

## English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

### "THE WHISTLE."

M. A. WATT.

This lesson requires a great deal of explanation to make it clear to an average child. It should be read by the teacher, other words being substituted for all unusual expressions. The number of such expressions is large, as any experienced teacher can readily see. It is well to write these synonymous words and phrases on the board, using the simplest possible. Pupils will copy on slates or paper for further reference. The following are probably such as might be needed:

Coppers=cents; directly=immediately, at once; charmed=more than pleased; voluntarily=without being asked, to give his money freely; understanding bargain=finding out about the trade or transaction; vexation=grieved anger; impression=remembrance; actions=doings; ambitious=wishing very much to have (or reach to a position); the great=persons of high position; attendance on dinners=going steadily to public feasts to become acquainted with public persons; sacrificing his repose=losing his needed rest; losing his liberty=becoming so engaged in this business that he was not free to do what he ought to do, or would like to do; virtue=manliness or goodness; to retain it=to keep the favor of great persons; fond of popularity=liking very much to be well thought of by the people; constantly employing himself in politics=always keeping himself busy in public business; neglecting his own affairs=not doing the work which it is every man's duty to see to first; ruining them=spoiling his own business, letting it go to wreck; esteem=valuable good opinion, deserved for good character and good actions; benevolent (*bene volo*), adjective, meaning wishful and willing to do good; accumulating=gathering, heaping up; man of pleasure=a person who lives a life of self-pleasing, a pleasure-seeker; providing pain=laying up trouble; contracted debts=get into debt; above his fortune=beyond what a person of his position should have, more than he could pay for; career=course; false estimates of value=wrong thoughts or ideas about the worth of things.

The above are probably the phrases needing clearing up. After the pupils have written them, a pupil may be asked to read the first paragraph, substituting synonymous words, chosen from the list or out of his own mind. Give great encouragement for a good trial; after several paragraphs have been read thus, ask the class to write an interesting paragraph (say, "If a miser"), and get several to read their versions of it. (Do not think to get good work if you ask for the writing before some oral work has led the way.) Stop while the class wants to go on, returning to it some other day as a composition exercise.

The reading of the lesson should not be overlooked. Good expression and clear, neat pronunciation go hand-in-hand with understanding of thought; no thought can be expressed by the choked gabble and mutter of a bad reader, and no expression can be obtained without clear ideas.

A person unused to children might say, "Surely those children understand that lesson now!" But ask a few questions along the following line before you consider your lesson taught to an end. There is a great crudity in childish thought, as well as surprises of intelligent grasp. Some queer answers will be obtained to these questions:

1. What did little Benjamin Franklin buy?
2. How much did he give for it?
3. Why did he cry?
4. What had he given besides the real value of the whistle?
5. What was the whistle that the grown-up Benjamin Franklin said the miser got?
6. What did he pay for it?  
(Here turn to the board, and through the centre of it draw a vertical line, putting on the right-hand side of it "Whistles," on the left-hand "Prices." Set down answers under suitable heading.)
7. What *whistle* did the *man of pleasure* get?
8. Did you ever know a *boy of pleasure*?

9. What did he lose by living an easy life? (Education, health, character, self-respect, respect of others, wasted money, etc.)

10. Is it wrong to want others to like you?

11. Why did Benjamin Franklin put in this list the first and second men he mentions?

12. What were their whistles?
13. What did they give in exchange?
14. Do such men always get what they seek for?
15. What commandment was the last man breaking when he got the fine things he could not pay for?

(This is one of the crying sins of the age, and the teacher should impress upon the children that to get something for nothing is to commit a crime, one which leads to worse crimes, even to murder, as is shown by every paper we pick up. Gambling, trading to get the better of another, getting marks by trickery and copying, playing for keeps, keeping what is picked up, are schoolboy sins, which the teacher should not fear to remark upon, taking a high position; we are culpable if we neglect to use a good influence in the matter of this growing evil.)

16. Suppose the man had not gone to prison, would he have lost anything? State what he would have lost.

17. Quote a stanza that tells of a very different kind of man. (Village Blacksmith, John Brown.)

18. Which do you admire?

19. What did Franklin think caused a great deal of trouble in this world?

20. How did Franklin make good use of his boyhood's trouble?

21. What did he get, besides his whistle, for his birthday money?

Benjamin Franklin was, it is easy to see, a thinker. Boys and girls should train themselves to think. It is good for themselves; and it is good for others to hear their thoughts. Benjamin Franklin is long since dead, but his thoughts are alive, and we are getting the benefit of them. The class should find out all they can about Franklin. Give them time to do this, hear what they have to say, then appoint one to write an essay on his life. It may be read, stories told of him, and any suitable part of his writings also may be read on some Friday afternoon. If no matter is forthcoming, the teacher should tell some anecdote to arouse curiosity and interest and send them out again on their search.

### ONLY—ITS USE.

(Reprinted from *Educational Weekly*.)

Probably the most abused and misplaced word in the English language is the little, but effective, word placed at the head of this article. In ordinary conversation it does not receive its rights once out of ten times. How frequently do we say and hear, "I only came this morning," "I only gave him a dollar," "The man only died yesterday" (as if that were not enough), "We have only lived here for ten years"? How more effective and euphonious to say, "I came only this morning," "I gave him only a dollar," etc.! This little word seems a rather bashful, backward child, whose more selfish brothers have jostled him out of his rightful place so often that he is content to drop in anywhere, on the supposition that he no longer counts. The customs of ordinary conversation do not always apply to classical composition; surely here we ought to expect to find this word properly placed by those whose business it is to arrange all words with reference to their harmony, their effect, and their rights. But not so; nearly every writer in English misplaces this word in nine cases out of ten. Mark the errors, and you will soon prove the statement. Our text-books are not free from blemishes; our critics of style stumble over the same old stone while stooping to clear the paths of others; even Shakespeare nods at times. Perhaps it might not be amiss to note down a few that have been marked, which can be used for class purposes as well. The first six are from the *Westminster Review*; the others are marked separately.

"Life can only come from life in the natural world."

"We need only quote one."

"My good friends here only change for the better."

"She can only delight in study of any kind for the sake of personal love."

"Questions which were once only touched upon in the study are now discussed in the drawing-room."

"It may be urged that profound ideas can only be made intelligible by the aid of subtlety both of style and thought."

"The Conservatives can only hope to retain power by retaining the Irish vote."

"Carlyle's poetry can only be exhibited by extracts."—*Obiter Dicta*.

"I should assume that art could only please by imitating nature."—*Ruskin*.

"He is only blamed because he has sought to conquer an inferior difficulty rather than a great one."—*Ruskin*.

"For silence is only commendable in a neat's tongue dried."—*Shakespeare*.

"Cæsar refuses to divorce Cornelia, and only escapes death by hiding himself in the Sabine mountains."—*Wood's Bellum Britannicum*.

"A Holy Grail, which can only be carried by those of pure heart and stainless life."—*Library Mag.*

"Mr. F. was only elected by the casting vote of the clerk."

"If the rebellion only succeeds in giving our English contemporaries information."—*Daily Paper*.

"He was only able to get a vote on the amendment."—*Daily Paper*.

"The second can only be obtained by rousing the people and the Government to an appreciation of the importance of the subject."—*Educational Weekly*.

Sometimes the careless use of "only" will put strange meaning into sentences, as, for instance, when the *Globe* said, "The Premier promised that he would amend the Bill so that only the Indians of the older provinces should vote." One reading would certainly exclude all white men. The *Weekly* of April 30th copied an article from the *Nation*, criticizing the use of shall and will; yet the *Nation* said, "But let no verbal sinner console himself with the belief that he has Shakespeare for his companion. He can only count on Chalmers, and on Scotch, and English generally." This sentence is worth a close scrutiny; the beam and the notes are here certainly exemplified. Examples could be multiplied tenfold, but enough have been given to illustrate and direct attention again to the rights of the slighted word. In conversation its use can generally be shown by the emphasis, but not so in composition—further: how much more effective at all times when placed as close as possible to the word or phrase which it modifies! It is a word whose beauty and force are seen only when it is found in its proper place. Does not the English student, as a rule, spend more time in studying the proper position of "ne . . . que" in French than of "only" in English? Which is the more important? The first rule for the teacher to follow is, *physician, heal thyself*. Care in conversation and in writing, criticism of all such mistakes in the writings of others, and the emphatic explanation and application of the simple rule to pupils, will do much towards improving our English.

CHAS. C. JAMES.

### CORRESPONDENCE.

WROXETER, July 23rd, 1895.

To the "English Editor."

FOURTH READER:

From "The Deserted Village."

(a) Forgot their vices in their woe, page 81.

(b) And even his failings leaned to virtue's side.

(c) The very spot where many a time he triumphed is forgot, page 83.

(d) "A Forced Recruit at Solferino," page 287.

1st verse: Yet bury him here where around him  
You honor your bravest that fall.

Question: How do they honor their bravest that fall?

From "The Evening Cloud." Page 45.

(e) Where, to the eye of faith, it peaceful lies,  
And tells to man his glorious destinies.

(f) "Yarrow Unvisited," page 187.

If care with *freezing years* should come,  
And wandering seem but folly;  
Should we be loth to stir from home,  
And yet be melancholy;