

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.

CORRESPONDENCE.

L.A.F.—The so-called perfect potentials of burst, drink, hang, are: I might have burst (drunk, hung), Thou might'st He might . . . etc.

W.T.—In the sentence, "He ate his father out of house and home," the structure becomes clear if we compare a sentence like "He drove his father out of the country" with "He exiled his father." In the latter sentences, the notion of "drive" is modified by the adverbial phrase "out of the country," while the whole notion (in a sense) is expressed by the one word, "exiled." This close relation of the adverbial modifier is even closer in the phrase, "to-eat-out-of-house-and-home." Grammatically, "father" is the direct object of "eat," but eat is modified by "out of house and home," the verb and the phrase uniting in sense into one verbal notion.

G.E.E.—The "Bell," at Edmonton, is the name of an inn. In "The Waterfowl," the "rosy depths" are the western heavens made rosy by the setting sun. In "Pictures of Memory" I believe the incident is fictitious. "Memory" is treated as a person possessing a hall, on the walls of which pictures hang. The word is marked with a capital letter to distinguish this personification from the ordinary sense of the word.

M.C.—In the "Elegy"—"save where some beetle," etc., and "save that from," in sections 2 and 3, parse "save" as a preposition governing in the first case an adverbial sentence, having the force of a noun in adverbial relation to "all the air a solemn stillness holds." In the second case, "save," still a preposition, is followed by a noun clause. In the latter case, "save that" has virtually become a subordinate conjunctive phrase.

R.A.H.—In "The Bugle Song," by the "horns of Elfland" is meant that the echoes of the bugle among the hills grow fainter and fainter till they resemble only tiny horns blown by fairies (elves).

"There daily I wander as moon rises high,
My flocks and my Mary's sweet cot in my eye."
The second line is an absolute construction: Having "my flocks . . . in my eye" (sight), or My flocks being "in my eye." The phrase "in my eye" is, therefore, an adverbial modifier of "having" or "being" understood.

SUBSCRIBER.—Caldon Lowe is a lofty hill near the village of Caldun, or Caudon, in Staffordshire, Eng. Very fine quarries are now worked there, which will do much to disturb the fairies of the poem.

SIT AND SET.

"A man, or woman either, can set a hen, although they cannot sit her; neither can they set on her, although the old hen might sit on them by the hour if they would allow. A man cannot set on the wash-bench, but he could set the basin on it, and neither the basin nor the grammarians would object. He could sit on the dog's tail, if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his feet there, the grammarians, as well as the dog, would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians."—*Christian World*.

Socrates said, "As health is the greatest good, and sickness the greatest evil of body, so justice is the greatest good, and injustice the greatest evil of mind. No measure of luxury, wealth, or power could render life tolerable, if we lost our bodily health. No amount of prosperity could make life tolerable without mental health or justice. As bodily health is good *per se*, and sickness evil *per se*, even apart from its consequences, so justice also is good in itself, and injustice evil in itself, apart from its consequences."

Special Papers.

THE TEACHER IN THE SCHOOL.*

J. A. GRAHAM, EDGE HILL.

This subject is, so far as the teacher is concerned, very comprehensive, as well as important.

In this essay, little or no claim to originality is made, but a strong conviction urges the saying of these things, with the earnest hope that some benefit may be derived therefrom.

Any suggestion that is made for the purpose of smoothing the teacher's often rugged way cannot, surely, be in vain. It is a sacred duty one teacher owes to another to assist in every possible honorable way to make the profession more permanent, and to make the time spent in teaching pleasant, as well as profitable, for both teacher and pupil.

So many mental and moral qualities in the teacher and taught, so many circumstances within and without the schoolroom, are necessary to forward the attainment of this most desirable object that at this time we can consider but a few out of the many.

Among the first essential moral qualities of the teacher in his school is

PATIENCE.

So many causes for anxiety and worry occur in the daily labor of every teacher, and so many discouragements in one form or another fall to his lot, that, without abounding patience, he must of all men be the most miserable. The teacher who is of a hasty or violent temper is never out of trouble. If he does not curb it at every indication of it, the time will eventually come when such a temper will actually run away with him. It will become his own worst enemy, for no other can follow so persistently, nor persecute so relentlessly. Happy the one who naturally possesses that inexhaustible good nature, one of the best gifts of heaven, which spreads itself like oil on the troubled sea of thought, and keeps the mind equable and smooth during the roughest weather, or in the most trying difficulties which so often cross the path of every common school teacher here to-day. By all means, then, let us learn patience. If we naturally possess it, happy are we; but if we do not, let us acquire it by daily and hourly practice.

Next to patience comes

HOPEFULNESS.

Let no teacher, who earnestly strives to do his duty, be discouraged that he accomplishes no more than he does. All true progress is, by the law of nature, necessarily slow. An acorn does not in a few summers grow into an unbending oak, but requires hundreds of years to come to maturity. That growth is almost imperceptible, but none the less certain. So with our pupils. We may not at all times perceive such evidences of progress as we expected, but let us not give up to that despair which deadens the energies, but do our very best, faithfully, honestly, and hopefully, and leave the results in higher hands than ours. Let us, then, "weary not in well-doing, for in due time we shall reap if we faint not."

Again, the teacher must be

CHEERFUL

in school. Cheerfulness in the face of a teacher is sunshine to the child. A cheerful teacher can do more and better work than a sad, gloomy one. The dark cloud that comes over a school from the lowering of a gloomy brow strikes a chill, not only into the heart, but into the very power of action of the child. It is the teacher's duty to be cheerful in order to diffuse among the pupils that gladness, that happiness, our benevolent Father intended should be theirs during their earlier years. Times there are, and circumstances occur in the school, that make it hard for the teacher to assume that cheerfulness he does not always feel, but, for the sake of those under his care, it is his duty to endeavor to do as much as in him lies.

Well has the poet said:

"It is easy enough to be pleasant
When life flows on like a song;
But the one worth while is the one who can smile
When things seem to go dead wrong;

* Essay read before South Grey Teachers' Institute, at their meeting in Flesherston, June 7th, 1895.

For the test of the heart is trouble,
And it always comes with the years,
But the smile that is worth the praises of earth
Is the one that shines through tears."

We want more cheerful teachers for the innocent young of our schools. Whoever has a morose, sullen, or cranky temper, should seek other employment, where such, perhaps, would be more in place. The one whose sour looks would turn sweet milk to sour as does a thunderstorm may be a wonderfully good man in his own way, but his place clearly enough is not among young children. Don't rob them of one item of happiness now, for coming years will bestow upon them plenty of the reverse.

Again, the teacher should have

SYMPATHY WITH AND AFFECTION FOR CHILDREN.

How can any teacher who does not love children take pleasure in his work? How can he expect to win their confidence and affection if he does not entertain the same feelings towards them? And the teacher who has not the entire respect and confidence of his pupils is teacher only in name, but not in reality. What an irksome, wearisome occupation must teaching be to such a one! How different his situation who has such an interest in children as will enable him to bear with their faults, to encourage their good efforts, to feel for their griefs, to make plain their childish difficulties, to lift up the heart of the timid, to quietly repress the forward, and overcome obstinacy by gentleness!

One who is vexed by the noise of children, impatient at their slowness and dullness, offended by their sportiveness and mirth, should never enter a schoolyard during school hours, for his presence there would carry a blight with it. The teacher who is indifferent to children, or feels little interest in them, may persuade himself to be faithful in his duty as a teacher, but he will do as a task what certainly should be a pleasure, while the lover of children cannot but take delight in the employment.

Again, the teacher who wishes his pupils to be generous, unsuspecting, open, and frank with him in school must himself

BE GENEROUS, UNSUSPICIOUS, OPEN, AND FRANK.

These beautiful and excellent qualities should be cultivated in children, and only by the sympathy of the teacher's example can they be taught. Openness begets openness, and a suspicious teacher generally makes an artful child. But show a child you believe every word he says to you, until you find that trust betrayed, and rarely will you find it betrayed. There is an innate nobleness in the heart of every boy and girl, if we can but reach it. It is always safe to treat them as our younger brothers and sisters, as little ladies and gentlemen, and few, indeed, will be the cases in which honest efforts are not made by them to gain and sustain the standard you place before them. In all our intercourse with them, let us ever be reasonable. It is an old saying, "Like priest, like parish," but equally true is "Like teacher, like school."

Again, it is unnecessary for me to say that the teacher should

BE KIND AND BENEVOLENT IN SCHOOL.

Who can estimate the power of kindness, and how few there are who use it as successfully as it might be used! Kindness is the best instrument any teacher can use to add to the happiness of his pupils, as well as to easily control them. By kindness, a teacher can exert more good, wholesome influence in one day than during a month in which the fragrant birch, hard-hearted hickory, or the legal rubber strap hold sway. Kindness inspires kindness, and wins much more than punishment drives. The one appeals to the better nature, the other to the low and grovelling. One tends to ennoble the heart and feelings, while corporal punishment tends to the hardening of them.

As day after day and year after year are spent by us in school, we should endeavor to be more and more given to the saying of kindly things and the doing of kindly deeds. When school is out at four o'clock, how many of us sit down and coolly consider the value of that day's work for all time and eternity? What guide do we use to teach us in our daily reckoning? Here is one in poetical form that answers the purpose admirably well: