

English Department.

All communications for this department should be sent to W. H. Huston, M.A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

ENTRANCE LITERATURE. RESIGNATION.

BY N. O. T.

THIS poem, like most of Longfellow's, is marked by a simplicity that renders it well within the understanding of a fourth-class pupil. The prevailing sentiment of the poem, too, is well nigh universal. Nearly every boy and girl has in actual experience been conscious of this feeling. Those that have not "lost a friend," are yet acquainted with the grief of those who have. The teacher must, to a correct and adequate appreciation of the poem, first of all lead the pupil into a sympathetic mood. This done, the class can hardly fail to understand the selection, and will be sufficiently interested to study it attentively and to memorize it. A class always appreciates a poem more readily if it be informed of the circumstances in which it was written. It will be an incentive to greater attention to tell the pupil that the poem was written shortly after the death of Longfellow's own daughter, Fanny.

In studying any poem it will be found especially useful to have it read carefully by some member of the class, and then to have the reading criticized. Some teachers leave the reading of the extract to the very last; but it is often well to have it at the outset. By question and discussion get the class to decide that in stanza I., "no," "however," "one dead lamb," "one vacant chair," are important, and should be emphasized; also that a secondary emphasis should be placed on "fireside," as contrasted with "flock."

In stanza II., have the class emphasize "full," "dying," "will not."

In stanza III., "patient," "ground," "celestial."

In stanza IV., "dimly," "funereal," "heaven's distant lamps."

In stanza V., "Death," "seems," "transition," "suburb," "portal."

In stanza VI., "dead," "no longer," "poor," "Christ."

In stanza VII., "safe," "lives," "dead."

In stanza VIII., "day after day," "year after year."

In stanza IX., "thus," "walk," "unbroken," "unspoken."

In stanza X., "child," "again," "not."

In stanza XI., "fair maiden," "celestial grace," "beautiful," "all."

In stanza XII., "impetuous," "moaning," "cannot be."

In stanza XIII., "will be patient," "assuage," "wholly," "not concealing," "must."

The class should be asked to explain, and to show the appropriateness of "dead lamb," "vacant chair," "heart of Rachel," "not from the ground," "disguise," "these earthly damps," "tapers," "transition," "suburb," "elysium," "of our affection," "that great cloister," "bright realms," "her tender steps pursuing," "the bond which nature gives," "raptures wild," "mansion," "scul's expansion," "emotion and anguish," "like the ocean," "sanctifying."

NATIONAL MORALITY.

BY E. RICHMOND, MARNOK, ONT.

IN teaching this selection, our lesson may very profitably be spent upon the life of the author. John Bright being a great man of our own time, a close study of his career as an orator, statesman, and as social and political reformer, requires our due attention. Point out his great reforms, trace his political life, and study him as regards his character. The pupils should be directed to the accounts given of him by the press, owing to his recent and lamented death on Wednesday morning, March 27th last.

Notice the clearness, simplicity, and earnestness of the style in the extract.

Fully explain the title of the lesson.

FIRST PARAGRAPH.

What characteristics of Bright are shown in the words—"I do not care . . . renown," and "I care

. . . I live." "Irreverently"=without regard to authority or respect. "Crown"=the sovereign, "monarchy"=nation or empire.

"Crowns, etc." Explain these names.

What is "military display?" "Pomp of war"?

What is a colony? Name some of the chief British colonies. How are they governed?

When, according to the author, are these things "trifles light as air"?

Contrast—comfort, contentment, happiness.

"Palaces, etc., do not make a nation." What does?

"Light of your constitution"=information or examples of the laws and principles laid down by the government of a nation.

"Beauty of legislation." The qualities that are exercised in forming and exacting laws that are pleasing to the people.

"Excellence of statesmanship." The more skilful, the more honorable are the statesmen in dealing with a nation's wants, the more superior shall be the nation.

SECOND PARAGRAPH.

"Adequate . . . defence." That is, the nation should have sufficient ways of protection; such as have been produced by the sciences.

The author believes thoroughly in having means to keep law and order within the country, and also on its frontier, but with "moderation," that is, without having any unnecessary expense in so doing, but yet with "efficiency" or power which will produce the necessary effect.

"But I shall . . . attained." Write this sentence in your own words.

Give any instances in which the British interfered with the affairs of other nations.

Mention any particular occasions when Britain extended her boundaries.

THIRD PARAGRAPH.

What is a profane historian? An ecclesiastical historian?

The historian referred to here was Herodotus, who wrote the history of the Scythians, a people inhabiting Scythia, an ancient division of the country north-east of the Black and Caspian Seas.

"Mars." The Latin god of war. Give another meaning.

What is meant by "offered sacrifices?" Give other instances of sacrifices being offered.

What comparison is made in this paragraph?

"Civil government," a means by which the people are educated and refined in their manners. In what way does Britain make "sacrifices to the old scimitar"?

FOURTH PARAGRAPH.

"Countrymen." What people are referred to?

What is meant by having "political power"?

Mention acts in British history which extended the political power of the people.

"More complete." What is wrong about this construction?

"Gentle nature." Reference to the ladies present.

What is the "moral law"? What is the author's opinion concerning the use of it?

"Reject and deride." To place aside as useless and to make a mockery of it.

"Great Italian." Dante. What do you know about him? Express the quotation in your own words. What is a quotation?

FIFTH PARAGRAPH.

"Urim and Thummim." Ornaments worn on the breast of the high-priest, by virtue of which oracular (usually oracular) answers were given to the people. See Exodus xxviii. 30.

"Aaron." Who was he? Who were the "ancient people"?

Upon what, in your estimation, do the greatness and the happiness of a nation depend?

Give similar words to "renown," "audience," "community," "intelligence," "influence," "discussion," "beacons."

Distinguish—"renown," "fame;" "symbol," "cymbal;" "principle," "principal;" "altar," "alter;" "counsel," "council;" "maid," "mane."

Explain the phrases—"in my view," "light as air," "great body of the people," "rely upon it," "to take steps," "privileged to speak," "turmoil of life," "devoutly believe."

QUESTIONS AND ANSWERS.

I. Please inform me through the columns of your valuable journal which is correct, "pack of heathens," or "pack of heathen," and oblige

J. W. C., Colgan, Ont.

II. Which of the two expressions is correct—"It is five minutes to two o'clock," or "It is five minutes till two o'clock"?

A SUBSCRIBER, Irwin, Ont.

III. Will you kindly publish the answers to the enclosed questions in the next number of the JOURNAL:—

C. J., Glencoe.

(1) What is meant by *civil government*? How do we symbolize *mercy*, *wisdom*, *justice*, *British authority*, *naval supremacy of Britain*?

(2) Give the subject of each stanza of *The Landing of the Pilgrims*.

(3) What does John Bright mean by the following:—(a) The nation in every country dwells in the cottage; (b) The light of your Constitution can shine there; (c) *Beauty of your legislation*; (d) Excellence of your statesmanship; (e) Finer instincts; (f) Scientific means of defence.

ANSWERS.

I. We prefer "pack of heathen," as the more usual expression.

II. Both are, we think, correct.

III. (1) We are not sure we understand the question in full. "*Civil government*," however, means the *government of the state*. *Mercy* might be symbolized as a woman shedding tears of compassion; *Wisdom*, as a woman offering a beautiful pearl; *Justice*, as a woman blindfolded holding in her hands a pair of scales; *British authority*, as a lion; *Naval supremacy*, as a woman bearing the trident.

(2) (a) The arrival; (b) The peaceful nature of their advent; (c) Their reception; (d) The classes comprised in the party; (e) The object of their migration.

(3) (a) The people that live in humble life are the majority, and form the backbone of the country; (b) The Constitution of Great Britain is claimed to be superior to that of any other country. Bright means that, unless the common people receive its benefits, it does little good; (c) The good effects of your laws, so perfect as to be beautiful; (d) The best efforts of your statesmen to advance the country's interest; (e) The disposition to pay greater heed to truth than to expediency. Contact with the world frequently, perhaps generally, weakens the moral faculties; (f) Fortifications and other military equipments, provided after careful examination of the question of defence, and in accordance with the principles of the science of military affairs.

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

[H. H. Your questions with one exception refer to political, or politico-economical questions. To answer them fully would not only lead us to dangerous ground outside of our proper sphere, but would also take space which we require for educational topics. The titles of the various offices held by members of the Dominion and Provincial Cabinets pretty clearly indicate the special duties of Ministers. Copies of the blue books could probably be had free of cost on application to the respective departments. The *Canadian Almanac* which can be had from any bookseller for 15 or 20 cents, contains a mass of information on some of the subjects referred to. Any good city daily contains summaries of debates in Parliament. You had better send your conundrum about imports and exports to a leading Government and a leading Opposition journal, compare the answers and see how wise you will become. Your question in English has been referred to the Editor of the English Department.]

Is a teacher who passes the third-class examination for three years in Algoma entitled to attend a Provincial Model School?—B. H.