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* Editorial Notes. *

THE English Department is again very full this week and some new features are introduced which will, we think, be welcomed and found particularly helpful by teachers. Much against our will we find ourselves, at the last moment, obliged to hold over a large instalment of "Answers to Correspondents," belonging to this Department, also an interesting account of a Longfellow Recital?

ON our editorial page will be found a full and, as we believe, accurate explanation of the most important changes effected in the High School Act by the legislation of the late session. We had fully intended to give at the same time similar explanations in regard to the changes in the Public Schools Act, but want of space compels us to hold this over until next number. Teachers and others interested will find it specially desirable to preserve these numbers of THE JOURNAL for future reference.

Do not fail to read the admirable article by Mr. Moulton, on the "University of the Future," in this number. The members of the teaching profession cannot fail, we think, to take a deep interest in this "University Extension" movement. We have an article summarizing the progress of the movement in various places, within a short time past, but it, too, is "crowded out." University Extension, somewhat on the lines laid down by Mr. Moulton, bids fair to bring the blessings of higher education

within reach of the multitudes, as it has never before been brought. We are glad to note that Mr. Houston has obtained a special committee of the Senate of Toronto University to consider the question.

THE Toronto Humane Society has issued an eight-page pamphlet giving full information concerning "Bands of Mercy," an organization that, wherever known, is wonderfully popular with children. It is the intention of the Society to place one of these pamphlets in the hands of every teacher in the Province, and any lady desirous of forming a Band should write to the Society's office, 103 Bay street, for particulars. We wish that Bands might be formed in every Public School in the Province. To say nothing of the effect upon the treatment of the animals which have been put in our power, we know of nothing that will exert a more elevating and refining influence upon the child-nature than the principle and habit of kindness to animals.

DR. JAYNE, Bishop of Chester, is reported as having said, in a recent speech, or paper: "There could be no sound education unless there was held in reserve and used, of course with due moderation, corporal punishment. If he had to write a motto for a copy-book he should write, 'No birch, no boy. No cane, no character.' Only those known to be severe and strict could afford to be kind and lenient." This is sufficiently sweeping, even for a Bishop of the old school. What, we wonder, would Dr. Jayne say could he be induced to spend a few days in a large school or college in which, though corporal punishment was never thought of, the very best results were manifest in discipline, study and character? Happily there are many such in these days.

IT was our intention to make the portrait and biographical sketch of the Minister of Education, given in the last number of THE EDUCATIONAL JOURNAL, the first of a series dealing consecutively with many of the most prominent educational workers in the Province. Since the publication of that number an improvement has been decided upon which will necessarily lead to some delay in the continuation of the series. Pursuant of their determination to give their

patrons nothing but the best available, in every line of work, the publishers of THE JOURNAL are making arrangements for improving their artistic department, excellent though it has hitherto been, by introducing the photogravure process. This will enable them to give the readers of their periodicals portraits and illustrations in the very highest style of art which the wonderful developments in this line of artistic work have now made it possible to introduce. The expensive changes necessary to reach this result will necessarily occupy a few weeks. We have concluded, therefore, to suspend the publication of the portraits and sketches until the new process can be used. As the holiday season is drawing near, we shall probably not re-commence the series until our first issue in September.

THE Peterboro' Review, referring to Inspector Tilley's recent visit to the Public Schools of that town, says:

A new feature of school work was introduced this time. It was what are called grade conventions. They are carried out by the teachers of one grade visiting the room of a teacher of the same grade and observing the work in the room during the afternoon. At the conclusion of the teaching, when the pupils are dismissed, the teachers and Inspector hold a consultation to talk over any points of interest they have observed, with a view to improving the methods of teaching. Some of the benefits of these conventions are obvious. The teachers observe the points of excellence and the defects in the room they visit, and all are benefited by the experience and exchange of ideas. Besides, they bring about uniformity in teaching and in management, which is an essential feature in graded schools, where pupils pass from one teacher to another. The similarity in teaching saves much time, as the pupils do not have to learn or be taught new methods when they enter another room.

We are not sure that it might not be possible to secure too much uniformity to the detriment of individuality in teaching and management. But the "grade conventions," as above described, cannot fail to be helpful to all concerned. Something of the same kind is done in the schools of this city with, we believe, excellent results. The method is worthy of full development, and that it will no doubt receive under Inspector Tilley's leadership.

Special Papers.

UNIVERSITY EXTENSION AS THE UNIVERSITY OF THE FUTURE.

RICHARD G. MOULTON, A.M., of Cambridge University, England.

I DEFINE the root idea of "University Extension" in the following simple formula: University Education for the Whole Nation organized on a basis of Itinerant Teachers. The term "University" Extension has, no doubt, grown up from the circumstance that the movement in England was started and directed by the universities. This is not an essential feature of the movement. The London branch presents an example of a flourishing organization directed by a committee, though this acts in concert with three universities. I can conceive the new type apart from any university, only I should look upon this as a far more serious evil for the universities than for the popular movement.

But I use the term "university education" as distinguished from school education, being moulded to meet the wants of adults. It is distinguished from the technical training necessary for the higher handicrafts or for the learned professions. It is no doubt to the busy classes that the movement addresses itself. The foundation for University Extension is a change, subtle but clear, that may be seen to be coming over the attitude of the public mind to higher education, varying in intensity in different localities, but capable of being encouraged where it is least perceptible,—a change by which education is ceasing to be regarded as a thing proper to particular classes of society, or particular periods of life, and is coming to be recognized as one of the permanent interests of life, side by side with such universal interests as religion and politics. University Extension is the university of the busy.

My definition puts the hope of extending university education in this sense to the whole nation without exception. I am aware that, to some minds, such indiscriminate extension will seem like an educational communism, but in this, as in every other public benefit, that which each person draws from it must depend upon that which he brings to it.

The wide-reaching purpose of University Extension will seem visionary or practicable according to the conception formed of education, as to what in education is essential, and what accidental. If I am asked whether I think of shop-assistants, porters, factory-hands, miners, dock or agricultural laborers, women with families and constant home duties, as classes of people who can be turned into economists, physicists, literary critics, art connoisseurs,—I admit that I have no such idea. But I do believe, or rather, from my experience in England I know that all such classes can be *interested* in economic, scientific, literary and artistic questions. In education, the interest is the life. If a system of instruction gives discipline, method, and even originating power, without rousing a lasting love for the subject studied, the whole process is but a mental galvanism, generating a delusive activity

that ceases when the connection between instructor and pupil is broken off. If then it be conceded that the essence of education is to interest, does it not seem a soberly, practical purpose, that we should open up to the whole nation, without exception, an interest in intellectual pursuits?

I take my stand on the broad, moral ground, that every human being, from the highest to the lowest, has two sides to his life—his work and his leisure. To be without work in life is selfishness and sloth. To be without leisure is slavery. Once get society to recognize the duty of leisure, and there is immediately a scope for such institutions as University Extension that exist for the purpose of giving intellectual interests for such leisure time. No one has any difficulty in understanding that, in religious intercourse and experience, all classes stand upon an equality; and I have spoken of the foundation for the University Extension movement as being the growing recognition of education as a permanent, human interest, akin to religion. The experience of a few years has sufficiently demonstrated the possibility of arousing such interest: to make it universal is no more than a practical question of time, money and methods.

But, no doubt, when we come to *modus operandi*, the main difficulty of the movement is the diversity of the classes it seeks to approach. Opposite policies have been urged. Some have said: Whatever you do, you must never lower the standard. On the other hand, it has been urged: You must go first where you are most needed; be content with a makeshift education until the people are ready for something better. The movement has accepted neither of these policies, but has made a distinction between two elements of university training—method and curriculum. So far as method is concerned, we have considered that we are bound to be not less thorough, but more thorough, if possible, than the universities themselves, in proportion as our clients work under peculiar difficulties. But, in the matter of curriculum, we have felt it our first duty to be elastic, and to offer little or much as may in each case be desired. Accordingly, we have elaborated an educational unit—the three months' course of instruction in a single subject.

The key to the whole system is thus the unit course of three months' instruction in a single subject. The method of such a course is conveyed by the technical terms—lecture, syllabus, exercises, class. The lectures are addressed to audiences as miscellaneous as the congregation of a church, or the people in a street car; and it is the duty of the teacher to attract such miscellaneous audiences, as well as to hold and instruct them. Those who do nothing more than simply attend the lectures, will, at least, have gained the education of continuous interest; it is something to have one's attention kept upon the same subject for three months together. But it may be assumed that in every such audience there will be a nucleus of students, by which term we simply mean persons willing to do some work between one lecture and another. The lectures are delivered no oftener than once a week; for the idea is not that the lectures convey the actual instruction—

great part of which is better obtained from books, but the office of the lecture is to throw into prominence the salient points of the study, and rouse the hearers to read for themselves. The course of instruction is laid down in the syllabus—a document of perhaps thirty or forty pages, sold for a trifling sum; by referring for details to the pages of books, this pamphlet can be made to serve as a text-book for the whole course, making the teacher independent in his order of exposition of any other text-book. The syllabus assists the general audience in following the lectures without the distraction of taking notes, and guides the reading and thinking of the students during the week. The syllabus contains a set of "exercises" on each lecture. These exercises, unlike examination questions or "quizzes," are not tests of memory, but are intended to train the student to work for himself; they are thus to be done under the freest conditions—at home, with full leisure, and all possible access to books, notes, or help from other persons. The written answers are sent to the lecturer for marginal comment, and returned by him at the "class." This class is a second meeting for students and others, at which no formal lecture is given, but there is free talk on points suggested to the teacher by the exercises he has received: the usual experience is that it is more interesting than the lecture. This weekly routine of lecture, syllabus-reading, exercise and class goes on for a period of twelve weeks. There is then an "examination" in the work of the course held for students who desire to take it. Certificates are given by the University but it is an important arrangement that these certificates are awarded *jointly* on the result of the weekly exercises and the final examination.

The subjects treated have been determined by the demand. Literature stands at the head in popularity, history with economy is but little behind. All the physical sciences have been freely asked for. Art constitutes a department of work; but it is art-appreciation, not art-production; the movement has no function to train artists, but to make audiences and visitors to art-galleries more intelligent. It will be observed that the great study known as "Classics" is not mentioned in this list. But a considerable number of the courses in literature have been on subjects of Greek and Latin literature treated in English.

This University Extension method claims to be an advance on existing systems partly because under no circumstances does it ever give lectures unaccompanied by a regular plan of reading and exercises for students. These exercises moreover, are designed, not for mental drill, but for stimulus to original work. The association of students with a general audience is a gain to both parties. Many persons follow regularly the instruction of the class who have not participated in the exercises. Moreover, the students, by their connection with the popular audience, are saved from the academic bias which is the besetting sin of teachers: more human interest is drawn into the study. Study participated in by such diverse classes cannot but have an allroundness which is to teachers and students one of the main attractions of the movement.

But we shall be expected to judge our system by results: and, so far as the unit courses are concerned, we have every reason to be satisfied. Very few persons fail in our final examinations, and yet examiners report that the standard in University Extension is substantially the same as that in the universities—our pass students being on a par with pass men in the universities, our students of "distinction" reaching the standard of honors schools. Personally, I attach high importance to results which can never be expressed in statistics. We are in a position to assert that a successful course perceptibly influences the *tone* of a locality for the period it lasts.

Our results are much less satisfactory when we turn to the other side of our system, and enquire as to curriculum. It must be admitted that the larger part of our local centres can only take unit courses; there may be often a considerable interval between one course and another; or where courses are taken regularly the necessity of meeting popular interest involves a distracting variety of subjects; while an appreciable portion of our energies have to be taken up with preliminary half courses, rather intended to illustrate the working of the movement than as possessing any high educational value. The most important advance from the unit course is the Affiliation system of Cambridge University. By this a town that becomes regularly affiliated, has arranged for it a series of unit courses, put together upon proper sequence of educational topics, and covering some three or four years; students satisfying the lecturers and examiners in this extended course are recognized as "Students affiliated" (S. A.) and can at any time enter the university with the status of second year's men, the local work being accepted in place of the one year's residence and study. Apart from this the steps in our educational ladder other than the first are still in the stage of prophecy. But it is universally recognized that this drawback is a matter solely of funds; once let the movement command endowment and the localities will certainly demand the wider curriculum that the universities are only too anxious to supply.

The third point in our definition was that the movement was to be organized on a basis of itinerant teachers. This differentiates University Extension from local colleges, from correspondence teaching, and from the system of which Chautauqua is the type. The chief function of a university is to teach, and University Extension must stand or fall with its teachers. In the middle ages the whole body of those who sought a liberal education were to be found crowded into the limits of university towns, where alone were teachers to listen to and manuscripts to copy; the population of such university centres then numbered hundreds where to-day it numbers tens. The first University Extension was the invention of printing which sent the books itinerating through the country. The time has now come to send teachers to follow the books.

An itinerancy implies central and local management, and travelling lecturers who connect the two. The central management

is a university, or its equivalent; this is responsible for the educational side of the movement, and negotiates for the supply of its courses of instruction at a fixed price per course.* The local management may be in the hands of a committee formed for the purpose, or of some local institution. On the local management devolves the raising funds for the university fee, and local expenses. A considerable part of the cost will be met by the tickets of those attending the lectures, the prices of which I have known to vary from twenty-five cents to 5.25 for the unit course, while admission to single lectures has varied from two cents to sixty-two and a half cents. But all experience goes to show that only a part of this cost can be met in this way. University Extension is a system of higher education and higher education has no market value, but needs the help of endowment. The millionaire who will take up University Extension will leave a greater mark on the history of his country than even the pious founder of university scholarships and chairs.

The itinerant lecturers, not less than the university and local management, have responsibility for the progress of the cause. An extension lecturer must be something more than a good teacher, something more even than an attractive lecturer; he must be imbued with the ideas of the movement, and ever on the watch for opportunities of putting them forward. The lecturer must maintain in audiences the feeling that they are not simply receiving entertainment or instruction which they have paid for, but that they are taking part in a public work. He must mediate between the local and central management, ready to assist local committees, and attentive to bringing different centres before the university authorities. The movement is a teaching movement and to the teachers I look for further steps. Lecturers and directors alike must be imbued with the missionary spirit. University Extension is a missionary university. When a man is touched with religious ideas he converts, when he has views on political questions he agitates; culture has been too often a badge of exclusiveness, instead of the very consciousness of superior education being felt as a responsibility to educate others. To infuse a missionary spirit into culture is not the least purpose of University Extension. In University Extension, so described, may we not see a germ for the University of the Future? Religion itself was once identified with a particular class, the clergy alone thinking out what the rest of the nation simply accepted; then came the Reformation, and the whole adult nation claimed to think for itself in matters of religion. There had been in the past a distinct governing class, until a series of political revolutions have made public progress the interest of all. University Extension offers liberal education to all, until educationally the whole adult population will be just as much within the university as politically the adult population is within the constitution. The university of the future, just as the State means the whole nation acting in its educational capacity, through municipal or national institutions, will mean the whole adult nation acting in

*The Cambridge fee is \$2.25 per course of three months.

its educational capacity through whatever institutions might be found desirable—present universities in general supplying such institutions. Such a university would never be chartered; no building could ever house it; no royal personage or president of the United States would be asked to inaugurate it. The very attempt to found it would imply misconception of its essential character.

If what I have described be a reasonable forecast for the University of the Future, does it not follow that University Extension, as the germ of it, presents a field for the very highest academic ambition? In English universities the ideal is "scholarship." But the system which turns out a few good scholars every year passes over the heads of the great mass of university students without having awakened them to any intellectual life; the universities are scholarship-factories, producing good articles, but with a terrible waste of raw material. The other main type of university enthrones "research" as its *summum bonum*. Possibly research is as good a purpose as a man can set before him, but it is not the sole aim in life. One is led to doubt whether research is not one of the disintegrating forces of society, and whether ever increasing specialization must not mean a perpetual narrowing of human sympathies in the intellectual leaders of mankind. Just at this point the University Extension movement appears to recall academic energy from production to distribution; suggesting that devotion to physics, economics, art, can be just as truly shown by raising new classes of the people to an interest in physical and economic and æsthetic pursuits, as by adding to the discoveries of science, or increasing the mass of art products. To the young graduate, conscious that he has fairly mastered the teaching of the past, and that he has within him powers to make advances, I would suggest the question whether, even for the highest powers, there is any worthier field than to work through University Extension towards the University of the Future.—*Book News.*

A TRAVELER through a dusty road strewed acorns
on the lea;
And one took root and sprouted up, and grew into
a tree.

Love sought its shade at evening time to breathe its
early vows.

And age was pleased at heat of noon to bask
beneath its boughs;

The dormouse loved its dangling twigs, the birds
sweet music bore;

It stood a glory in its place, a blessing evermore.

A little spring had lost its way amid the grass and
fern,

A passing stranger scooped a well, where weary
men might turn;

He walled it in and hung with care a ladle at the
brink;

He thought not of the deed he did, but judged that
toil might drink.

He passed again, and lo! the well, by summer
never dried,

Had cooled ten thousand parching tongues, and
saved a life beside.

—Charles Mackay.

As welcome as sunshine in every place
Is the beaming approach of a good-natured face;
As genial as sunshine, like warmth to impart,
Is a good-natured word from a good-natured heart.

* English. *

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto, to whom communications respecting the English Department should be sent.

THEMES FROM IVANHOE.

OF the themes upon which a study of Ivanhoe would suggest the writing of essays, the following rough classification may be made:—

I.—Nature-sketches.

II.—Character-sketches.

III.—General sketches in subjects suggested by or explanatory of the text.

IV.—Imaginative sketches.

V.—A biographical sketch of the author.

VI.—A general critical sketch.

I.—NATURE-SKETCHES.

The description of the forest-glade given in the introductory chapter may serve to show that there is an art of Description. It will be observed here that the ordinary rhetorical principles are observed:—

(1) A general plan or outline is given first. It is a "rich, grassy glade," where "hundreds of broad-headed, short-stemmed, wide-branched oaks" fling "their gnarled arms over a thick carpet of the most delicious greensward."

(2) The description of the details follows the succession of aspects disclosed to a spectator surveying the whole. That is to say, the description is given from the traveller's point of view: the trees in thick clusters, shutting out the sunlight, the "long, sweeping vistas," the open space in the centre, the placid streamlet, etc.

(3) The description is made *individual, i.e.*, presented under all the conditions of a particular moment of time—"The level beams of the sinking sun."

(4) Associated human feelings are adduced. The charm of nature is heightened by the interest of human associations. This is effected here by the references to "the stately march of the Roman soldiery," and "the rites of Druidial superstition."

This and other similar passages may be made models of nature-sketches, in which the student, taking any natural scene as subject, may follow the same plan.

II.—CHARACTER-SKETCHES.

A two-fold division may be made:—

A. *Characters of Fiction: The Knight Templar.*

B. *Characters of History.*

Among the former may be noted Rebecca, Ivanhoe, The Templar, Rowena, Isaac the Jew, Cedric, Athelstane, and Wamba—the last interesting as illustrating that peculiar type of human character in which Instinct, taking the place of Reason, prompts to greater faithfulness and heroism, and is attended by a more unerring sagacity than are found in rational creatures. These character-sketches may be treated in the following manner:—

1. Introduction and first description of the character. Here it will be noticed that Scott usually takes the observer's point of view—*i.e.*, presents details in the order in which they would naturally present themselves to an observer. In most of the characters the dress is described before the physiognomy; in the case of the Templar, it is the expression of the countenance that is first described, because that is what would first strike the observer.

2. The chief scenes in which the character figures.

(a) In the dining hall of Cedric.

(b) In the Tournament.

(c) In connection with the plot for the capture of Rowena and Cedric's party. So far the bad side of the character is presented, and we do not even suspect that there is a better side.

(d) In the interview with Rebecca in the castle of Front-de-Bœuf—where our first feelings of detestation give way almost to admiration when we discover a latent nobility in the Templar's soul

capable of being touched by the display of the nobility and heroism of Rebecca.

(e) In the defence of the castle, and the carrying off of Rebecca.

(f) In the trial of Rebecca, and in the after-interview—where our admiration and sympathy become decided.

(g) In the trial by combat with Ivanhoe—Rebecca's champion—where the Templar falls a victim to the violence of his own feelings.

3. General estimate and criticism of the character. Is the character a life-like one? Is it consistent? Is its delineation a real work of art? If so, where are the master-strokes, etc.?

The other characters of fiction may be similarly treated.

B. *Characters of History.*—

These are King Richard, Prince John, Robin Hood. These may be treated in the following way:—

First, as characters of the story, following the same plan as the above.

Second, as historical characters, showing how the characters as presented by history correspond with their counterparts in the story.

III.—GENERAL SKETCHES.

Of subjects of interest suggested by or explanatory of the text. The following may be noted:—

A. *Social State of England at Time of Story.*—

The following heads may be taken:—

(1) Classes of society and the relations subsisting among them. The relations between Normans and Saxons should receive especial attention.

(2) Domestic Life.—The structure of the houses (*e.g.*, the description of Cedric's house and Front-de-Bœuf's castle). The ordinary occupations of the male and female members of the family, their ordinary dress, their treatment of domestics, their habits in eating and drinking, their exercise of hospitality, etc.

(3) Their social relations, and forms of recreation.

(4) The state of religion and morality. Does Scott give too unfavorable an impression of the lives of the ecclesiastics? Compare Green's English History.

(5) The state of the towns and country, means of inter-communication, condition of roads, etc.

(6) Protection afforded by law and order to citizens and subjects.

(7) General view of the political situation so far as it affected the state of society.

B. *The Jews.*—

(1) Their position and importance in the kingdom—chief occupation, business relations with the people, etc.

(2) Their position as members of (or outcasts from) society.

(3) Their legal position.

(4) Their treatment at the hands of kings, barons, etc.

(5) Their general character—how far a result of this treatment, etc.

It would be well, in the treatment of this subject, to go outside the limits of Ivanhoe, to compare Scott's presentation of the case of the Jews in England with that given by history. See Green's English History, especially noting the *resume* given in the narrative of Edward I.'s reign. To make a more satisfactory treatment of the subject, two other headings might be added.

(6) The expulsion of the Jews from England by Edward I.

(7) The present position of the Jews in Europe, especially in Austria and Russia. For an interesting article on the latter subject consult the *Contemporary Review* for March, 1891.

C. *The Knights Templars.*—

This will be purely an explanatory sketch. The following outline may be filled in:—

(1) The circumstances under which the order was formed—*i.e.*, Influence of the Crusades, 1118 A.D. Hugh de Paganis.

(2) Comparison with the two other orders formed by the same influences—the Teutonic Knights and the Knights of St. John.

3. Their part in the Crusades.

(4) Influence of the order throughout Europe—and wealth acquired, political influence, etc.

(5) Constitution and administration—power of the Grand Master, vows taken by members, etc.

(6) Suppression of Order—Philip IV. of France—charges brought against them.

Any history of the Crusades may be consulted.

IV.—IMAGINATIVE SKETCHES.

Here, by way of variety, the pupil may take any one or group of the characters, and imagine other situations in which they might be placed, or place one character in the situation occupied by another in the story, or create other characters to be associated in some way with those in the story, or change some of the incidents of the narrative, make the story end differently, or change the time or scene, transport some of the characters to modern times, for instance, or—but it would be an insult to clip the wings of imagination by further suggestions.

V.—BIOGRAPHICAL SKETCH OF SCOTT.

Consult the sketch given in the "Great Writers" series, or Lockhart's "Life of Scott," or any sketch in any good History of Literature.

VI.—GENERAL CRITICAL SKETCH.

This will treat of Ivanhoe as a work of art. Its peculiar excellencies, its defects, the general style of the author as illustrated by it, will here be noticed. It would be well to make a comparative study—for instance, a comparison between Scott and George Eliot, representatives of two opposite types of authorship, would be interesting. Her presentation of human character, her manner of describing nature, her introspectiveness, her language and general style will be found to offer as marked a contrast to Scott's style as it is possible to find in the whole range of English authorship.

TRIAL EXAMINATION PAPERS ON THE WORK PRESCRIBED FOR 1891.

FIRST SERIES.*

Leaving Examination.

ENGLISH LITERATURE.

1. Give (a) origin of the composition of "Evangeline."

(b) Its historical foundation, and the extent to which the story is true to fact.

(c) Short description of history and character of the system of versification.

2. Quote any passage of "Evangeline" that is specially worthy.

3. What use does Longfellow make in the poem of (a) "The Priest," (b) "The Blacksmith"?

4. "Art presents nature idealized." Illustrate from Longfellow's treatment of *Homes and Home Life*, and *The Roman Catholic Religion*.

5. Strange forebodings of ill, unseen and that cannot be confess'd.

As, at the tramp of a horse's hoof on the turf of the prairies

Far in advance are closed the leaves of the shrinking mimosa,

So, at the hoof-beats of fate, with sad forebodings of evil,

Shrinks and closes the heart, ere the stroke of doom has attain'd it.

But Evangeline's heart was sustain'd by a vision."

(a) Criticise Longfellow's use of supernatural influences in the above and elsewhere in the poem.

(b) Criticise his use of *tramp, shrinking, stroke, sustain'd*.

(c) Expand the comparison.

(d) Describe the vision referred to.

ENGLISH GRAMMAR.

1. What constitutes the difference between *nouns* and *pronouns*? What reasons can you give for disagreeing with the usual (8 classes) classification of parts of speech, taking the difference between nouns and pronouns as a basis for your opinion.

2. Exemplify and explain the processes by which words change their meanings.

* This series is sent us by the kindness of Mr. W. H. Huston, Principal of the Woodstock College, and contains papers actually set in that College.

3. Account etymologically for different meanings of : date, mint, refrain, tramp, beetle.
4. Show origin and meaning of prefixes and suffixes in : parish, descendant, demure, ancestor, ransom.
5. Distinguish (a) proper and common nouns. (b) Abstract and concrete nouns.
6. Discuss division of nouns into : (a) Proper, common, abstract. (b) Names of sorts, proper names, collective names, names of materials.

Primary Examination.

ENGLISH LITERATURE.

1. Who was the author of each of the following poems : (1) The Isles of Greece ; (2) The Land of the Leal ; (3) Rule Britannia ; (4) To Lucasta on Going to the Wars ; (5) Merchant of Venice ?
2. Mention any other poem by the author of each of the above.
3. Give the meaning of each of the italicized words in the following expressions : (1) *Carking* cares ; (2) They *chant* their *artless* notes in simple *guise* ; (3) Or other holy *seers* that tuned the sacred *lyre* ; (4) The *sacerdotal* *stole*.
4. (1) Quote the connection of "An honest man's the noblest work of God." Who first wrote the line ? (2) Quote the eulogy on Mercy.
5. Give three reasons for the almost universal love for the "Cotter's Saturday Night."
6. Where is each of the following selections to be found, and state in your own words the meaning of each : (1) "All thine shall be the subject main, And every shore it circles thine." (2) "In native swords and native ranks the only hope of courage dwells." (3) "I could not love thee, dear, so much, loved I not honor more."

ENGLISH GRAMMAR.

1. (1) What is case ? (2) Name the different cases. (3) Any varieties of these. (4) Explain the grammatical construction of each.
2. (1) Give a brief statement relative to the inflections of the adjective.
3. Show that the pronoun has a larger function than simply to be a substitute for a noun.
4. State several uses of the pronoun *it* in which its usual pronominal force is weakened.
5. Distinguish the use of the relative pronoun *that* from the relatives *who* and *which*.
6. (1) Distinguish the two conjugations of the verb. (2) Why are certain parts of the verb called principal parts ? What are the principal parts ? (3) Mention the main facts about the derived forms called (a) infinitives, (b) participles.

Entrance.

LITERATURE.

1. (1) Mention the accompaniments of the approach and presence of the storm in "The Face Against the Pane." (2) What is the effect on the reader's mind of these accompaniments ?
2. In what poem are the following expressions found, and what is the meaning of the italicized expressions : (1) Thy green *braes* ; (2) *winding rills* ; (3) Over the *lea* ; (4) Sweet-scented *birch* ; (5) *Wanton* thy waters her snowy feet *lave*.
3. (1) Who tells the story of the dead man on the battle field ? (2) Show that the way of telling the story is in harmony with the story itself. (3) Show the full meaning of (a) "Tis but another dead, all you can say is said ;" (b) "Carry his body hence." (3) "Hardly the worst of us here could have smiled."
4. (1) What bells are referred to in *Ring Out, Wild Bells* ? (2) What is the meaning of (a) "Ring out false pride in place and blood ;" "Ring out old shapes of foul disease ;" (b) "Ring the fuller minstrel in" ?
5. Give a brief account of the author of "Ring Out, Wild Bells," telling his rank as a poet, etc.

COMPOSITION.

1. Write sentences containing *might, mite ; ail, ale ; gait, gate*.

2. Write sentences containing the words *linen, tin, feather* as adjectives, each being joined to two nouns.
3. Write one declarative, one interrogative, one exclamative and one imperative sentence, each containing the phrase "of the house."
4. Correct the following sentences : (1) He gave himself away. (2) The horse was eating his own head off. (3) Don't go back on me. (4) It was awful nice.
5. Write a challenge to the Excelsior Lacrosse Club, of Brampton, to play a game on the college grounds.
6. Express the following in your own words and give it an appropriate title : "A wolf saw a goat feeding upon the edge of a steep rock, where he could not get at her." "Come down lower," said he ; "the grass is much richer here where I am." "Thank you, good sir," said the goat, "you are not inviting me to feed myself, but to be feed for you."
7. Write a short composition on the *Horse*.

GRAMMAR.

1. Explain the difference between : an *attic* and a *garret* ; a *basement* and a *cellar* ; an *emperor* and a *king* ; an *act* and a *bill* ; an *act* and an *action* ; *admission* and *admittance* ; a *rebellion* and a *revolution* ; a *chandelier* and a *gasolier* ; *steps* and *stairs* ; *cavalry* and *dragoons*.
2. Write questions containing one word denoting an inhabitant of : Denmark, Italy, Poland, Turkey, Venezuela, Brazil, Newfoundland, Syria, Wales, Isle of Man, Malta.
3. Write plural forms of : loaf, soliloquy, solo, Sicily, *habeas corpus*, X, Caiman, Mussulman, scoria, magus, houri.
4. Write gender nouns corresponding to : sire, arbiter, witch, gaffer, miller, rake, hart, landgrave, colt, mermaid.
5. Of what use are inflections in English ?
6. Show the force of the prefixes and affixes in baby, sweetheart, Browning, countess, progress, retrograde, secure, undo, discontent, impregnable.

1. Explain and exemplify the terms : Subject, Objective Complement, Bare Predicate, Conjugation, Attribute.

ON TASTE IN THE CHOICE OF WORDS.

ADDISON in his essay on Taste takes occasion to define it as that faculty of the soul, which discerns the beauties of an author with pleasure, and the imperfections with dislike. This faculty he regards as in some measure born with us, though capable of development by familiarity with the best authors, intercourse with men of culture, and a knowledge of the views of capable critics. What the great essayist says of taste in general can be said with equal truth of that small part of the realm of taste—the choice of words—which is the subject of this paper. Taste in diction is the faculty of discerning the beauties of an author's language with pleasure, and the imperfections with dislike ; and it is capable of development by familiarity with good books, intercourse with correct speakers, and a knowledge of the views of capable critics. These means of improvement, however, are not equally accessible to all. Indeed, to judge by what we see and hear of the language of the people of our land, it would seem as if our people have often little knowledge of the rightness or wrongness of their use of words and no keen regard for what is fit and proper in speech.

Knowledge, it is true, has unrolled her ample page rich with the spoils of time, for the classes to whom Gray says it was denied. Fair Science frowns on no one's humble birth, and the man who, in this age of exceedingly cheap books, remains ignorant of Shakespeare and Scott and Tennyson, has but himself to blame, and upon himself the punishment falls. Yet, wide-spread as are editions of our English classics, it is a melancholy fact that they are not—because either insufficiently or hastily read—they are not, of themselves, able to resist the barbaric horde of outcast, alien, renegade words that press day and night upon the true language to stab and to slay, and under the mask of true words to betray and defraud. Some help, it is true, comes to the cause of the true language from the teachers and preachers of our land, but it is

indisputable that Sunday by Sunday, day by day, many preachers and teachers reiterate and impress the very faults it is their duty to extirpate.

If the newspapers had always such editors as William Cullen Bryant, or the platform such speakers as Dr. Goldwin Smith, or the bar such pleaders as Edward Blake, we might hope soon for a better state of affairs that at present exists. But home, school, church, parliament seem all to have become the lurking places,—nay the places of exercise and drill of traitor words. Such men as Dean Alford, Richard Grant White, John Ruskin, to say nothing of Archbishop Trench and, in a sense, Max Müller, have done something to warn English-speaking people of the danger to which our language is exposed, but how few hear the words of warning, and how very few heed. Not one textbook in our Canadian schools deals adequately with the faults of common speech, and no school, that we know of, is doing the duty every school is called upon to perform, to train up young men and young women, as zealous guardians of the purity, honor, and force of the language they profess to speak. "A well-educated gentleman," says one of the writers we have referred to, "may not know many languages,—may not be able to speak any but his own,—may have read very few books. But whatever language he knows, he knows precisely ; whatever word he pronounces, he pronounces rightly ; above all, he is learned in the *peerage* of words ; knows the words of true descent and ancient blood, from words of modern canaille ; remembers all their ancestry, their intermarriages, distant relationships, and the extent to which they were admitted, and offices held, among the national noblesse of words of any time, and in any country."

Written as those lines were in England, we in Canada find them ideal,—unrealized by even those whom we call well-educated. And that we do find them ideal, is an admission that our judgment of what education in English is, is defective. If, however, our educated classes in general lack taste and accuracy in their diction, much more so will the mass of the people be found careless and lax in their speech.

When we find countless words used freely among us, words that Shakespeare, and Scott, and Tennyson have never used, and countless other words employed in senses that good authors have never attached to them, we may conclude that the language of Shakespeare, and Scott, and Tennyson will, in a sense, unless strong measures are taken to prevent it, little by little, cease to be the language of Canadians. This to prevent, every one should watch and guard his own speech, and seek to influence others aright. What THE JOURNAL, or any one magazine, can do is little. It will, however, endeavor to do its part. It will publish, from time to time, lists of words and constructions in common speech, which are condemned by good taste. It calls on teachers, who have been remiss in their duty, to join in an effort to prevent the impending corruption of our language.

I.

Words that are good English words, but that are often used in unauthorized senses.

WORD.	WRONG SENSE.	RIGHT SENSE.
1. Administer	Administer [deal] blows.	Administer laws, justice, medicine.
2. Adopt	They adopt [take] a resolution.	To make one's own : adopt a child, the opinions of another.
3. Aggravate	That aggravates [provokes, annoys] me.	To make worse : aggravate a crime, a penalty.
4. Allow	He allows [says or thinks] that his horse is the best.	Allow (permit) the liberty ; allow (admit) their right.
5. Allude	Allude [refer] to a matter at length.	Hint at ; refer to slightly. In describing one thing we may allude, <i>i.e.</i> refer in passing to another.
6. Alternative	He had before him three alternatives [courses].	A choice of one of two ; these were the alternatives, to submit or to die.
7. Amateur	As an amateur [novice, beginner] he cannot be expected to do well.	One versed in a pursuit he loves, but who does not receive emolument from it.

(To be continued.)

LESSONS IN RHETORIC.

BY J. E. WETHERELL, B.A.

At this stage of the work it will be expedient to make a rhetorical study of some fine prose selection. This exercise will serve to illustrate and impress the principles already adduced. The following highly-wrought passage from Ruskin may be used for analysis. The questions appended will indicate some of the directions that an exhaustive critical analysis must follow :

THE SKY.

It is a strange thing how little, in general, people know about the sky. It is the part of creation in which Nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him, than in any other part of her works ; and it is just the part in which we least attend to her. There are not many of her other works in which some more material or essential purpose than the mere pleasing of man is not answered by every part of their organization ; but every essential purpose of the sky might, so far as we know, be answered if, once in three days or thereabouts, a great, ugly, black rain-cloud were brought up over the blue, and everything well watered, and so all left blue again till next time, with, perhaps, a film of morning and evening mist for dew. And, instead of this, there is not a moment of any day of our lives when Nature is not producing scene after scene, picture after picture, glory after glory, and working still upon such exquisite and constant principles of the most perfect beauty, that it is quite certain that it is all done for us, and intended for our perpetual pleasure, and every man, wherever placed, however far from other sources of interest or of beauty, has this doing for him constantly. The noblest scenes of the earth can be seen and known but by few ; it is not intended that man should live always in the midst of them : he injures them by his presence ; he ceases to feel them if he be always with them. But the sky is for all ; bright as it is, it is not "too bright nor good for human nature's daily food ;" it is fitted, in all its functions, for the perpetual comfort and exalting of the heart ; for the soothing it and purifying it from all its dross and dust. Sometimes gentle, sometimes capricious, sometimes awful ; never the same for two moments together ; almost human in its passions, almost spiritual in its tenderness, almost Divine in its infinity, its appeal to what is immortal in us is as distinct as its ministry of chastisement or of blessing to what is mortal is essential. And yet we never attend to it ; we never make it a subject of thought, but as it has to do with our animal sensations ; we look upon all by which it speaks to us more clearly than to brutes, upon all which bears witness to the intention of the Supreme, that we are to receive more from the covering vault than the light and the dew which we share with the weed and the worm, only as a succession of meaningless and monotonous accidents, too common and too vain to be worthy of a moment of watchfulness or a glance of admiration. If, in our moments of utter idleness and insipidity, we turn to the sky as a last resource, which of its phenomena do we speak of? One says it has been wet, and another it has been windy, and another it has been warm. Who, among the whole chattering crowd, can tell me of the forms and precipices of the chain of tall white mountains that gilded the horizon at noon yesterday? Who saw the narrow sunbeam that came out of the south, and smote upon their summits, until they melted and mouldered away in a dust of blue rain? Who saw the dance of the dead clouds, when the sunlight left them last night, and the west wind blew them before it like withered leaves? All has passed unregretted or unseen ; or, if the apathy be ever shaken off, even for an instant, it is only by what is gross or what is extraordinary ; and yet it is not in the broad and fierce manifestations of the elemental energies, not in the clash of the hail, nor the drift of the whirlwind, that the highest characters of the sublime are developed. God is not in the earthquake nor in the fire, but in the still small voice. They are but the blunt and the low faculties of our nature which can only be addressed through lampblack and lightning. It is in quiet and subdued passages of unobtrusive majesty ; the deep, and the calm, and the perpetual—that which must be sought ere it is seen, and loved ere it is understood—things which the angels work out for us daily, and yet very eternally, which are never wanting and never repeated, which are to be

found always, yet each found but once ; it is through these that the lesson of devotion is chiefly taught, and the blessing of beauty given.—*Ruskin.*

(1) Analyse the passage, in a general way, for the quality of Beauty.

(2) Where has the principle of Contrast been employed, and with what effect?

(3) What figures of emphasis does this passage contain?

(4) Point out instances of tautology in the selection. What justification can be offered in each case?

(5) Select one example each of the figures, *simile*, *metaphor*, *personal metaphor*, and *personification*. State their respective values in the examples cited. How are these four figures akin?

(6) State the rhetorical value of *the use of the particular for the general*, and illustrate from the extract.

(7) "A great, ugly, black, rain-cloud."—"The weed and the worm"—"the whole chattering crowd"—"through lampblack and lightning." What quality or device of style here? Does it contribute to æsthetic effect? Does it clash with it?

(8) "Scene after scene, picture after picture, glory after glory."—"Sometimes gentle, sometimes capricious, sometimes awful."—"Almost human in its passions, almost spiritual in its tenderness, almost divine in its infinity."

Write a critical comment on the nature and value of the various devices here employed.

(9) "And yet we never attend," etc. Make of this sentence a study in *climax*.

(10) What characteristics of poetry does this extract contain?

(11) "Too bright," etc.—Compare this quotation with the context to show the difference between *metre* and *rhythm*. Illustrate from the extract the meaning of *cadence*.

(12) Show the importance of the first sentence and the last in this extract. Is the author's purpose mainly æsthetic or didactic?

STUDY OF THE SENTENCE.

What is a sentence? If by a sentence we mean "a combination of words expressing a single, complete thought," then there are two necessary qualities in a perfect sentence—(1) there should be but one thought, and (2) that thought should be clearly and forcibly expressed by a suitable arrangement of the words. So we have two Sentence Laws :

(I) *The Law of Unity*.—"Every part of the sentence should be subservient to one principal affirmation."

(II) *The Law of Collocation*.—"Place the words in such an order that they shall emphasize themselves without the need of suitable vocal expression to ensure a correct interpretation."

The extract from Ruskin will show that a good writer instinctively observes these two sentence laws. The following sentences may be examined for faulty structure :

(1) This great and good man died in September of that year, leaving behind him the memory of many noble actions, and a numerous family, of whom three were sons.

(2) One man pursues power in order to wealth, and another wealth in order to power, which last is a safer way, and generally followed.

(3) They left the capital in a state of fearful distraction.

(4) Let there be light, and there was light.

(5) It is a strange thing how little people, in general, observe their environment.

(6) I seek justice, and you cannot deny me justice.

The last four sentences will show the need of proper collocation or improved structure to secure clearness and force.

Having considered the necessary qualities of the sentence, we may now examine the various kinds of sentences—as, long and short sentences, periodic and loose sentences, and the balanced sentence.

(I) *Long and Short Sentences*.—The difference between the effects produced by long and short sentences will be easily seen if we compare some parts of the selections from Ruskin with the following characteristic passage from Macaulay :

"We have had laws. We have had blood.

New treasons have been created. The press has been shackled. The Habeas-Corpus Act has been suspended. Public meetings have been prohibited. The event has proved that these expedients were mere palliatives. You are at the end of your palliatives. The evil remains. It is more formidable than ever. What is to be done?"

A succession of short sentences renders the style monotonous and abrupt, but the very abruptness may sometimes contribute to animation and emphasis.

The long sentence gives opportunities for amplifying the thought, and affords scope for the music of rhythm and cadence, and facilities for climactic vigor.

A good style seeks variety by a due alternation of long and short sentences, but what constitutes due alternation must be determined by the writer's taste, and by the nature of the subject.

(II) *The Balanced Sentence*.—When the different elements of a compound sentence answer each other by similarity of form the sentence is said to be balanced. Many examples of this kind of sentence have been already given in the lesson on figures of contrast, the balanced form being most frequently found in connection with antithesis.

The balanced structure has obvious advantages. It contributes to clearness, and sometimes to emphasis. It aids the memory, and is thus a favorite form in proverbs. It delights the ear with its symmetry of form.

(III) *Periodic and Loose Sentences*.—"A periodic sentence is one in which the idea and the grammatical structure are alike incomplete until the end is reached." Other sentences are termed loose. Many sentences combine the loose and the periodic structure.

The following short sentences illustrate some of the modes of periodic structure :

(1) If melody is the great essential of poetry, then Swinburne is a great poet.

(2) When the soldier marches to the field of battle, then is his bravery tested.

(3) He speaks so clearly as to be always understood.

(4) They are either silent or else speak with uncertain utterance.

The uses of the periodic structure in keeping up and concentrating the reader's attention—in imparting stateliness to the style—in lending itself to rhythm and cadence, may now be considered. The last sentence in the extract from Ruskin will illustrate some of the advantages of a long period.

(5) Accustomed to the mountain scenery of our native land we could not endure the tame landscapes of this country.

In the foregoing sentences the advantage of the period will be made apparent if the corresponding loose structure is compared with the given form.

OH what a store of pleasure
Sweet, smiling faces bring ;
And what a wealth of music
In pleasant voices ring !

The skies may meet in sadness,
The blustering wind may blow,
But if our hearts are cheery,
There's sunshine where we go.

—*Anonymous.*

EVERY teacher worthy of the name should be a constant reader of good educational literature. The horizon of the teacher's experience can be extended only by his own personal elevation ; his isolated habitation can be effectually illuminated only by the admission of light from without. Yet thousands of teachers prefer to exclude the sunlight, that they may toil on by the light of their own tallow candles.—*Educational Exchange.*

HEAVEN is not gained at a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

We rise by things that are 'neath our feet ;
By what we have mastered of good and gain,
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

—*J. G. Holland.*

School-Room Methods.

PRELIMINARY TALKS.

REBE.

OBJECT.

"To him who in the love of Nature,
Holds communion with her visible forms,
She speaks a various language;
For his gayer hours she has a voice of gladness,
And a smile and eloquence of beauty,
And she glides into his darker musings
With a mild and gentle sympathy
That steals away their sharpness ere he is aware."
—Byrant's *Thanatopsis*.

I.—I would teach my pupils to love and reverence Dame Nature, that in their hours of gladness and of sorrow, they may find her the mild and gentle sympathizer.

II.—The Second Reader contains many admirable selections; but from my pupils the beauty would remain hidden under the words, as the sweet-scented, dark blue violets are hidden beneath their green leaves, if it were not for Nature's teaching.

Below I shall enumerate some of the lessons to which I have reference: "Sir Robin," "Lost—Three Little Robins," "The Squirrel," "The Scarecrow and the Robins," "Little Dandelion," "Story of a Drop of Water," "Robert of Lincoln," and the several botany lessons.

CLASS.

Thirteen pupils newly promoted to the Second Class.

TIME.

A beautiful April day when the chorus of the frogs in the pond, the whistling of the meadow larks perched upon the tallest charred stumps, the incessant, cheerful chatter of the busy robins, the chirping of the mischievous, happy sparrows, the short sharp remarks of the pert blackbirds and the sweet tender song of the modest little greybirds floating over the fields in one glad refrain, assured us that spring had really come.

Our school, though in a lonely spot, has one decided advantage; close to it is an elm grove, the resort of chipmonks, squirrels, woodpeckers, blackbirds, crows, and occasionally a pair of orioles. Here is one of Dame Nature's school-rooms.

SUBJECT—*The Early Birds, etc.*

Class faced the north and began to think about the north.

"I think of cold, blowy winds," said Johnny.

"Deep drifts," suggested Bessie.

"The winter time is then asserted," Frank.

Then the class faced the south and thought about it.

"The sun shines on the desks." "The water is drying up." "I see some blackbirds." "The wind is warm." "The birds are singing," were some of the thoughts.

"But I should like to know what may be the name of this time of the year" elicited "spring" in a chorus.

"Yes, but how should my class answer?"

"We should wait till you tell us the one you want to answer," explains Johnny, the impulsive, who is usually the first to fail in waiting.

Almost all were ready with the month, and no one had forgotten the holiday which we had that week—Easter Monday.

(I wanted Easter Monday for a date.)

"Let us tell what we have noticed about this spring," was my next question.

The hands were up, one foot was over the mark, and "the good straight line" was not.

1st Pupil—"The roads are awful muddy."

"I let the words go, for they were awful."

2nd P.—"It rains a lot."

"The thought is all right, but tell it in another way," I am obliged to say.

2nd P. (again)—"It rains most every day."

This time all, though several try, are unable to improve the sentence, so I have to be content with asking her to say, "It rains almost every day," and adding "almost" is a better word to use there than most."

3rd P.—"The squirrels run on the fences."

4th P.—"We can play ball."

5th P.—"The birds are coming."

Johnny (from the 10th place)—"They're building their nests. There is an old robin has her nest on the fence away back there." And he points.

I see the others have seized the birds, too, so I say, "Let us have a little talk about the birds that have come. You see these columns. Well, you are to help me to fill them." And I wrote "Birds" at the top of one division. "What was the first one you saw?"

6th P.—"It was a crow."

"When did the crows come?"

3rd P.—"I saw them before the snow went away."

"Very good, you have been watching. Now tell me something about a crow."

5th P.—"It is all black. It flies away up high and says caw, caw."

"Where does it build its nest?"

1st P.—"Up in the tops of the trees. I found one yesterday. It was all sticks."

"How many eggs were there?"

1st P.—"None. The crow was just making the nest."

"What birds came next?"

7th P.—"Then the blackbirds came."

"What can you tell us about them?"

8th P.—"They are all round the school." "How large? What color?" "They are little black fellows, too."

6th P.—"Their nests are up in the trees."

9th P.—"I saw two meadow-larks on Easter Monday."

At my request he tells something about his birds. "They come and sit on the fence and give a whistle, and then they keep quiet a minute and then they give another whistle and they are yellow, and grey, and some black"

(This is from Frank, a regular hurricane of a boy, who has his picture book of birds and his collection of eggs—blackbird, robin, snipe, etc.—and as he tells his story I know how he could improve on it with gestures if he were at home.)

"Where is the black?"

10th P.—"In a ring in front of its neck. You can see it when it lifts up its head to sing."

"Nellie, tell us what you think of these birds' whistle. Do you like it?"

11th P.—"It is a pretty sound. I like to hear it."

"Where must we look for the nest?"

Neither 12 nor 13 knows, so some one volunteers, "In the hay-fields."

"I should like another name for hay-fields."

6th P.—"Meadows is the other name."

"Well, Johnny?" "That is why it is called a meadow lark," answers he.

"Why?"

Johnny—"Because it is always in the meadows."

And so we went on and took sparrows, and it was found that they did not bear a very good reputation. "They are bad to the other birds." "They eat the grain and everything." This led us to ask of what use birds are. "If the birdies eat some of our grain how do they pay us?"

7th P.—"They hunt for worms."

8th P.—"And bugs."

9th P.—"They sing pretty songs."

10th P.—"I like to see them flying around."

"Last night, as I was going home, I saw a bird on the end of a rail, quite close to me. He put his head on one side and looked at me, gave a little hop, put his head over to the other side and gave a chirp as if to say, 'Oh, who are you?' Now who was he?"

(Great demonstration and guessing.)

3rd P.—"A woodpecker."

"An owl" from an interested member of the First Class, seated back in the room, who forgot for the instant that he was not one of us.

7th P.—"It was a robin."

"Well done, Maggie, it was. Who can tell a story about him?"

11th P.—"He has got a red breast."

"Again, please." This time she leaves out 'got'."

12th P.—"He sings most of the time."

15th P.—"And he eats fish worms."

9th P.—"He likes cherries and strawberries."

6th P.—"He builds nest in the trees."

8th P.—"And on the fences."

10th P.—"A robin's eggs are blue."

REVIEW.

The birds come to us in the spring, this year about Easter, from the south where it is warm. The cold drove them away last autumn, but they knew when the warm days were coming back and

came too. The crow, blackbird, meadow lark, sparrow, robin and greybird are here building their nests. In a few days we shall have many more.

The columns on the blackboard were filled thus:

BIRDS.	COLORS.	NESTS, WHERE.	USE OF BIRDS.
Crow	Black	In tall trees . .	1. They eat worms and grubs that would spoil the farmers' crops.
Blackbird	Black, with shiny neck	In the elm trees	2. They are pretty.
Meadow lark . . .	Grey yellow, black collar	In the grass . . .	3. They sing sweet songs.
Sparrows	Drab	In the roofs . . .	
Robins	Red-breasted	In trees and on fences . .	

The children had been interested in similar lessons before. There are many questions and answers omitted. It was not my purpose to take any bird specially. We shall do that some day when the nests are made and the eggs are laid, and probably we shall choose Robin Redbreast. The children will be more alert in noticing the birds and their habits in the meantime.

* Hints and Helps. *

THE GENUINE TEACHER.

THE genuine teacher is a religious man; there is no real teaching done by an irreligious man. Teaching is something diviner than drilling boys and girls in the multiplication table. The effort of the genuine teacher is to form character—to induce children to know and to follow the great laws of the universe. And no one can enter on this mighty work without being in spirit a child of the Creator, whose paths he is pointing out, and toward which he is leading the young feet. It is supposed by some that a man of no character may impart the useful knowledge he has, but the mistake is in defining this to be teaching; out of this error the world is slowly emerging. The world will make the error for a long time to come, but the teacher himself ought not. "I give my life for the sheep," has a profound meaning; it is the life of the teacher that he teaches with—that is the instrument by which all beneficent work is done in this world. Even to such material as stone the life imparts itself—witness the cathedrals of Europe; and when the human soul is to be molded, the life of the teacher is the means to be employed.

A woman of nearly sixty years of age, who had enjoyed all that wealth and social position could give her, lately said to Rev. Dr. Rainsford: "My father spared no expense. I had masters in music and languages, but I now want to be taught by some one who feels an interest in me and in what I think and do. My accomplishments, as they are called, have not penetrated beyond the surface. It is truth that nourishes us and that has been wanting."

Everywhere, in every class, the teacher must show by word and look that he attempts faithfully to live the life of a Great Teacher. This is not accomplished by pinning a card on the breast, "I am a Christian," but by acting toward "the least of these" in the spirit of Christ. True, in his examination, no questions were asked as to his fitness to impart his life, but he must do it all the same.—*New York School Journal*.

THE seed one is sowing
Through time will be growing,
And each one must gather his own;
In joy or in sorrow,
To-day or to-morrow,
You'll reap what your right hand hath sown.

SCHOOLMISTRESS (with an ominous look in her eye)—"What made you so late, Robert Reed?"

ROBERT—"Been fightin'."

SCHOOLMISTRESS (advancing furiously)—"You have, eh?"

ROBERT—"Yes, ma'am. A boy sed yer wuz ugly as home-made sin, an' I jest gave it to him."

SCHOOLMISTRESS—"Well, Bobby, dear, I must pardon you this time, but control your temper the best you can."

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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East Bruce, at Tara, May 21st and 22nd.
Frontenac and Kingston, joint-meeting at Kingston, May 21st and 22nd.
East Kent, at Ridgetown, May 21st and 22nd.
North Simcoe, at Barrie, May 21st and 22nd.
North Hastings, at Madoc, May 21st and 22nd.
West Lambton, at Petrolia, May 21st and 22nd.
Dundas Co., at Winchester, May 21st and 22nd.
Prince Edward, at Picton, May 28th and 29th.
South Simcoe, at Alliston, May 28th and 29th.

Will Secretaries of Associations, or Public School Inspectors, have the kindness to forward us programmes of their meetings for announcement as above. Also, will Secretaries please send an epitome of such proceedings as are of general educational interest, for publication in the JOURNAL.

✻ Editorials. ✻

TORONTO, MAY 15, 1891.

NATIONAL EDUCATIONAL ASSOCIATION.

ANNUAL CONVENTION.

THE Annual Convention of the National Educational Association of the United States for the present year will be held at Toronto, Canada, July 14th to 17th, and as it will on this occasion be of an international character, it promises to be the most successful meeting of the series. Most of the railroads have agreed to give half-rates, plus \$2.00 membership fee, to all who attend the meeting, this rate being open to the public generally as well as the teachers. Toronto people are making great preparations to welcome and entertain the visiting teachers, and numerous cheap excursions are being arranged to all important points on the great Lakes, the St. Lawrence, and the seaside, after the Convention, which

will afford to teachers the best opportunity for enjoying their summer holidays they have ever had. The official Bulletin, containing programme for the meeting, railway arrangements, and all other particulars, is ready, and will be sent free to any one desiring it, on their dropping a post-card to Mr. H. J. Hill, Secretary Local Committee, Toronto.

We wonder if all our readers are fully alive to the importance of this great meeting. It will be the first time that the National Educational Association of the United States, which was organized in 1857, has been held outside the boundaries of the Republic. The Convention will on this occasion be of an international character. Should the Convention prove in every way successful it may lead to its re-organization on an international basis. If that is not found expedient it may be hoped that one of the results will be the formation of a Canadian National Association.

Some may be disposed to think that the estimates of the numbers that may be expected to attend this Convention are greatly exaggerated. But our energetic neighbors are fond of travelling and have great faith in conventions. If it be true, as stated, and as we have no reason to doubt, that about *fourteen thousand* teachers and others interested in education attended the annual meeting of the Association last year at St. Paul, Minn., it seems highly probable, in view of all the fresh inducements and attractions Canada has to offer, that the attendance at Toronto, will be at least not less than that at St. Paul's. We hope to see the profession in Canada very fully and worthily represented.

HIGH SCHOOLS ACT OF 1891.

THE following is a statement of the most important changes in the High Schools system, made by the High School Act passed at the recent session of the Legislature.

NEW HIGH SCHOOLS, COURSES OF STUDY AND TRUSTEES.

Subject to approval by the Lieutenant-Governor in Council, a County Council may establish a High School in any municipality containing not fewer than one thousand inhabitants, or in an incorporated village containing fewer than one thousand inhabitants, provided adjoining municipalities have passed by-laws for uniting with such village so as to constitute a district containing not fewer than three thousand inhabitants.

Preparatory schools are abolished after January 1, 1892.

A minimum staff of five teachers is required in a Collegiate Institute, one of whom shall be a specialist in the commercial department.

The Act provides for the appointment of trustees by the county and district municipalities in districts consisting of one or more municipalities, and limits the number on a city board to eighteen, with such other special representatives as are authorized by the Act. These are, in the case of all boards, a representative of the Local, Public and Separate School Boards respectively, and in the case of cities and towns separate from the county, three additional trustees appointed by the County Councils for such High Schools as are open to county pupils on the same terms as are High Schools in the municipalities not separated from the county.

MUNICIPAL GRANT FOR MAINTENANCE AND PERMANENT IMPROVEMENTS.

The distinguishing feature of the Act is its equitable provision for the support of the High Schools, by those who derive benefit therefrom. Heretofore the county equivalent of the legislative grant was, in many cases, insufficient to defray the cost of county pupils, and no provision was made in the case of towns and cities separate from counties. We quote the provisions of the new Act:

Where the proportionate cost of the maintenance of county pupils at any High School, exceeds, or is alleged to exceed, the amount of money granted by the County Council under the preceding section, and of the fees received for county pupils, the county shall be liable for a further sum, in the proportion as nearly as may be which the average attendance of county pupils enrolled at such High School during the preceding three years bears to the average attendance of all the pupils enrolled at the same school for the same period of three years. In the case of new High Schools the period herein mentioned for which the average attendance is to be reckoned, shall be the number of years for which such school was open, not exceeding three years.

Where the trustees of any High School situated in a city, or in a town separated from the county, notify the county clerk that such High School is open to county pupils on the same terms as High Schools in the municipalities not separated from the county, the County Council shall in all such cases, pay the proportionate cost of maintenance of county pupils at such High Schools, subject to the provisions of this Act."

Should the amount due by the county not be determined by mutual agreement by the County Council and the trustees of the High School, the Act constitutes a county judge the referee in the dispute, and any award made by him is binding for three years. We quote also the laws on which the amounts to be paid are calculated, and the provisions connected therewith:

In all cases of dispute the trustees of the High School shall submit a detailed statement of the receipts and expenditures of

their High School for maintenance for each of the preceding years under consideration, such statement to be certified by the auditors authorized under this Act to audit High School accounts; and also a statement of the names, residence and attendance of resident, non-resident and county pupils for the same time each year of a like period, such last mentioned statement to be certified by the chairman of the Board. The chairman shall also certify as to the amount of the legislative grant received for the time under consideration and the referee shall deduct the amount so certified from the whole cost of maintenance of each High School, in determining the liability of the county for the maintenance of county pupils.

The municipal council of every county shall levy and collect from the municipalities composing the county the sum or sums for which the county is annually liable for the proportionate maintenance of county pupils, less the fees paid by county pupils as certified to the county treasurer by the High School Board.

The municipal council or councils of every High School district shall levy and collect each year from their respective municipalities such sum or sums as the trustees of the High School may deem necessary for the maintenance of the High School, in addition to that received from the County Council and other sources under this Act, and a further sum, not exceeding \$500 in any one year, if required by the trustees for permanent improvements, and said sum shall be levied by one uniform rate over the whole district.

By the last section, boards may, by drawing \$500 for several years, accumulate a sum which will enable them to make many improvements in accommodations and equipment, which would otherwise rank as permanent improvements. To small schools in particular this clause will prove very serviceable.

As to grant for permanent improvements, the Act provides that all sums of money required, exceeding \$500, shall be raised by assessments on the rate-payers of the High School district. In the event of a refusal by a majority of the municipalities composing the district to raise the money required, the question may be submitted to the rate-payers concerned, as provided by the Municipal Acts. Provision is also made for an equalization of rates when the district is composed of more than one municipality.

FEEES.

Three classes of pupils attend the High Schools. (1) Resident pupils—those whose parents or guardians reside in the district in which the High School attended by such pupils reside. (2) County pupils—those whose parents or guardians reside in the county in which the High School attended by such pupils is situated. (3) Non-resident pupils, comprising two classes; (a) pupils whose parents or guardians do not reside in the county, city or town separated

from the county in which the High School attended by such pupils is situated, or (b) pupils whose parents or guardians reside in a High School district of the county other than the district in which the High School attended by such pupils is situated. The fees of (1) are determined by the Trustees of the School. Those of (2) by the municipal council of the county, provided the fees are uniform, and do not exceed \$1 a month and continue the same for a term at least of years; and those of (3) by the Board of Trustees provided the fee be not greater than the cost of maintenance, nor less than the fee imposed by the County Council.

ENTRANCE EXAMINATIONS.

We quote those provisions in extenso:

(1) A uniform entrance examination for the admission of pupils to High Schools shall be held annually in every High School district according to such regulations as may be prescribed by the Education Department. Examinations may be held at such other places in every county as shall be recommended by the County Council, of which notice shall be given to the inspector by the county clerk. Such places shall be affiliated for the purposes of the examination with a High School in the same inspectorial division.

(2) Every High School district shall be under one Board of Examiners. The trustees of the Public and Separate Schools of the city, town or incorporated village in which a High School is situated shall, on or before the 1st day of June, each appoint an examiner, for the purpose of such examination. The inspector or inspectors of Public Schools of the inspectorial district within which the High School is situated and the principal of the High School shall be *ex-officio* members of such board.

(3) The persons qualified to be appointed examiners shall be persons holding certificates as first class teachers, actually engaged in teaching, provided always that any person actually engaged in teaching who is the holder of a second class provincial certificate and who has had five year's experience as a teacher, may be appointed examiner where a first class teacher is not available within such High School district.

(4) The Board of Trustees and the Board of Examiners may agree upon the sum to be paid annually for the examination of such pupils, but in the absence of any agreement, examiners shall be allowed the sum of one dollar per pupil for conducting such examination, and this allowance shall include the travelling expenses of the examiners, presiding at the examination, reading and valuing the papers of candidates and reporting the results to the Education Department.

(5) The Board of Education, or the Trustees of the High School district within which the examination is held, shall, on the requisition of the Chairman of the Board of Examiners, pay all the expenses of the examination at such High School, and such expenses shall be deemed to be part of the cost of maintenance of such High School. At affiliated schools the travelling

and other expenses of the presiding examiner shall be paid by the County Council.

(6) Any pupil passing the entrance examination may be admitted to a High School provisionally, but it shall be competent for the Minister of Education to consider the appeal of any candidate with regard to the reading and valuation of his papers, or on the report of the High School Inspectors, to confirm, or disallow the admission of any pupil, or to require of any pupil further tests of proficiency in any of the prescribed subjects of examination.

(7) County pupils whose examination has been confirmed by the Minister of Education shall have the right to attend any High School aided by the council of the county in which their parents or guardians reside. Resident pupils shall have the right to attend the High School of the district in which their parents or guardians reside. Non-resident pupils may attend any High School at the discretion of the trustees of such school.

AGREEMENTS.

The provisions in regard to agreements are the same as those of the former Act with the following in addition:

Any teacher who enters into an agreement with a Board of Trustees as teacher, and who wilfully neglects or refuses to carry out such agreement shall, on the complaint of any Board of Trustees, be liable to the suspension of his certificate by the Education Department.

SCHOOL TERMS.

The changes made in the vacations are as follows:

The academic year of every High School shall consist of three terms: the first shall begin on the last Monday of August and end on the twenty-second day of December; the second term shall begin on the third day of January and end on the Thursday before Easter Sunday; the third term shall begin on the second Monday after Easter Sunday, and end on the thirtieth day of June. Every Saturday, every public holiday, and every day proclaimed a holiday by the council of the municipality in which the High School is situated shall be a holiday in such High School.

As there will be no entrance examinations at Christmas, the mid-winter vacation will in effect be as long as before, while the longer break at Easter will be enjoyable and will enable the usual annual convention to be held then, leaving the summer free for needed recreation.

LABOR is rest from the sorrows that greet us,
Rest from all petty vexations that meet us,
Rest from sin-promptings that ever entreat us,
Rest from world-sirens that lure us to ill.

—Frances S. Osgood.

THERE is a jewel which no Indian mine can buy
No chemical art can counterfeit;
It makes men rich in greatest poverty.
Makes water wine, turns wooden cups to gold,
The homely whistle to sweet music's strain;
Seldom it comes, to few from Heaven sent,
That much in little—all in naught—Content.

Educational Meetings.

TOWN OF PETERBORO TEACHERS' ASSOCIATION.

THE teachers of the town of Peterborough—from the collegiate institute, public and separate schools, and business college—have formed an association. The officers are: President, C. Fessenden, M.A., principal of the Collegiate Institute; Vice-Presidents, Messrs. W. Smith and W. Brick, principals of the Public and Separate schools respectively; Sec'y-Treas., Mr. A. Blanchard, principal of the Business College; Executive Committee, Misses Richardson, Nicholls, Broad, Becket, Lynch and Mr. Jeffries.

A couple of interesting papers—one on literature by Mr. Jaffries, and one on penmanship by Mr. Blanchard—were read and created considerable discussion.

PEEL TEACHERS' ASSOCIATION.

THE annual meeting of the Peel Teachers' Association was held in the Music Hall, Brampton, Wednesday and Thursday, March 25th and 26th.

A. Embury, Esq., Inspector of Schools, and President of the Association, formally opened the convention, after which he proceeded to deliver the annual address.

He pursued the following lines of thought: (a) the authority of tradition in teaching; (b) the relation of text-books to methods; (c) the influence of routine work in narrowing the ideals of the teacher. The tendency of the practice of most professions was to narrow the ideals of those practising them. The teaching profession was no exception to this wide-spread tendency. One of the peculiar aspects of the educational life of the times was that the administration of educational affairs was rapidly falling into the hands of a professional class. This was to be regretted, as the result would be the ignoring of the opinions of the educated men and women of society at large, and the narrowing of the ideals of national education. How could the evil effects of this tendency be best counteracted? He maintained that teachers should become intimately acquainted with the writings of the historians, philosophers and scientists, with the best educational thought of every age, and with the theoretical aspects of the subjects they essayed to teach. This last was a consideration for which the present mode of training teachers did not provide, and the consequences were dire indeed. One evil consequence most widely diffused was that teachers had accepted the formal statement of the knowledges contained in our text-books as the genesis of those knowledges, and had drifted into the pitiful formalism of mechanical teaching. This fact had for many years been painfully apparent in the methods pursued in teaching Mathematics, especially Euclidian Geometry, and in Literature. Teachers had been dealing with the dry bones of systems instead of tracing the organic life of knowledge itself. It had been claimed that our High Schools had been giving an excellent non-professional training to our teachers. He denied this. The High Schools as well as the Normal Schools, under present conditions, did not give a teacher a theory of the knowledge he was supposed to be prepared to impart in the work of teaching. He urged upon the teachers the necessity for an intimate acquaintance with the history of education and educational theories, and stated that the wide-spread demand on the part of teachers for prescribed methods argued a professional helplessness resulting from the current mode of training teachers. The teacher must have a theory of knowledge as the proper basis for the development of method. The genesis and development of systems of knowledge had followed on the lines of intellectual development, and he who had mastered a sound theory of knowledge was alone among teachers capable of placing that knowledge in its proper relation to the minds of others.

The discussion on "The Public School Course of Study" was introduced by Mr. Brown, of Humber, and Mr. Judge. Mr. McHugh criticized the History, thinking it too comprehensive. Mr. Falconer made a very good suggestion, and that was that names of books of reference be printed in margin of programme. One or two of the teachers expressed an opinion that No. 2 Copy Book should

be the highest number used in Public School work. Among others who took part in the discussion were Miss Wallace, Mrs. Guthrie, and Mr. Stingle. Altogether the teachers were highly pleased with the "programme of study."

WEDNESDAY AFTERNOON.

Prof. S. H. Clark, of Toronto, delivered a most suggestive and practical address on "Reading," which will doubtless cause a radical change in the method of teaching that subject. He claimed that the reason there were so few good readers was because there were so few good understanders. "While he who understands may not read well, he must understand before he can read at all." He argued that the proper study of reading was the foundation of all our studies. The pupil should be reached through the imagination, the imagination should be corrected, and then having a perfect conception of the author's emotions he will give the proper emphasis, inflection, pitch, etc. The speaker, in the course of his remarks, said that Shakespeare's works should not have a place in the Public School readers. He expressed himself as having no sympathy with simultaneous reading, and condemned the habit of reading by imitation.

THE EVENING MEETING.

In the evening a large audience of teachers and citizens assembled in the Music Hall. Mr. James Golding occupied the chair. Several highly appreciated readings and sketches by Prof. Clark contributed largely to the evening's enjoyment. In addition an interesting programme of music was furnished by Mr. and Mrs. Williams, Miss Maggie Blain, Mr. and Mrs. F. Sutcliffe, and Mr. J. E. Burnett.

THURSDAY MORNING.

After the adjourned discussion on the "Public School Course of Study," Mr. Embury handled the subject of "Mental Arithmetic." He referred to its value as knowledge and as discipline. "Problems of life are not stated in propositions." Most problems in arithmetic are. Its value to the pupil consists largely in taking all the essential parts and re-arranging them in the order of reasoning. There should be a corresponding advancement of language as the complexity of the problem increases. Pupils should be given the synthetic mode of performing the operation, though the teacher follows the analytical process.

AFTERNOON SESSION.

The subject of "Composition" had been ably introduced by Mr. Thos. McHugh, of Streetsville, Miss M. Wilson now read an excellent paper on the same subject, at the close of which the convention tendered her a hearty vote of thanks, coupled with the request that the paper be sent for publication to THE EDUCATIONAL JOURNAL.

Mr. W. J. Falconer, Principal Bolton Public School, then illustrated his method of teaching English Literature. The meaning of the various passages were deduced by a thorough system of questioning.

Mr. P. J. Pilkey, Brampton High School, treated the subject of "Mensuration" in a very suggestive manner. Taking the rectangle as the basis of all mensuration work, he deduced and illustrated the rule for finding the area of the right-angled triangle, isosceles triangle, circle, cylinder and cone.

Mr. W. J. Galbraith, Modern Language Master, Brampton High School, spoke for some time on "English Grammar," and his thoughtful remarks received undivided attention. "The text-book should be abolished until the pupil reaches the 4th class." The study should be begun as soon as the child enters school. Oral composition was recommended. Writing of errors on blackboard was condemned. The use of words should be taught first, then technical terms to follow. Mr. Galbraith maintained that the teaching of Grammar was more successful without than with text books.

The committee on organization brought in a series of resolutions, all of which were approved of by the convention.

The following officers were elected for the ensuing term: President, W. J. Falconer, Bolton; Vice-President, T. McHugh, Streetsville; Secretary-Treasurer, T. R. Earngey, Meadowvale; Auditors, Messrs. James White and T. Mc. Hugh.

"AND do you really feel so very bad, Bobby?"
"Yes, ma; I ain't quite sick enough to need any medicine, but I'm a little bit too sick to go to school."

For Friday Afternoon.

A LITTLE BIRD TELLS.

IT'S strange how little boys' mothers
Can find it out all as they do,
If a fellow does anything naughty
Or says anything that's not true!
They'll look at you just for a moment,
Till your heart in your bosom swells,
And then they know all about it—
For a little bird tells!

Now where the little bird comes from,
Or where the little bird goes,
If he's covered with beautiful plumage,
Or black as the king of crows;
If his voice is as hoarse as a raven's,
Or clear as the ringing bells,
I know not; but this I am sure of—
A little bird tells!

The moment you think a thing wicked,
The moment you do a thing bad,
Or angry, or sullen, or hateful,
Get ugly, or stupid, or mad,
Or tease a dear brother or sister—
That instant your sentence he knells,
And the whole to mamma in a minute
That little bird tells!

You may be in the depths of the closet,
Where nobody sees but a mouse;
You may be all alone in a cellar,
You may be on the top of a house;
You may be in the dark and the silence,
Or out in the woods and the dells—
No matter! Wherever it happens,
The little bird tells!

And the only contrivance to stop him
Is just to be sure what to say—
Sure of your facts and your fancies,
Sure of your work and your play;
Be honest, be brave, and be kindly,
Be gentle and loving as well,
And then you can laugh at the stories
The little birds tell!

—Atlanta Constitution.

MILLIE'S BABIES.

BY M. P. NOLAN.

SIX little timid kittens
Out in the cold alone,
Their mother is always gadding about,
And brings them not even a bone;
She's off in the morning early,
She's off till late at night,
A mischievous, selfish old pussy,
That never does anything right.

The kittens are always hungry,
They're too timid to catch a mouse,—
And their mother is such an old gadder,
They won't keep her in the house.
She never petted nor played with them,
Nor washed them nice and clean,
Such six little dirty faces
I'm sure I have never seen.

Six little sad, sad kittens,
All sitting in a row,
Cold, and hungry, and dirty
From the tip of each nose to each toe.
Twelve little ears and six little tails,
Hanging and drooping low,
So out on the steps I found them,
Sitting all in a row.

And Millie begged hard to keep them.
And fed them and washed them so clean,—
Such six bright, cunning kittens,
I'm sure I have never seen.
The boys laughed at Millie's babies,
She cares not a whit, would you?
If she hadn't adopted these kittens,
What in the world would they do?

—School and Home.

Primary Department.

SPRING STUDIES.

RHODA LEE.

SPRING is fairly on the way! No drawing back now, no deceptive bright skies and summery breezes to be followed by a cold and piercing north-easter. No, the fresh green that delights the eye on every hand, the ceaseless twittering of the birds and the shy blossoms just venturing out, all bespeak in their own way, an ideal May.

We are having abundant opportunity for developing what Ruskin is pleased to term "the invariable sign of goodness of heart and justness of moral perception"—*love of nature*. What are we doing and how? Ah! I cannot tell you, but if you are a student and lover of nature yourself, your delight and enthusiasm will reveal hundreds of ways by which you may lead your scholars to be more observant and more keenly appreciative of the beauties that lie in the little world about them.

A previous number made mention of a few interesting spring talks, but I regret the omission of *seed-sowing*. However, I have no doubt it has occurred to many readers of THE JOURNAL to plant seeds in the school-room, watching their growth from week to week, and also to encourage the children to make little gardens for themselves at home, and sow seeds there as well. It is not too late yet for some seeds. Just this week I heard of an object lesson on the Balsam seed, and at the close, five or six seeds were placed in a box on the window-sill, every child also taking home a seed to plant for himself. The little people will be very much interested in watching the growth of the roots also, and as an arrangement to admit of this may be made so simple, I would advise every one to try it. Place a few seeds of any kind on a piece of coarse net stretched over a glass dish filled with water. Be careful to have the water just touch the seeds, and before long the tiny rootlets will find their way through the net and spread themselves all over the glass.

Make time for a little talk on the blossoms. "Make time," someone scornfully echoes, "much you know about time in an *ungraded* school!" I will confess to but little experimental knowledge of schools of that kind, but it seems to me to be just about as difficult to find time for everything expected of you in a *graded* school. But you will surely admit that after four or five minutes easy conversation between lessons on some such interesting topic, your scholars, be they large or small, will resume work with a much better grace and will and energy than they would without it. But to return to the blossoms. Talk to the children of their value and the foolishness of breaking the branches or destroying them in any way needlessly. "Away Among the Blossoms," "Down in the Butter-cup Meadow," "Gay Little Dandelion," and other flower songs will fit in nicely with this and next months' morning talks.

I have seized the opportunity given by the bright sun, the mild south breeze and the return of the birds, to add new interest to the *geography* lessons.

The lessons on direction of the points of the compass become much more interesting, and my large yellow sun-ball takes to itself new lustre. Then with an india-rubber ball from one of my little girls, with a few colored chalk marks on it to represent our class, we journey round the sun and talk about the seasons in their turn, the children giving me vivid descriptions of the transition from winter to spring. One little "tot" tells us about the argument between the north wind and the sun, as to which could first make the traveller remove his cloak. Another tells us how the tapping of the rain drops awakened the flowers. One little fellow told how the warm sun made the horse-chestnut buds unfold their soft sticky little hands and goes on to tell how the same sun made the freckles on Jimmie Smith's nose. There is no bound to the interest in a talk on the seasons. The lesson might go on indefinitely were it not ended abruptly as now with the words "time is up."

ARITHMETIC.

ARNOLD ALCOTT.

It has been thought that perhaps readers of this department of THE JOURNAL would appreciate a few papers giving concisely an outline of methods of teaching various subjects.

In this number we shall take up the subject of multiplication, and shall consider the teaching of it generally and specifically.

Of course, in the teaching of all subjects there are general rules which should be observed in order that we may teach philosophically.

One of the first great principles is simple and effectual, viz.:—teach one thing at a time. Another principle is, let the pupil learn by doing; and another is to divide and subdivide difficult processes until the pupil can easily follow the steps of reasoning.

Many teachers do not come down to a level with the child-mind, and so talk away above the heads of the pupils, and pass rapidly onward through a difficult pathway of thought, leaving the boys and girls who are vainly trying to keep up, away in the rear, discouraged, and perhaps careless.

Let us revert to the particular lesson in hand, viz., multiplication.

We should let the pupils make their own multiplication tables from the addition tables. Let them put down two ones, two twos, and so on, and find out the whole of the tables for themselves as they need them. Then show that multiplication is much shorter than addition. Perhaps this may best be illustrated by having pupils put down nine nines and adding. Of course, the reason that we do not begin by teaching nine times table is obvious, viz.: that nine times would necessitate a carrying figure, and so we would be violating the principle: teach one thing at a time. Do not try to teach the whole of two times table in one lesson. Let us take in the first lesson the first three figures: 1, 2 and 3. The teacher has, in her gymnastic arithmetic exercise book, a number of examples, some of which are as follows:—

- 2, 112, 312 x 2.
- 3, 333, 221 x 2.

Do not have much *oral* drill. This is the weakest kind of review or teaching. Now, in the above questions, twice three has been taught five times, twice four two times, and twice one four times.

In next lesson, give special questions bearing on twice three and twice four, these being used in connection with the previous lesson.

The next lesson will involve the carrying difficulty. In all these lessons have special questions for the particular thing which is being taught and do not leave one part for another until the former is thoroughly comprehended.

Having taught the whole of two times table, the teacher may then show how to multiply by more than one figure, and so she will give such questions as follow:

6, 453, 279 x 12, by 21, by 211, by 112, by 221, by 212, and by 222. In a similar manner proceed with three times table.

When having oral drill occasionally for a change, and to enliven slow pupils, encourage scholars to repeat thus:

4 x 2 = 8, in a low, definite tone, without any singing. Drill may be conducted in several ways:

1. Repeat table through once from beginning.
2. Repeat table through once from end.
3. Repeat table taking odd numbers only.
4. Repeat table taking even numbers only.

In this subdividing process of presenting difficulties, the teacher should be careful not to simplify too much. It is best for the pupils to climb as fast as they can. The teacher should not clear the road entirely, but should help the pupils to overcome the obstacles in the path. In other words, in teaching every subject, aids, such as things, construction lines, etc., should be discontinued as soon as possible.

Therefore, there are two golden rules to be observed in teaching multiplication:

1. Do not allow pupils to put down the multiplier.
2. Do not allow them to put down the carrying figure.

Memory to be strong must be exercised.

THE SUM OF IT ALL.

THE boy that by addition grows,
And suffers no subtraction,
Who multiplies the thing he knows,
And carries every fraction,
Who well divides his precious time,
The due proportion giving,
To sure success aloft will climb,
Interest compound receiving.

—Ray Palmer.

THE world is a looking-glass, and gives back to every man the expression of his own face. Frown at it and it will in turn look sourly upon you; laugh at it and with it and it is a jolly, kind companion. And so let all young persons take choice.—*Thackeray*.

MUSIC, unlike most branches of education, becomes useful immediately, for it cultivates the body, mind and soul, and in the whole curriculum of school studies there is not one which can do more; for when studied rightly, it becomes a means of mental discipline, over which mathematics, with all its boasted glory, can claim no superiority. A singer will at once acknowledge that no problem in arithmetic calls for a keener appreciation of the faculties than does singing at sight a difficult piece of music.—*Elwyn Thornton*.

* Question Drawer. *

1. A PERSON is the holder of a Third and a Second Class Non-Professional Certificate; he teaches three years on his Third; can he get a further extension of his certificate owing to having a Second Non-Professional, by again passing the Model School examination held in December?

2. Name any good works on Dumb bell and Indian club exercises, and any good book on Kindergarten work.

SUBSCRIBER.

[1. He can on application to the County Board of Examiners, and on proof of his efficiency as a teacher, have his Third Class extended. 2. Write to any of the book-sellers advertising in our columns for catalogue, or list of books and prices.]

1. If the trustees and teacher are unwilling, can they be compelled to admit a Fifth class into a rural school?

2. The 24th of May comes on Sunday this year. Will the 25th be a legal holiday in public schools?
X.Y.Z.

[1. Compelled by whom? The majority of the rate-payers can of course compel the formation of such a class indirectly by electing trustees favorable to their wishes. A minority of rate-payers cannot compel, but they are entitled to have their views carefully considered, and may, we suppose, appeal to the Department. The Inspector should have much to say in determining such a question. 2. If set apart as such by the municipality.—Your scientific questions will be attended to later.]

1. Is it lawful to use Moir's Geography for junior pupils along with the Public school Geography, in any of the classes of the Public schools?

2. Are the Promotion Examinations optional or not?

3. Who is the Inspector of the Separate schools of the Province?

4. If a person graduates from any of the medical colleges of Ontario is he a legally qualified druggist?

5. Is the Dentistry a good employment for a young man?

6. What are the duties of the Warden, Mayor and Registrar?

7. How are the members of the County Council appointed?

A SUBSCRIBER.

1. No. None but the authorized book may be so used. 2. They are not prescribed by law or by the Education Department, but the Inspector has, we presume, authority to insist on them if he deems it best. 3. There are two: James F. White, Toronto, and Cornelius Donovan, M.A., Hamilton. 4. Yes. 5. That depends largely on the young man. There is always room in the upper stories. 6. Ask any intelligent citizen. 7. Elected by ballot.

1. (a) How many foreign languages must a student take up in taking a complete university course? (b) Must more languages be taken up to obtain an M.A. than a B.A.?

2. Can a candidate after passing the Junior Matriculation Pass, write on Junior Matriculation Honors?

3. (a) Is there any school or college open during summer vacation at which a student could study classics? (b) Where do you think a teacher could improve his mind and body most during vacation?
SUBSCRIBER.

[1. (a) In pass course for B.A. the student must take Latin and two of the three following—Greek, French, German. (b) No. Candidates for the degree of M.A. must have been admitted to the degree of B.A.; must be of the standing of one year from

B.A., and must have sent in an approved thesis upon some subject in one of the departments Faculty of Arts. 2. No. 3. (a) We think it probable, though we cannot name any at present in Canada. Watch for the announcements of summer schools. (b) We could not take the responsibility of deciding between rival claimants. The "Canadian Chautauqua" will, we presume, afford excellent facilities for both.]

ANSWERING two queries in a late number of THE JOURNAL.

1. I think a cheaper gazetteer than Lippincott's, and also a good biographical dictionary, sufficient for country schools in both respects, is Champlin's "Young Folks' Cyclopedia of Persons and Places," published by Henry Holt & Company, New York, at \$2.50.

2. The pronunciation of Arkansas, as fixed by act of the Legislature of that State, places the accent upon the first syllable, and makes a "saw" of the last one.—HENRY A. FORD.

1. KINDLY publish a list of railways, such as should be taught to Entrance pupils.

2. What is the meaning of the term "eubical"?
B.M.T.

[1. Take a map of the Dominion, or better, draw an outline map on the blackboard, locating the principal cities, etc. Trace the courses of the three great trunk railroads, viz.: the Canadian Pacific, the Grand Trunk and the Intercolonial. The first two have now pretty well absorbed all the branch lines. Your own judgment must guide you in determining which are the most important of the lines branching from these great trunks. These may be determined partly by their length, partly by the importance of the points from which they set out and at which they terminate. 2. We know no such word. Where and in what connection do you find it?]

[To M. M.—The time tables for July examinations will be published in our advertising columns, probably in next number if not in this.]

1. FULLY explain the Excise Bill of 1733. How could it be an excise when the duty collected was on goods entering the country? Where were the warehouses to be established? In what way would smuggling be prevented?

2. Give the functions of the several departments of the Cabinet of the Dominion of Canada. Specify as minutely as possible.

YOUNG TEACHER.

[1. Walpole's Excise Bill of 1733 was designed to bring in the excise to aid the Customs Department in levying a tax on tobacco, the plan being to charge only ¼d. per lb. on tobacco when imported; compel the importer to warehouse it; charge him when he took it out of warehouse for home consumption, 4d. per lb. as an excise duty; and place tobacco under the regulations of the excise system. Thus the Bill became properly an Excise Bill though dealing with an imported article. 2. Following is a list of the members of the Dominion Cabinet as now constituted. The functions of the several departments are pretty clearly indicated in the titles of the ministers: Premier and Minister of Railways and Canals, Right Hon. Sir John Macdonald, G.C.B.; Minister of Public Works, Hon. Sir H. Langevin, K.C.M.G.; Minister of Customs, Hon. Mackenzie Bowell; Minister of Militia, Hon. Sir A. P. Caron, K.C.M.G.; Minister of Agriculture, Hon. John Carling; Minister of Inland Revenue, Hon. John Costigan; (Without Portfolio), Hon. Frank Smith; Secretary of State, Hon. J. A. Chappleau; Minister of Justice, Hon. Sir J. S. D. Thompson, K.C.M.G.; Minister of Finance, Hon. G. E. Foster; (Without Portfolio), Hon. J. J. C. Abbott; Minister of Marine and Fisheries, Hon. C. J. Tupper; Postmaster General, Hon. John Haggart; Minister of the Interior, E. Dewdney; President of the Privy Council, Hon. C. C. Colby. As Mr. Colby was defeated at the general election and has not now a seat in the House or Senate, he will probably withdraw from the Cabinet.]

PAGE 64, Second Reader: "Do you know how the whales are killed!" Should this sentence not be followed by note of interrogation instead of exclamation point?—THIRD CLASS TEACHER.

[Yes. The exclamation point is no doubt a typographical error.]

(1) Is the time for the sessions of Parliament, both Local and Dominion, fixed by law? If so, what are the dates? (2) Also the Municipal Councils? (3) What is the official name of the man who presides over the County Councils?—A YOUNG SUBSCRIBER.

[(1) No. Parliament is called by the Governor-General, at such times, within certain constitutional limits, as he may determine. He of course is advised by the Government in the matter, so that the Government really fixes the dates. (2) The County Councils are elected by ballot on the first Monday in January. Their first meeting is fixed for the fourth Tuesday in the same month. The date of subsequent meetings they determine for themselves. The presiding officer is termed the Warden. This answers in part the questions of another correspondent whose card or letter has been mislaid.—We do not think that either you or the Trustees, or both together, have any power to compel pupils of your school to become pupil teachers, or "to teach classes now and again," against their wishes.]

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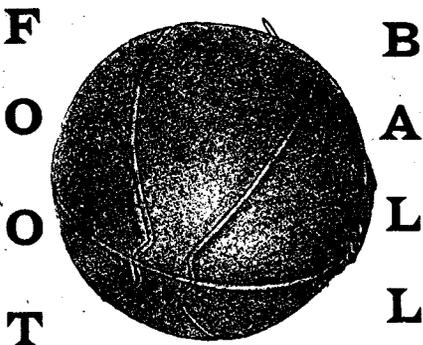
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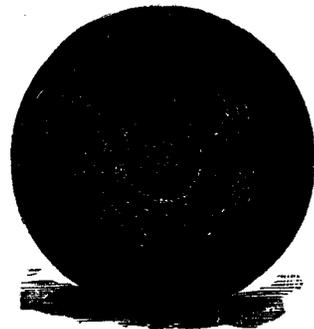
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OFFICIAL CALENDAR

- OF THE -

EDUCATION

DEPARTMENT

FOR MAY.

May:

- 7. Return by Township Clerk of School Accounts to County Clerk, due. [P. S. Act, sec. 127.]
- 24. QUEEN'S BIRTHDAY (Sunday).
- Notice by candidates for the High School, Primary, Leaving and University Matriculation (pass and honor) Examinations to Inspectors, due.
- 25. Notice of the same by Inspectors to Department, due.

ANNUAL EXAMINATIONS, 1891.

June:

- 8. Examinations at Normal Schools begin.
- 26. Kindergarten Examinations begin.

July:

- 1. High School Entrance Examinations begin.
- 7. The High School Primary, Junior Leaving, and University pass Matriculation Examinations begin.
- 14. The High School Senior Leaving and University honor Matriculations begin.

The High Schools Act, as amended in so far as it relates to Entrance Examinations is as follows:-

38. (1) A uniform entrance examination for the admission of pupils to high schools shall be held annually in every high school district according to such regulations as may be prescribed by the Education Department. Examinations may be held at such other places in every county as shall be recommended by the county council of which notice shall be given to the inspector by the county clerk. Such places shall be affiliated for the purposes of the examination with a high school in the same inspectorial division. R.S.O. c. 226, s. 38.

(2) Every high school district shall be under one board of examiners. The trustees of the public and separate schools of the city, town or incorporated village in which a high school is situated shall on or before the 1st day of June each appoint an examiner, for the purpose of such examination. The inspector or inspectors of public schools of the inspectorial district within which the high school is situated and the principal of the high school shall be ex-officio members of such board.

(3) The persons qualified to be appointed examiners shall be persons holding certificates as first class teachers actually engaged in teaching, provided always that any person actually engaged in teaching who is the holder of a second-class provincial certificate and who has had five years' experience as a teacher may be appointed examiner, where a first-class teacher is not available within such high school district.

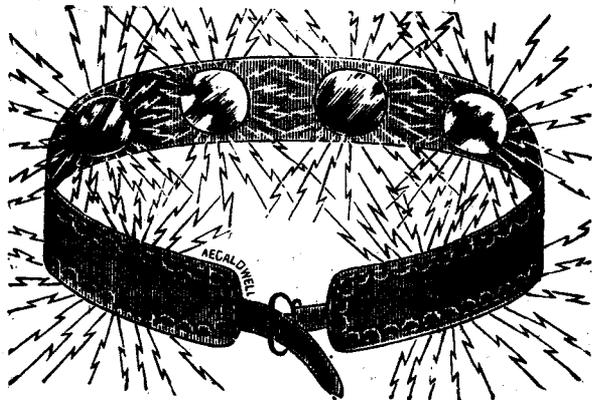
(4) The Board of Trustees and the Board of Examiners may agree upon the sum to be paid annually for the examination of such pupils, but in the absence of any agreement, examiners shall be allowed the sum of one dollar per pupil for conducting such examination and this allowance shall include the travelling expenses of the examiners, presiding at the examination reading and valuing the papers of candidates and reporting the results to the Education Department.

(5) The board of education, or the trustees of the high school district within which the examination is held shall on the requisition of the chairman of the board of examiners pay all the expenses of the examination at such high school, and such expenses shall be deemed to be part of the cost of maintenance of such high school. At affiliated schools the travelling and other expenses of the presiding examiner shall be paid by the county council.

(6) Any pupil passing the entrance examination may be admitted to a high school provisionally, but it shall be competent for the Minister of Education to consider the appeal of any candidate with regard to the reading and valuation of his papers or on the report of the high school inspectors, to confirm, or disallow the admission of any pupil, or to require of any pupil further tests of proficiency in any of the prescribed subjects of examination. R.S.O. c. 225, s. 41.

(7) County pupils whose examination has been confirmed by the Minister of Education shall have the right to attend any high school aided by the council of the county in which their parents or guardians reside. Resident pupils shall have the right to attend the high school of the district in which their parents or guardians reside. Non-resident pupils may attend any high school at the discretion of the trustees of such school.

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Samuel W. Abbott, Millichamp's Building, cured in six weeks. Rheumatism in knees and feet—Knee Pads and Insoles.

A. E. Caldwell, Engraver, 71 King street, City, Rheumatism in the knee cured.

J. McQuaid, Grain Merchant, cured of Rheumatism in the shoulder after all other failed.

Jas. Weeks, Parkdale, Sciatica and Lame Back cured in fifteen days.

W. J. Gould, Gurney's Stove Works, City, not able to work for three weeks, cured in four days—Sciatica.

Mrs. J. Swift, 87 Agnes street, City, cured of Sciatica in six weeks.

C. C. Rockwood, 16 Bulwer street, City, cured of Lame Back in a few days.

Mrs. Geo. Planner, City, Liver and Kidneys, now free from all pain, strong and happy.

Miss Flora McDonald, 21 Wilton avenue, City, reports a lump drawn from her wrist.

Joseph Fennell, 287 Queen street east, City, could not write a letter, went to work on the sixth day—Neuralgia.

Mrs. Wm. Bennett, 14 King street west, City, after years of sleeplessness now never loses a wink—Butterfly Belt.

Mrs. S. M. Whitehead, 578 Jarvis street, City, a sufferer for years, could not be induced to part with our Belt.

Mrs. F. Stevens, 140 Lisgar St., City. Blind with Rheumatic Inflammation—cured in three weeks by Actina, Butterfly Belt and Insoles.

Geo. H. Lucas, Veterinary Dentist, 168 King street west, had dyspepsia for six years, entirely cured in eight weeks—Butterfly Belt and Insoles.

Richard Hood, 40 Stewart street, City, used Actina three months for a permanent cure—Catarrh.

Alex. Rogers, Tobacconist, City, declared Actina worth \$100. Headache.

E. Riggs, 220 Adelaide street west, City, Catarrh cured by Actina.

John Thompson, Toronto Junction, cured of Tumor in the Eye in two weeks by Actina.

Miss E. M. Forsyth, 18 Brant street, City, reports a lump drawn from her hand, twelve years' standing.

Senator A. E. Botsford advises everybody to use Actina for Failing Eye-sight.

Miss Laura Grose, 106 King street west, City, Granulated Eyelids, cured in four weeks—used Actina and Belt.

Mrs. J. Stevens, 82 Tecumseth street, City. Rheumatism in the Eyelids, spent three weeks in the hospital, eyes opened in two days.

Mrs. M'Laughlin, 84 Centre street, City, a cripple from Rupture, now able to attend to her household duties.

Giles Williams, Ontario Coal Co., says Actina is invaluable for Bronchitis and Asthma.

J. H. McCarthy, Agt N. P. & M. Ry., Alton, Man., Chronic Catarrh and Catarrhal Deafness for seven years, entirely cured by Actina.

THOMAS JOHNSON, New Sarum, suffered with Weak Lungs and Asthma—Lungs strengthened and Asthma cured.

Mrs. Beard, Barrie, Ont., cured of Catarrh of three years' standing—Actina and Insoles.

Rev. R. W. Mills, Brinston Corners, Ont., entirely well, had Catarrh very bad—used Actina and Insoles.

H. S. Fleetwood, a wreck mentally and physically. Cause, nightly emissions. Perfectly cured.

Thomas Guthrie, Argyle, Man., says our Butterfly Belt and Suspensory did him more good than all the medicine he paid for in twelve years.

Thos. Bryan, 54r Dundas street, City, Nervous Debility—improved from the first day until cured.

Chas. Cozens, P. M., Trowbridge, Ont., after five weeks, feels like his former self.

J. A. L. Ivy, cured of emissions in three weeks. Your Belt and Suspensory cured me of Impotency, writes J. A. I would not be without your Belt and Suspensory for \$50, writes J. McG. For General Debility your Belt and Suspensory are cheap at any price, says S. N. C. Belt and Suspensory gave H. S. of Fleetwood, a new lease of life. K. E. G. had no faith, but was entirely cured of Impotency.

W. T. Brown, 73 Richmond street west, City, Varicocele, tried several doctors; all advised the knife. Cured in six weeks with Butterfly Belt and Suspensory.

John Bromagem, Varicoceles, cured in five weeks—Butterfly Belt, Suspensory and Insoles.

Reuben Silverthorn, Teeterville, was almost a wreck. Entirely cured by the Belt and Suspensory.

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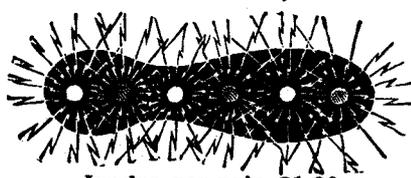


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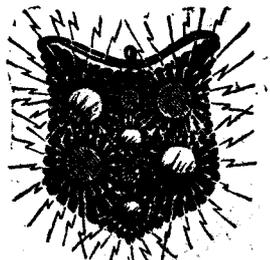
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1891

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