

them and tie them with bright-colored ribbons, and hang them in the corners.

If you are so fortunate as to live within a few miles of (and not too near to) a butcher's slaughter-house, get some finely shaped horns, scald, scrape, and polish them, and you will have as pretty and graceful wall-vases as you could wish for, with this very desirable quality—they can not be broken.

I need say no more. If you try even so little as this, other ideas will suggest themselves to you, and when you observe how much more regular the attendance is, and how much more easily managed the children are, you will feel amply repaid for any trouble you may have taken.

English.

Continued from page 91.

and has very few of their defects. The following points, it seems to me, make it superior to all others.

(1) The notes are of the right character. They suggest thought, do not supersede it; they ask questions, do not answer them.

(2) The notes are in the right place. As their main purpose is to make the *pupil think*, they are put where they ought to be, at the bottom of the page.

(3) No other edition is so likely to lead the pupil to thoroughly work out Shakespeare's meaning, and to appreciate the subtler shades of thought.

(4) The æsthetic element receives full treatment. The appendix gives a method for the study of character development and character analysis.

(5) The actor's view, as given in Booth's notes, is a valuable feature. The realization of many of the finer points is wonderfully aided by knowing and picturing to ourselves the actor's look, posture and intonation.

The book has defects; but it *makes the pupil think*, and, from the pedagogic point of view, no edition of "The Merchant of Venice" is so good as Sprague's.

G. D. WILSON.

GLENCOE, ONT.

CORRESPONDENCE.

CORRECTION.

IN the answer to J. F. in last issue several errors occur. Read "Greek *sun*, together," and "predicate adjective modifying 'he'"; "relative (or conjunctive) adverb"; "holding therefore," for corresponding passages in the text of the JOURNAL.

SUBSCRIBER.—(1) Christianity came into England from several quarters. Before the heathen English from Germany had conquered England, Italy, Spain, France and Ireland had become Christian countries. In the Roman empire Christianity became the established religion of the state under the Emperor Constantine (ruled A.D. 306-337), though all the Romans were by no means Christians. Since the Romans did not leave Britain until A.D. 410, it will be evident that the Christian Church existed in Britain during the latter years of their occupancy; but this Christianity was not permanent. The Romans left Britain, the British relapsed into warfare and barbarism, and the conquest of the pagan English obliterated every trace of Christianity. Then Irish Christians attempted the conversion of the Picts in the north, while Columba from Iona, through Aidan, spread Christianity through the north of England. Yet before this last event Augustine had come from Rome (597) and established the new religion in Kent, which soon established itself over all England. The supremacy of one or other of these two branches of the Church was settled in the council at Whitby (664), when all bowed to the authority of St Peter (Roman Church). (2) By reference to Taswell-Langmead's "Constitutional History of England" it will be seen that the Magna Charta literally protected the Church of England, not the Church of Rome in England; the exact words are "quod Anglicana ecclesia libera sit." (3) There is no committee at work revising the P.S. History, of which we have any knowledge.

B. S.—Two points must be kept in mind in dealing with interjections—(1) that they are expressions of feeling by means of the voice; (2) that the thing

uttered has no meaning in itself as a word, but depends upon the tone of the speaker for its meaning. Hence we say in "Goodness, how he ran!" that "goodness" is an interjection because (1) it expresses admiration or astonishment, and (2) it has not meaning in itself as a word, for no one in using it as above associates any idea of the quality of goodness with his word. Hence in "Well, or come, John, let's be going"; "Now, John, do be quiet"; etc., we have "well," "come," "now," etc., read as interjections. Now in dealing with "The very thing!" "Out with the horses!" "Not at all!" we are not dealing with interjections, since these expressions have real force as intelligent words,—(That is) the very thing! (Go) out with the horses! (He was) not at all (right)! Similarly it would be absurd to speak of proper nouns being interjections in such sentences as "Come, John, be quick"; they are nouns with full noun force.

W. H. D.—(1) The italicised words in

"The lion is of a *tawny yellow* color."

"Roll on, thou deep and *dark blue* ocean, roll,"

are to be treated as follows:—The color of the lion is "tawny-yellow," that of the ocean is "dark-blue"; hence we see that the full expressions are compound adjectives of color. (Cf. the French *bleu forcé, châtain clair*.) The relation of the simple words to each other is one of two things, either they are all adjectives qualifying the nouns they precede, or "yellow" and "blue" are nouns modified by the adjectives "tawny" and "dark," but used adjectively as to "color" and "ocean." It will be evident from such expressions as "an iron grey horse," "the steel blue surface of the lake," that the latter of the two ways is preferable. (2) The presentation of the "lily-white" doe to Lady Clare has no special significance. It suggests the spotless character of the lady, and gives occasion for the poet to show her gentle disposition by alluding to the tender feeling the deer had to her mistress.

M. W. W.—The lines you send—

"He who bends him o'er the dead
E're the first day of death has sped,
Before Decay's effacing fingers
Have swept the lines where beauty lingers,
And marked the mild angelic air,
The rapture of repose that's there,
Such is the scene upon this shore,
'Tis Greece, but living Greece no more,"—

are a mangled selection from Byron's *Giaour*, ll. 68-91. The correct version is too long to be reproduced.

INQUIRER.—The following helps in teaching P. S. Grammar may be procured through any bookseller advertising in THE JOURNAL, or through THE JOURNAL itself:—For junior classes Garbell's "Language Lessons" (Books I. and II.), published by Ginn & Co.; for senior classes Maxwell's "Introductory Lessons in English Grammar," published by the American Book Co. Ginn & Co. have recently published a little volume of Grammar lessons of great practical value, written by the Principal of the Ottawa Normal School, which will be reviewed in the present or the next number of the JOURNAL. For Canadian history Bryce's "Short History of the Canadian People" is to be commended. For a work on Department you had better consult the booksellers.

J. D.—We overlooked one question in answering a former communication. "Dreamed" is often and correctly written "dreamt," and pronounced "dremt." Cf.

"And dreamt the future fight."—*Dryden*.

"Leaned" is not, I believe, except in vulgar English, ever written "leant," or pronounced "lent."

THE Haliburton Teachers' Association held its annual meeting at the town of Haliburton, on June 2nd and 3rd. It was largely attended, and the papers and exercises proved to be both interesting and instructive. The officers elected for the current year were as follows:—President, J. A. McIntosh; Vice-President, H. W. Brooks; Secretary, Treasurer, Charles S. Eggleton; Committee of Management, Miss V. A. Davidson, Dr. Curry, I.P.S., and Wm. Leith. The next meeting will be held at Minden, in the Model school.

Educational Notes.

SOME time since the *School News* proposed the following problem. It is not a bad exercise for the development of the analytic faculty:—Two women took each thirty chickens to market. One of them sold hers, three for \$1, making \$10; the other sold hers two for \$1, making \$15, or \$25 in all. The grocer said, "I have bought your sixty chickens half at the rate of two for \$1 and half at three for \$1, equalling five for \$2. Five goes in sixty 12 times, and twice 12 is \$24," which he paid the women. On this basis of settlement the women lost \$1. What became of it?

THE annual meeting of the West Leeds Teachers' Association was held in Delta, on Thursday and Friday, May 19th and 20th. The meeting was pronounced a decided success, and in many respects one of the best that has been held in the county. Some of the subjects discussed were, "Faults in Reading," by Miss Kelsey; "Elementary Arithmetic," by Mr. Eaton; "School Decoration," by Miss Bradbury; "Composition," by Mr. Linklater. A Question Drawer was opened, and some questions of practical importance to teachers answered by Messrs. Johnston, Linklater, Witheril and Eaton. The following officers were elected for the ensuing year:—President, Mr. H. Eaton; Vice-President, Miss Bradbury; Committee of Management, Messrs. Linklater, Condell, Sexton, and Misses Moxley and Legge. It was decided that the next meeting of the Association should be held in Newboro, May 25th and 26th, 1893.

THE annual meeting of the Knox and Addington Association was held in Napanee, on Thursday and Friday, June 9 and 10, 1892. Among other interesting exercises, was a lecture by Professor Goodwin, of Queen's, on the nature and combinations of the elements, and the nature of light and the causes of the changes of color in the solar spectra. A Committee, appointed by the Association to consider the question whether there should be more than one promotion examination in the year, reported as follows:—That there be a regular promotion examination in June, and a special examination at the Easter holidays, and at the latter only those in the country schools who purpose quitting school for summer work on the farm be allowed to try, and that the inspector be requested to provide a set of papers for that examination, and that teachers interested notify him in due time of the number of candidates, as for the regular examination to be held at the end of June. The officers appointed for the ensuing year were as follows:—President, F. Burrows, I.P.S.; Vice-President, Mrs. M. A. Pomeroy; Secretary, W. J. Black; Treasurer, T. M. Henry; Executive Committee, the Principals of Newburgh, Tamworth, Odessa, Napanee Mills and Yarker Public schools.

OUR success and progress in all matters depend far less on the number of advantages we possess than on the manner in which we employ them.—*Canon F. W. Farrar*.

THE report of the Ontario Mutual Life which appears in another column makes a splendid showing and is worthy the careful perusal of every reader of THE EDUCATIONAL JOURNAL.

ONE of the most popular and well patronized Commercial Colleges in America to-day is undoubtedly the Toronto Business College, of which Mr. J. M. Crowley (member Toronto Collegiate Institute Board) is the Principal and Manager. This Institution has among its membership ladies and gentlemen from England, Ireland and Scotland, New York, Philadelphia, Chicago, Detroit, and other leading cities and towns in the United States. Barbados, West Indies, Bermuda, Kingston, Jamaica, New Brunswick, British Columbia, Quebec, Prince Edward Island, and from every county and nearly every town in Ontario.

The diplomas of the College are recognized passports of efficiency to the business community wherever the name of Toronto Business College is known. You could not attend a more efficient and thorough institution in Canada.

There will be a special Summer Session during July and August for school-teachers and students of High and Public Schools.