoyed the delightful scenery of the river, a shifting panorama of tree-crowned terraces, red sandstone rocks, cliffs and cosy villas. The party climbed those historic heights that are enshrined in the pages of Canadian history and literature. Here, almost a century ago, where now the trees droop so peacefully in the sunshine, the tide of battle raged and the hillside was stained with the blood of brave men. At the foot of the hill the party viewed the spot where a small stone monument marks the spot where General Brock fell, shot dead by the enemy's sharpshooters posted upon the heights. After viewing the monument many of the teachers ascended to the top and enjoyed the fine view from the summit. Tired after the climb, the teachers assembled on the shady side of the monument and listened attentively to Mr. W. Houston, while in his own inimitable style he explained the historical features of the landscape. The Second farm, Four Mile Creek, the American landing place and the scenes of the early battles in the history of the country visible from the Heights were pointed out and commented upon. A vote of thanks was passed to Mr. Houston. Then they all stood up and sang the National Anthem as the boat put in an appearance around the bend in the river, warning them that their stay was about at an end.

When the Association met in the evening Mr. J. Johnston, of Belleville, the first Vice-President, occupied the chair.

Mr. Houston delivered a lecture on Longfellow as an artist, which was listened to with marked attention.

Hon. G. W. Ross then delivered an address upon the organization and formation of a Dominion Teachers' Association. He urged upon the teachers the necessity of such a step. He pointed out the advantages that would accrue from association and acquaintance with the teaching methods of the profession in the other Provinces. He showed where the teaching in the Provinces differed in several respects, and dwelt upon the advantages of uniformity in the systems which would doubtless result from an interchange of ideas and thoughts, brought about at the meetings of such an Association. He took occasion to congratulate the Association upon its good work, the earnest deliberations and the excellent suggestions made during its session.

FRIDAY, AUGUST 15TH.

The attendance at the concluding session of the Association on Friday was not large, many of the delegates having left for home.

The different sections met in the morning, and short discussions took place on subjects interesting to all present. In the afternoon the general meeting assembled, and the officers previously elected by each section and those elected at the general meeting on Wednesday were declared to be the officers of the Association for the year 1890-1. A general discussion took place on the advisability of forming

advanced English schools in rural districts, and the proceedings of the Thirteenth Annual Convention were brought to a close at an early hour.

INSPECTORS' SECTION.

President Johnston presided over the first meetings of this section.

The following officers were elected :

President—J. J. Craig.

Secretary—J. Atkins.

Directors—Messrs. Dearness, Reazin, Davidson, Johnston.

Representative of the High School section—W. J. Robertson.

Legislative Committee—Messrs. Brebner, Barnes, McCaig.

At a subsequent meeting, the Chairman presiding, the discussions were of a general character, relating mainly to the Model schools and teachers' certificates.

HIGH SCHOOL SECTION.

The High school section met at nine o'clock on Wednesday, Dr. Birchard in the chair. A communication from the Secretary of the Council of Queen's University was read in explanation of the failure of its delegates, Messrs. McKnight and McGregor, to appear before this section at its last meeting according to pre-arranged programme, to discuss the question of a uniform matriculation examination for the Province. Dr. Knight, being present, also explained personally how the misunderstanding had occurred.

These explanations were taken as satisfactory, and it was agreed that no discourtesy on the part of these gentlemen was intended.

Mr. John Squair, B.A., lecturer in the University of Toronto, introduced a discussion regarding the formation of associations among teachers engaged in different departments of High school work.

Messrs. McDougall, Birchard, Reid, Squair and Patterson were appointed a committee to consider the whole question, and report as to the advisability of forming such associations.

The following officers were elected for the ensuing year:—Dr. A. P. Knight, Kingston, Chairman; Dr. I. P. Birchard, Brantford, Secretary; Messrs. O. Jolliffe, M.A., Ottawa; W. J. Robertson, L.L.B., St. Catharines; J. Reid, M.A., Stirling; T. H. Lennox, B.A., Woodstock; A. Campbell, Kincardine, Committee.

At a subsequent meeting of the section on Thursday, Mr. Strang spoke on the proposal to form a High School Teachers' Association. After some discussion a resolution was introduced by Mr. McDougall, of Ottawa, and carried, appointing a committee consisting of Dr. Knight, of Kingston, and Mr. Birchard, of Brantford, to confer with the committee appointed at the meeting of the High school masters held in the Normal school, Toronto, some days before, and to co-operate in calling the High school teachers together in convention in December.

PUBLIC SCHOOL SECTION.

The meeting of the Public school section on Wednesday was presided over by Mr. R. H. Cowley.

Mr. J. E. Bryant read an elaborate and interesting paper on the subject of "Agriculture in the Public schools." Mr. Bryant strenuously advocated the introduction of this subject as one of the branches of study in the rural Public schools. The question is one of great interest and importance. We hope to be permitted to lay Mr. Bryant's paper in full before our readers at an early day.

Mr. Campbell, Kincardine, a member of the Inspectors' Section, was asked to read his paper on the "Management of Teachers' Institutes." He held that the first important matter to attend to in the management of Teachers' Institutes was the preparation of a programme, instructive, practical and attractive. After referring to how this could be effected, he said that personally he was strongly of the opinion that the Provincial Government should establish without delay a Chair of Pedagogy in the University of Toronto. The professor appointed to fill this chair should be a man eminently qualified to conduct Teachers' Institutes when not otherwise engaged.

Mr. Campbell said, "As a result of his (the professor's) lectures in the University and at the Teachers' Institutes, it would only be a question of time when hundreds of practical teachers would be fully qualified to take up any of the subjects that pertain to

the duties of the school-room in a manner that would reflect the greatest credit on themselves, and contribute materially to the benefit of the younger members of the profession who had not received the same advantages."

We hope also to be favored with this paper for the benefit of our readers.

At a subsequent meeting of the section, the following officers were elected for the ensuing year: Mr. S. B. Sinclair, Hamilton, Chairman; Mr. W. F. Chapman, Toronto, Secretary. Directors—W. B. Atkins, St. Thomas; R. H. Cowley, A. E. Barber, J. A. Brown and F. C. Powell. Several minor matters were discussed and the meeting adjourned.

For Friday Afternoon.

THE STORY OF GRUMBLE TONE.

THERE was a boy named Grumble Tone, who ran away to sea,
"I'm sick of things on land," he said, "as sick as I can be!
A life upon the bounding wave will suit a lad like me!"

The seething ocean billows failed to stimulate his mirth,
For he did not like the vessel, or the dizzy rolling berth,
And he thought the sea was almost as unpleasant as the earth.

He wandered into foreign lands, he saw each wondrous sight,
But nothing that he heard or saw seemed just exactly right,
And so he journeyed on and on, still seeking for delight.

He talked with kings and ladies fair, he dined in courts, they say,
But always found the people dull, and longed to get away,
To search for that mysterious land where he should like to stay.

He wandered over all the world, his hair grew white as snow;
He reached that final bourne at last, where all of us must go;
But never found the land he sought. The reason would you know?

The reason was that, north or south, where'er his steps were bent,
On land or sea, in court or hall, he found but discontent;
For he took his disposition with him everewhere he went.

—Ella Wheeler Wilcox.

TEMPLE OF FAME.

THREE riders set out for the Temple of Fame,
Each booted and spurred and equipped the same.
The first rode forth at a rattling pace,
Like a jockey who wins an exciting race.
The second sets out with caution, slow,
That, when need was, he might faster go.
The third rode steadily, quietly on.

And which do you think will the winner be;
The hare, the tortoise—or number three?
The first one soon broke down, of course,
He saved his saddle, but lost his horse!
The second met the regular fate—
Dallied too long and was just too late!
The third, I grieve and regret to say,
Did not get there—for he lost his way.
He thought too much of his regular trot,
To look at sign boards he quite forgot.

See how strangely things befall!
Another—not thinking of Fame at all—
Who was on his way to the breadfruit tree,
To provide for a wife and children three,
Went straightway into the Temple of Fame,
And innocently asked its name!
They answered him. With a quizzical face,
He remarked, "It's a most uncomfortable place!"
Then he went to the breadfruit tree,
And home to his wife and children three.

The moral? Well, if you can find it,
Write it out—for I sha'n't mind it!

—Christian Union.

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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As many people, either thoughtlessly or carelessly take papers from the Post Office regularly for some time, and then notify the publishers that they do not wish to take them, thus subjecting the publishers to considerable loss, inasmuch as the papers are sent regularly to the addresses in good faith on the supposition that those removing them from the Post Office wish to receive them regularly, it is right that we should state what is the LAW in the matter.

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2. Refusing to take the paper from the Post Office, or requesting the Postmaster to return it, or notifying the publishers to discontinue sending it, does not stop the liability of the person who has been regularly receiving it, but this liability continues until all arrears are paid.

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✻ Editorials. ✻

TORONTO, SEPTEMBER 1, 1890.

A WORD TO OUR SUBSCRIBERS.

DURING the last few months the Publishers of the EDUCATIONAL JOURNAL have been engaged in a painstaking effort to put its subscription list on a proper business footing. This is, of course, desirable in the interests of all concerned. It is as unfair to paying subscribers as to Publishers that the paper should be continued indefinitely to those who fail to pay the very moderate subscription price. It is obvious that when this is done either the Publishers or the honest subscribers have to pay for the papers thus furnished gratis. In going over the lists, with the above end in view, it was almost inevitable that some mistakes should occur. Both the Editor and the Publishers of the JOURNAL have not only a high respect for their subscribers as a whole, knowing that the great majority are members of a profession whose ranks are open only to men and women of high character and standing, but they have also a due appreciation of the fact that unfortunately the majority of those engaged in this profession are very poorly paid. In fact it is

one of the chief and ever-present aims of THE JOURNAL, to do all in its power to bring about a great reform in this respect. Hence we sincerely desire to avoid, as far possible, all harshness in collecting arrearages and making matters straight for the future. We are the more solicitous in this regard, because we realize that we ourselves are largely to blame when arrearages are allowed to accumulate beyond a certain reasonable period. In the present instance we are happy to say that complaint has been made in comparatively few instances, and in those mainly in consequence of the subscribers not having received notices which it was believed had been duly sent from this office. We rely upon the forbearance of our friends in all such cases, and assure them of the anxiety of the company to do everything that is fair and reasonable, and in the most friendly spirit. We are always sorry to have to refer to the matter of delinquencies in our columns, knowing how distasteful such articles are to the subscribers who pay promptly in advance, as do the great majority of our readers. As our mailing lists will very shortly be thoroughly revised up to date, and as we propose hereafter to keep them right, we shall not probably find it necessary to refer to this matter again, but hope to give our undivided attention to the work of improving and strengthening the JOURNAL, to the utmost of our ability. We hope to make it still more deserving of the great favor which, we are happy to know from abundant testimony, is already accorded to it, not only by the teachers of Ontario, but by many in other provinces of Canada and in the United States.

CHANGES IN THE REGULATIONS.

FOLLOWING is a statement of the changes in the Departmental Regulations, some of which have been rendered necessary by the assimilation of the High School course of study to the course now prescribed for Junior Matriculation by the University of Toronto:

HIGH SCHOOL ENTRANCE EXAMINATION.

Candidates for examination in writing must place their copy books in the hands of the Presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as the candidate's own work, and the copy books should shew his progress during at least three months. Of fifty marks for writing, twenty-five will be assigned to the paper on the subject, and a maximum of twenty-five marks may be awarded as the result of the inspection of the candidate's copy-books.

After 1890 there will be but one High School Entrance Examination each year, in the month of July.

In December, 1890, will be held the first examination in Agriculture, the paper being based on the first seven chapters of the authorized text-book in Agriculture. A candidate may choose either Agriculture or Temperance, but it is not compulsory to take either, and he cannot take both.

HIGH SCHOOL COURSE OF STUDY AND EXAMINATIONS.

The subjects of study in forms I., II. and III. remain as before, except that there is no Botany prescribed for form II. The definition of some of the subjects is, however, different.

In form IV. the work is confined to the *pass* course for Senior Matriculation, and as no subjects not prescribed by the Department can be taken up, this change relegates to the Universities the honor work of the first year and Senior Matriculation.

In the matter of Writing, Reading and Physical Education, the Regulation has been amended so as to leave no doubt that these subjects are obligatory for a certain minimum of time throughout all the school terms.

As to the details of the courses of study the following are the most important changes:

The Rhetorical analysis of prose, which has hitherto been based on the prescribed prose, will hereafter be based on passages from authors not prescribed, and in English Composition the Examiner will allow a choice of subjects, some of which must be based on prescribed prose works—Parenthetically, we may say that Genung's Practical Elements of Rhetoric, and its companion volume, Rhetorical Analysis (Ginn & Co., Boston), have been highly recommended to us as useful manuals for the teacher of Rhetoric.—For the Junior and Senior Leaving Examinations the poetry and the prose authors are those provided by the University of Toronto for Junior Matriculation. For the Primary Examination the poetry consists of about seventy pages of selections from the High school reader; and the prose, of the novel of Scott's prescribed for the Junior Leaving Examinations. In poetical literature supplementary reading from authors in the High school library is prescribed in all the forms. In English Grammar, in form I., the definition remains unchanged; but, to prevent mere memorization of the text-book, the Regulation prescribes "examinations chiefly on passages not prescribed." In forms II. and III. the course in English Grammar and Philosophy consists, as in form I., chiefly of exercises on passages from authors not prescribed. The Physics of form II. is that

prescribed for Junior Matriculation ; in form I., it is an elementary course in the properties of Matter, Sound, Sight and Electricity. In forms II. and III. the course generally is that prescribed for Junior Matriculation, but to the arithmetic of form II. is added Mensuration which is not prescribed for Junior Matriculation.

As to the subjects of the Primary and Junior and Senior Leaving Examinations, they are unchanged with two exceptions: for the Primary there will be an examination in the Euclid prescribed for form I., and for the Junior Leaving Examination the science option consists of Physics alone. At all these examinations "Sight work" is prescribed: "Each paper on Poetical Literature and on the Latin, French and German authors shall contain, in addition to questions on passages from the prescribed texts, questions on passages from works not prescribed, but similar in style and of equal difficulty. In the case of the Latin, French and German papers, the meaning shall be given of words not likely to have been met with by the candidates, and the examinations in "Sight-work" shall determine, not whether the candidate has read more than the prescribed texts, but whether he is familiar with the idioms and constructions met with in the prescribed course."

And further: "The papers on Arithmetic shall contain commercial problems heretofore contained in the papers on Book-keeping; and either arithmetical or algebraic solutions will be accepted. The value of the questions in pure and applied Algebra at all examinations shall be about equal."

At the Primary Examination, the English Composition and the questions in Rhetoric will be in the same paper, but candidates will be required to make at least one-third in each of these subjects. At the Junior and Senior Leaving Examinations, the English Composition (an essay) is separate, and the Rhetorical questions are in the paper in English Grammar. In recognition of their importance, the value of Chemistry has been raised to 150 marks and of English Poetical Literature to 200.

Some important changes have also been made in the details of the Primary Examination in Drawing and Book-keeping. They are as follows:

"*Drawing*.—Each candidate shall submit for examination his school work in the five books prescribed in Form I., or their equivalent in character and amount. Each candidate shall pass, in addition, an examination in Object Drawing, the papers being prepared and valued by the Headmaster and the teacher or teachers of the subject. A Primary Art school certificate will be accepted in lieu of the examination in

Object Drawing and the submission of the five books prescribed.

"*Book-keeping*.—Each candidate shall submit for examination his school work in Book-keeping and Commercial Transactions, which shall consist of the following as a minimum:—Four sets, each of at least fifteen foolscap pages or the equivalent thereof, and each comprising the necessary books of original entry, with Ledger and Bill-book. The sets shall consist of one in Single Entry and three in Double Entry; one of the Double Entry sets to embrace transactions in Commission and Brokerage; another, transactions in Partnership; and the third to be a continuation of the Single Entry set, showing clearly the transfer from Single to Double Entry. At least one example of each kind of commercial forms and correspondence pertaining to the sets shall be entered in a suitable blank book and submitted with the principal and auxiliary books used in connection with the working of the four sets. The standing of the candidates shall be determined in accordance with the writing, neatness and accuracy of these sets."

In two other respects, important modifications have been made in the local examination in Reading, Drawing and the Commercial course:

"No candidate will be required to pass the examination in Drawing and the Commercial Course more than once: but all candidates will be required to pass the Examination in Oral Reading as often as they may present themselves for examination in the other subjects of the Primary Examination and to take again the course in Reading prescribed for Form I. of the High schools."

"Any candidate who passes the Primary Examination in Reading, Drawing and the Commercial Course, and who, in the opinion of his teachers, possesses a good business education, shall be entitled to a certificate signed by the Head Master of the High school or the Presiding Examiner, as the case may be."

In accordance with the first of these, candidates may pass this examination a year before the other part of the Primary Examination. The second recognises an important function of the High school, and will no doubt stimulate the work in the Commercial Department.

The courses for A and B have been assimilated to the courses in the different years of the University curriculum, and marked improvement is seen in the Classical and Modern Languages Department.

The circulars containing all the changes are now ready, and may be obtained on application to the Department.

TRAINING INSTITUTES.

A MOST important improvement has just been made in connection with the professional training of High School assistant masters and First-Class Public School teachers. Hereafter this training will consist of two courses of seven weeks each:

(1.) A course of instruction at Toronto in the History, Psychology and Methods of Education, Reading and Elocution, Drill, Gymnastics, and Calisthenics, Hygiene, Writing and Phonography, and such other subjects as the Minister of Education may determine from time to time.

(2) A course at a Training Institute, consisting of systematic observation of High school work and practice (a) in the organization and management of High schools, and (b) in teaching the High school courses.

The first part of the course for 1890 began on the 19th inst., and will continue till October 3rd., when the teachers-in-training will attend, for practice in teaching, the Institutes at Guelph, Hamilton, Kingston, Owen Sound and Strathroy. The staff and course in Toronto consist of:

J. A. McLellan, LL.D., Director of Teacher's Institutes and Normal Schools,—who is Principal of the school—Subjects: The History, Psychology and Methods of Education—two hours a day.

Prof. S. S. Neff, President of the National School of Elocution and Oratory, Philadelphia, and Professor Bechtell, of the same school—Subject: Reading and Elocution—an hour and a half a day.

Messrs. Thos. Bengough and W. A. Warriner, of the Canadian College of Commerce, Toronto—Subjects: Phonography—one hour a day; Writing—two hours a week.

Mr. H. C. Thompson, Drill Instructor, Y.M.C.A., Toronto,—Subjects: Drill, Gymnastics and Calisthenics—two hours a day.

W. Oldwright, M.A., M.D., Professor of Hygiene and Sanitary Science, Toronto School of Medicine—Subject: Hygiene and Sanitary Science—one hour a week.

Phonography is optional; all the other subjects are obligatory, male students taking Drill, Gymnastics and Calisthenics, and female students, Calisthenics. The classes in Drill, etc., are held in the Gymnasium of the Y.M.C.A., and the lectures in the other subjects are delivered in Prof. Wright's lecture room in the Biological Building in University Park. An opening address was delivered by the Minister of Education in the afternoon of Aug. 19th. About sixty teachers-in-training are in attendance, and the work is going on very satisfactorily.

THE information sought through "Question Drawer" by correspondents, so far as not supplied on first page, will be given in next number.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.

ENGLISH POETICAL LITERATURE.

Examiners { JOHN SEATH, B.A.
J. F. WHITE.

NOTE.—A choice is allowed between the third and the fourth question in each of sections I. and II. All the other questions in each of these sections are obligatory.

I.

Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attained his noon.

Stay, stay,
Until the hasting day
Has run

But to the even-song;
And, having pray'd together, we
Will go with you along.

We have short time to stay, as you;
We have as short a spring;
As quick a growth to meet decay,
As you, or anything.

We die
As your hours do, and dry
Away,

Like to the Summer's rain;
Or as the pearls of morning's dew,
Ne'er to be found again.

1. State fully

(a) The circumstances of time, place and mood under which this poem has been professedly (that is, as appears from the poem), written; and

(b) The subject of each stanza and of the poem.

2. Explain fully the meaning, sentence by sentence, commenting especially upon those expressions that seem to you most beautiful and suggestive.

3. Explain the metrical structure; and show, as well as you can, that it and the language are in harmony with the poet's mood and thoughts.

4. (a) What is the prevailing sentiment, and how should it be brought out in reading?

(b) Mark, with reasons, the especially emphatic words in the first stanza.

(c) How would you make plain in reading the likeness expressed in the second stanza?

(d) Point out and account for the variations in the rate, pitch and force.

II.

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far through their rosy depths dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly limned on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?

There is a power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air,—
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere;
Yet stoop not, weary, to the welcome land,
Though the dark night is near,

And soon that toil shall end;
Soon shalt thou find a summer home and rest,
And scream among thy fellows; reeds shall bend
Soon o'er thy sheltered nest.

Thou'rt gone; the abyss of heaven
Hath swallow'd up thy form; yet on my heart
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

1. (a) State fully the circumstances under which the different parts of this poem have professedly been written.

(b) Give a fully descriptive title; and state, connectedly and without the poet's amplification, the leading thoughts.

2. Explain the appropriateness of each of the following expressions:—"glow the heavens with the last steps of day," l. 2; "their rosy depths," l. 3 (why is "rosy" changed to "crimson," in l. 7?); "figure floats," l. 8; "rocking billows," l. 11; "chafed ocean side," l. 12; "Teaches thy way along that pathless coast," l. 14 (how else expressed in the poem?); "the abyss of heaven hath swallowed up thy form," ll. 25 and 26 (how else is "abyss of heaven" expressed in the poem?).

3. Other readings for "limned," l. 7, are "painted" and "seen"; which do you prefer and why? Show the force of "that," l. 18. Expand, to show the meaning, "stoop not, weary," l. 19, and "yet," l. 26. Comment on the repetition of "soon and the letter 's'," ll. 21 and 24; the shortness of the sentence, "Thou'rt gone," l. 25; and the use of "certain," l. 30.

4. (a) What is the prevailing sentiment, and how should it be brought out in reading?

(b) Mark, with reasons, the pauses in stanzas 6 and 7 (/ for short and // for long.)

(c) What are the connection and value of each of the following, and how are they to be shown in reading: "midst falling dew," l. 1; "The desert and illimitable air," l. 15; "lone wandering, but not lost," l. 16; and "shall not soon depart," l. 28.

(d) Give, with reasons, the words requiring especial emphasis in stanzas 1 and 8.

III.

Write, in good literary form, a composition, not less than sixty lines long, upon either of the following subjects, making short appropriate quotations and displaying suitable taste and feeling:

(a) Portia as Doctor of Laws. (Describe her appearance in court, her management of the case, and the result of the trial.)

(b) "How Horatius kept the bridge in the brave days of old."

IV.

Quote either of the following:

(a) Go where Glory waits Thee.

(b) "As Ships Becalmed at Eve."

ENGLISH PROSE LITERATURE AND COMPOSITION.

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

ENGLISH PROSE LITERATURE.

NOTE.—A choice is allowed between the second and the third question in each of sections I. and II. All the other questions in each of these sections are obligatory.

I.

Another morning came, and there they sat ankle-deep in cards. No attempt at breakfast now, no affectation of making a toilet or airing the room. The atmosphere was hot, to be sure, but it well became such a Hell. There they sat, in total, in positive forgetfulness of everything but the hot game they were hunting down. There was not a man in the room, except Tom Cogit, who could have told you the name of the town in which they were living. There they sat, almost breathless, watching every turn with the fell look in their cannibal eyes which showed their total inability to sympathize with their fellow-beings. All forms of society had been long forgotten. There was no snuff-box handed about now, for courtesy, admiration or a pinch; no affectation of occasionally making a remark upon any other topic but the all engrossing one. Lord Castlefort rested with his arms on the table: a false tooth had got unhinged. His Lordship, who, at any other time, would have been most annoyed, coolly put it in his pocket. His cheeks had fallen, and he looked twenty years older. Lord Dice had torn off his cravat, and his hair hung down over his callous, bloodless cheeks, straight as silk. Temple Grace looked as if he were blighted by lightning; and his deep blue eyes gleamed like a hyena's. The Baron was least changed. Tom Cogit, who smelt that the crisis was at hand, was as quiet as a bribed rat.

1. (a) What are the main subject and the subordinate subjects of this paragraph?

(b) Show in full detail how the subordinate subjects are amplified and related to one another.

2. Stating, with reasons in each case, which expression you prefer in the above—Disraeli's, or that with which it is coupled—discriminate between the meanings of—"affectation," l. 2, and "pretence"; "such a Hell," l. 4, and "such an abode of wickedness"; "with the fell look in their cannibal eyes," ll. 8-9, and "with the cruel look in their inhuman eyes"; "Lord Dice had torn off his cravat," ll. 17-18, and "Lord Dice had taken off his cravat"; "Temple Grace....hyena's," ll. 19-21, and "Temple Grace looked blighted; and his deep blue eyes gleamed"; and "Tom Cogit, who smelt that," etc., ll. 21-22, and "Tom Cogit, who felt that," etc.

3. State, with reasons, which of the following expressions you prefer in the above—Disraeli's, or that with which it is coupled: "No attempt at breakfast now, no affectation of making a toilet or airing the room," ll. 2-3, and "There was no attempt at breakfast now, and no affectation of making a toilet or airing the room"; "The atmosphere was hot, to be sure, but it well became such a Hell," ll. 3-4, and "The atmosphere was hot, but it became such a Hell well"; "There they sat," ll. 4 and 8, and "They sat there"; and "Lord Castlefort rested with his arms on the table: a false tooth," etc., ll. 14-15, and "Lord Castlefort rested with his arms on the table. A false tooth had got unhinged, and his Lordship who," etc.

II.

Method is of advantage to a work, both in respect to the writer and the reader. In regard to the first, it is a great help to invention. When a man has planned his discourse, he finds a great many thoughts arising out of every head, that do not offer themselves upon the general survey of a subject. His thoughts are, at the same time, more intelligible, and better discover their drift and meaning, when they are placed in their proper light and follow one another in a regular series, than when they are thrown together without order and connection. There is always an obscurity in confusion, and the same sentence that would have enlightened the reader in one part of a discourse perplexes him in another. For the same reason, likewise, any thought in a methodical discourse shows itself in its greatest beauty, as the several figures in a piece of painting receive new grace from their disposition in the picture. The advantages of a reader from a methodical discourse are correspondent with those of the writer. He comprehends everything easily, takes it with pleasure, and retains it long.

Method is not less requisite in ordinary conversation than in writing, provided a man would talk to make himself understood. I, who hear a thousand coffee-house debates every day, am very sensible of this want of method in the thoughts of my honest countrymen. There is not one dispute in ten which is managed in those schools of politics, where, after the three first sentences, the question is not entirely lost. Our disputants put me in mind of the cuttle-fish, that when he is unable to extricate himself, blackens all the water about him till he becomes invisible. The man who does not know how to methodize his thoughts has always to borrow a phrase from the dispensary, "a barren superfluity" of words; the fruit is lost amidst the superfluity of leaves.

1. What is the subject of both of these paragraphs? What two main subdivisions of this subject are suggested by the opening sentences of the paragraphs?

2. What subdivisions of the first paragraph are suggested by the opening sentence? State what part of the first paragraph is included in each subdivision. Set down, as briefly as possible, the particulars of the first subdivision. Show why the second subdivision is shorter than the first, and compare its particulars with those of the first. Discuss the suitability of the expression "this want of method," l. 22, and explain how the main thought in the second paragraph is developed.

3. (a) Assigning reasons, make such changes in the paragraph as seem to you necessary to secure good literary form.

(b) Write the substance of the paragraphs in one paragraph and in as few words as possible.

COMPOSITION.

NOTE.—The essay and the letter required in sections A and B should each be not less than sixty lines long. Each should be written in good literary form; due attention being paid to writing, spelling, punctuation, capitalization, grammar and sentence and paragraph structure.

The letter must contain no references which might lead to the identification of the candidate by the sub-examiners.

The essay and the letter are obligatory on each candidate; the value thereof constitutes sixty per cent. of the value of the paper.

A.

Write an essay on any one of the following subjects:

- (1) On Contentedness in all Estates and Accidents.
- (2) The Plague of Locusts.
- (3) The Rocky Mountains.
- (4) The Wonders of the Nineteenth Century.

B.

Write, to a friend, a descriptive and narrative letter, dated from Toronto, and signed with an assumed name.

School-Room Methods.

ARITHMETIC.

FRACTIONS.—Pupils ought to be made familiar with how to express parts of things in the very lowest grades. When they first come to school they know the different parts of things, as one-half, one-fourth, one-third, and the like. All they need is a form of expressing these ideas, which they can learn just as easily as 2 or 3 or 4 as expressions of integral numbers.

If they have not been taught these fractional symbols $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$, etc., and do not know what they mean, then that is the place to begin in teaching fractions. Always begin where the pupil's knowledge stops.

When they have the practical use and meaning of these fractional expressions, the pupils in the intermediate division may be taught to study one of these expressions a little more closely.

Some such questions as these will suggest a mode of procedure:

- What is three-fourths of an apple?
- Show me three-fourths of one.
- Show me one-fourth of it.
- Show me two-fourths of it.
- Show me four-fourths of it.

Write the expression for one-fourth; for two-fourths; for three-fourths; for four-fourths.

What does the 1 show in $\frac{1}{4}$? What does the 4 show.

- In $\frac{2}{4}$ what does the 2 show?
- In $\frac{3}{4}$ what does the 3 show?
- In $\frac{4}{4}$ what does the upper 4 show? the lower 4?
- Notice in increasing the upper figure what is shown to be increased.

That which numbers the parts we may call what? That which names the parts what?

In some such way lead the children to see that the numerator denotes only another kind of denominate number, and the denominator merely indicates what its denomination is. Make use of the expressions

1	2	3	4
bu.	bu.	bu.	bu.

to show them this fact. When they have dwelt long enough on this to see it perfectly clearly, the steps in reduction of fractions can be taken, one after the other with ease, and the pupil need not once lose his way if the teacher keeps this fundamental idea all the time before him, and does not ask him to go too rapidly.—*Educational Gazette.*

WAS IT GOOD TEACHING?

UNDER the above heading appears an excellent piece in your May number, and as it brings vividly before my mind a scene in our public school which I, as a newly elected member of the board, had the pleasure of witnessing before seeing your article, and therefore without any thought of remembering

it. I will, however try to picture the scene as I can best recall it.

The programme clock gave a tap, whereupon some eight or ten children, ranging from ten to fourteen years of age promptly arose, stepped forward and occupied the recitation seat which had been vacated by the preceding class at the same signal. One little girl handed a book to me and another handed one to the teacher, who said "books open." (Now, it so happened that the subject was Insurance, and also that I do some business in that line. The teacher did not know that I was to be there when the lesson was assigned, therefore there was no collusion.)

Teacher.—"Frank, problem 7th."
Frank reads as follows: "A factory worth \$75,000 is insured for two-thirds of its value at $1\frac{1}{4}$ per cent., how much is the premium?"

Tr.—"What is meant by premium?"
Frank.—"The premium is what the man pays to have the property insured."

Tr.—"What man pays it?"
F.—"The one who owns the property."

Tr.—"Drop the word premium out of the question and use your own words."

Frank, after a moment's thought, reads, "How much must he pay for having property insured?"

Tr.—"Good. Solve."
F. (Carrying all numbers in his mind).—"One-third of \$75,000 is \$25,000, two-thirds is \$50,000; 1 per cent. of \$50,000 is \$500, and $\frac{1}{4}$ per cent. of \$50,000 is \$125; therefore $1\frac{1}{4}$ per cent. is \$625, the premium, or the part he has to pay?"

Tr.—"That will do. Byron, how much will the owner lose if the property should burn?"

Byron.—"All of it."
(Teacher's face without expression as to whether it was right or wrong, and other members of the class quietly telling to the teacher by their eyes that something is wrong.)

Tr.—"What was the use of insuring if he is to lose it when it burns?"

B.—"I do not know."
Tr.—"Byron, does your father have his house insured?"

B.—"Yes, sir."
Tr.—"What for?"

B.—"So that if it should burn he would get pay for it."
Tr.—"How much would he get?"

B.—"All that it was worth."
Tr.—"Rest a minute. Maude, what do you say to that?"

Maude.—"I should think he would get just what it was insured for."
Tr.—"Byron, what do you say to that!"

B.—"I guess that is right."
Tr.—"Then how much would he lose?"

B.—"If he was insured for two-thirds its value he would lose the other third."
Tr.—"Is that all?"

B.—"Yes, sir."
Tr.—"Who can see some other loss?"

Many hands go up.
Tr.—"Mabel" (whose hand was not up), "you tell."

Mabel.—"I do not see."
Tr.—"William."

William.—"He would also lose the part paid as premium."
Tr.—"Good. John, have we a factory in this town?"

John.—"Yes, sir; the furniture factory."
Tr.—"Suppose it is the one meant in this problem, how much would Mr. S. lose?"

J.—"\$75,625."
Tr.—"Cora, how much would be paid to Mr. S?"

Cora.—"\$50,000."
Tr.—"Who pays it?"

C.—"The agent."
Tr. (To the visitor)—"Mr. C., could you afford to do that?"

Visitor (amused).—"Hardly."
Tr.—"Cora, what say you now?"

C.—"I meant he would pay for the company."
Tr.—"Don, to whom is the premium paid?"

Don.—"To the agent."
Tr.—"What does he do with it?"

D.—"Keeps it."
Tr.—"Who sees?"

Many hands.
Tr.—"Charles, you may tell."
Charles.—"He keeps a part and sends a part to the company."

Tr.—"How does he know how much to keep?"
Chas.—"I suppose it is agreed on what per cent. he shall have."

Tr.—"In this problem, suppose he is entitled to 10 per cent., how much would he get?"

Chas.—"One per cent. of \$625 is \$6.25 and 10 per cent. is \$62.50."

And thus the recitation went on, taking up new problems, finding new expressions, such as survey and policy, for which there was a charge of \$1.50 in some of the problems. The meaning of these new words were brought out, thus getting a recitation without the pupils being aware that they were doing anything more than having a friendly chat with their teacher, into which I was gradually drawn by numerous appeals to me. Thus a number of problems were disposed of, each one being under the head of *written* problems, and yet those little fellows carried the numbers in their mind, giving correct solutions. It is, perhaps, well to notice the moral side of this recitation. The question, Why insure for only two-thirds value? was asked. This brought out various answers. Some thought the owner would not want to pay so much premium. Some thought the agent would not insure for more, to which came the reply that the more it was insured for the more would the agent get. Some one suggested that there would be a temptation to burn, and from this was asked why should not the agent prevail upon the people to insure for more that it was worth? and would an honest agent do that? I asked how many could see another good reason why it was not to the agent's interest to do so? This was not so evident, but it was finally developed that the company would be likely to dismiss such an agent. Finally the adjuster of losses was spoken of, and thus this recitation went on with the utmost freedom, each one seeming full of interest in the subject, until the relentless programme clock gave warning that all must pass. It is fair to state that it was their first recitation in this subject.

Mr. Editor, do we have good teaching in Illinois?
—D. B. Cade, in *Public School Journal.*

CLASS TALK ON MAPLES.

[TO PRECEDE COMPOSITION ON THE SAME.]

WHAT is this! It is a branch of a tree. Do you know from what kind of a tree I got it? A maple. How did you know? It has maple leaves on it. How did you know they were maple leaves? From their shape. How many have seen a maple tree? Where did you see it? There is one in front of my house. Why do people plant maple trees in front of their houses? For the shade. Yes; and trees planted for shade are called shade trees. What kind of a tree is the maple? It is a shade tree. Look at these leaves? What are they? They are maple leaves. But they are not all alike; how is that? There are different kinds of maple trees, just as there are different kinds of cherry trees? Right, Nellie.

What is it, Frank? The maple in front of my house has red blossoms, and the one in front of Jennie's has green blossoms. Are the leaves alike on the two trees? Not just alike. After the blossoms fall from the maple tree, what happens? The seeds grow. What do we call the seeds? Maple keys. What color are the keys? They are green. What becomes of the seeds? They fall on the ground. Next year they will grow, and be little maples. Most of the seeds fall; not all, though; I saw a squirrel eating some the other day. Of what use are maple trees? They give us shade. Men cut them down for wood. They make furniture of the wood.

The Vermont farmers have large groves of maple trees that were not planted, and are neither for shade nor for firewood. These are sugar maples, and every spring sugar is made from the sap.

Now take your slates and write the answers to these questions:

1. Why do people plant maple trees along our streets?
2. Are all maple trees alike?
3. Tell about the leaves and blossoms on the different kinds of maples.
4. What color are the maple leaves in summer?
5. Are they always this color?
6. What do we call the maple seeds?
7. Tell me of something that likes the seeds to eat?

8. What is one other use that is made of maple trees?
9. What is maple sugar made from?
10. At what season of the year is it made?
11. Tell me something about the way it is made?
12. Why do farmers make the sugar early in the spring?—*American Teacher.*

Primary Department.

OLD WAYS AND NEW.

RHODA LEE.

DURING the past week or two, at least, our thoughts have been directed to the beginning of a new school-year, the Primary Department planning new fields of usefulness and wondering how best it could start out on its second year.

This certainly does seem the beginning of a new year. After our long and enjoyable vacation, beside which the Christmas holiday fades into nothingness, we feel that we are about to turn a new page, and, of course, we wish to inscribe a few good resolutions thereon.

Perhaps, as I write, one of our primary teachers, who is lazily and righteously enjoying her rest in some delightfully cool summer resort, is turning the matter over in her mind and giving September the first a few serious thoughts. This morning her thoughts have indeed taken wing and are in the sunny school-room where, in a week or so, she expects to find herself. "A week from Monday," she says, "school re opens. Just think how the weeks have flown—almost as quickly as though I had been teaching every hour in the day, and time is no sluggard then. I will have my old scholars for a day or two, and then comes variety, in the shape of promotions and a new class. I wonder if I could make a better start this year? I will." Resolution number one. The first on the page, and, if we might judge from the determined way in which it was spoken, it was not inscribed in the ink that fades.

We will not reveal any more of this young woman's soliloquy, but will tell you what led to it. She had been doing what an eminent educationist advises all young teachers to do; she had been studying child-nature.

There were two well-managed children in the house, exceptions from the average style of summer-hotel children, and she had been making the discovery, or rather deepening her inward conviction, that there were more powerful means for developing the best in children than those which she had been employing. She was not satisfied with the results of her old methods, and had determined to try some new ones. Let us prophesy good results.

How often we hear parents say, when a little daughter has come home very enthusiastic over an interesting drawing or singing lesson: "Well! going to school now-a-days is a very different thing from what it was in my day—forty years ago. Then we were told to do a thing, and, if we didn't or couldn't do it, we got 'the taws.'" The article mentioned seems to us somewhat of an antediluvian institution, but the fact remains, my readers, that the same thing in a different guise exists to-day, in classes where fear is the ruling motive and instant punishment the consequence of failure. But, thanks to the growth and spread of educational thought, we have found a new and better way of influencing and teaching children.

Let us consider, both in the old way and the new, the negative and the positive. The former is a government that says "don't." Don't do this, that or the other thing. The latter directs the activity into right roads, providing occupation for mind and hand to the entire defeat and dissipation of wrong-doing and mischief.

Results of a kind can be obtained, certainly, by the compelling process, but that is not the plan we advocate in these columns.

It is said that a child must be in one of three conditions in regard to law: resistance, passive submission or active co-operation. The first is absent in the latter two, but of all the last is the desideratum. Fear and all external negative controlling powers will produce the second, but never the last.

Fortunately there are motives that prove to be

most powerful agencies in dealing with children. The foolish notion that talking to children about faithfulness, self-dependence, honor, etc., is "talking over their heads," is luckily dying out. They are rational little beings, who appreciate all the interest and confidence you properly place in them.

Have any amount of *confidence* in your scholars, though, without any of the private-detective spirit, it is wise sometimes to test their worthiness and stability.

But, first and foremost, the one thing necessary to the teacher of little folks is *sympathy*. Love will not do alone. You may like children without being able to feel with them or for them.

With your woman's head you must keep the child-heart.

I fancy I hear some of my readers wondering when I am going to arrive at the incentives. At once, but I am merely going to touch on them, as I think better results are apt to ensue if every one determines their usefulness and proves their value by experience rather than by sermonizing.

Let me say, however, that in the year that is just commencing, I do not think there will be anything preached in the columns of the Primary Department that is not likewise practised.

There is in every child a very great love of activity, a liking for constant change and movement, that prevents anything like stagnation of childish thought or action. This may be changed into a love of work, and the water that once only bubbled and boiled around rocks and boulders may turn a wheel and work the mill.

Satan still finds mischief for the idle hands, so make your "hive" a busy one. Keep extra work for those clever boys and quick girls who "always will get through their work before the others."

Praise. A little goes a long way. A little judicious, timely-spoken praise works wonders, and genuine appreciation of efforts is sure to evoke stronger ones.

There is a good and a bad kind of *pride*. A good pride is a positive and advantageous motive. Every boy ought to be proud of his class. This class pride is not at all selfish. It develops a sense of individual responsibility on the part of each pupil. In regard to habits of regularity, punctuality, neatness and all concerted action it is invaluable.

Having referred to confidence already, I need only say that it is one thing necessary to obtaining love and co-operation from your scholars. Childish hearts are very responsive. They open easily to more than one key, and sympathy and kindness are two magic ones. The lock is worth studying, and needs care, as, with some people, the combination proves obstinate.

Children understand *real* kindness. I do not mean foolish pampering and injudicious petting, but justice and truthfulness (no broken promise or unfulfilled threats, remember) mixed with genuine love and good-nature.

As soon as they respect and love you they will desire to please you. They will respond to every suggestion. They will co-operate with their fellow-pupils and teacher, and you will have one of your happiest years of teaching.

Before closing my fortnightly budget, let me invite a little correspondence this year. This department of the JOURNAL is intended to be very helpful to those engaged in junior classes, and I know that there, if anywhere, new plans for interesting and employing children are constantly being evolved. It would add greatly to the interest and usefulness of the department, if those who have had some new and good idea come to them would send it in to the editor, and thus let their fellow-workers share in the benefit. Questions also that may be sent in will be answered to the best of our ability.

As I mentioned "closing" some time ago, you will be getting impatient for my "one word more," but this it is;—if the old ways are good, the best you can get, hold to them; if not, improve, making your motto, "Better this year than ever before."

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BY-AND-BY.

THERE'S a little mischief-making
Elfin, who is ever nigh,
Thwarting every undertaking,
And his name is By-and-by.
What we ought to do this minute
"Will be better done," he'll cry,
If to-morrow we begin it,
"Put it off," says By-and-by.

Those who heed his treacherous wooing
Will his faithless guidance rue;
What we always put off doing
Clearly we shall never do.
We shall reach what we endeavor
If on Now we more rely;
But unto the realms of Never
Leads the pilot By-and-by.

—Selected.

THE Copp Clark Co., Limited, have just issued the new volume of Literature for 1891. It contains selections from Longfellow, Macaulay's Warren Hastings and an outline Scott's Ivanhoe. The annotations of the poetical portions are by H. I. Strang, B.A., and A. J. Moore, B.A., of Goderich, while Mr. G. M. Adam and Geo. Dickson, M.A., Principal of Upper Canada College, supply notes and hints on composition to the prose part of the volume. The publishers have spared no pains to make this book all that can be desired by the students in English Literature, and it will, no doubt, find its way into every Collegiate Institute and High School in Ontario. It is published in one volume complete at 75c.

THE absence of legitimate employment has probably made more gamblers than avarice, more drunkards than thirst.

EXTRACT FROM DOCTOR HUNTER'S PAMPHLET.

TO THE READER.

If you are afflicted with any Throat or Lung Complaint, and wish an opinion on your case, you can obtain it, if unable to visit the office, by sending for a slip containing a list of questions. Upon receiving answers to these questions we will give you an opinion as to the nature of your disease.

If you are not afflicted yourself, you will serve the cause of *truth, science and humanity* by sending it to any acquaintance who is, for it may prove the means of saving his life.

The plan of treatment I have laid down is the only one which ever has arrested or cured a case of Consumption. It has proved its healing powers in that disease in thousands of instances, after all other means had been tried in vain. It has the rare merit of being *direct—common-sense—based on scientific truth*, and supported by practical *experience* and accomplished *success*.

And it is as necessary for the cure of the other diseases of the air passage and lungs—Catarrh, Bronchitis, Asthma and Pneumonia—as it is for Consumption.

The ordinary routine treatment by the stomach, generally employed by physicians, has never accomplished anything in these diseases beyond the merest temporary relief. It has not saved *one* case out of every *million* so treated. The history of the disease, the authority of medical teachers all over the world, and the universal experience of mankind, unite in proclaiming its utter worthlessness as a remedy for lung diseases. Instead of helping the patients to get well, it makes their death certain, by preventing them from adopting the only course which could save them.

The sooner the people come to understand this the better it will be for themselves. Every lung case requires for its proper treatment the patient to be surrounded by a zone *medicated air*, and every breath he draws made to bear a healing balm to the lungs, or no cure will result. This is accomplished without the least discomfort or interference with business.

The author of this pamphlet was the first to introduce this treatment. He has made it the study of his life; has had greater experience in its application than any living physician, and accomplished by it cures in every stage and form of lung complaint, and is therefore justified in proclaiming it of the importance of *life itself* to all persons afflicted with weak or diseased lungs.

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The Calendar for the Session 1890-91, contains information respecting conditions of Entrance, Course of Study, Degrees, etc., in the several faculties and departments of the University, as follows:—

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Increased facilities are now offered in this Faculty by the erection of extensive workshops, which will be ready for this Session.

Faculty of Medicine—October 1, 1890.

Faculty of Comparative Medicine and Veterinary Science—October 1, 1890.

Faculty of Law—October 1, 1890.

McGill Normal School—September 1, 1890.

Copies of the Calendar and of the Examination Papers may be obtained on application to the undersigned.

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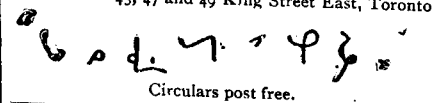
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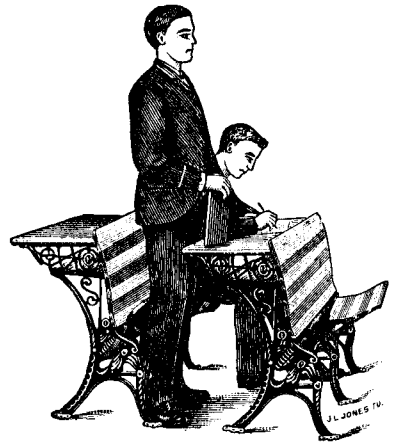
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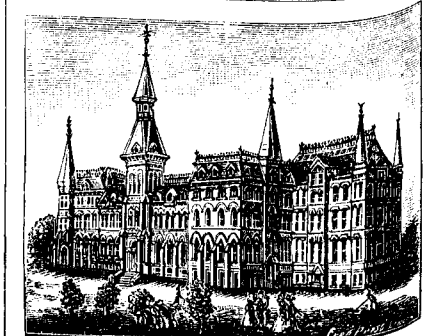
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