

Toronto Week (1884.) He was, in 1885, appointed to the professorship of English Literature, Political Economy, and Logic in King's College, Windsor, N.S., which position he still holds. The following is a list of Mr. Roberts' works:

- "Orion and other Poems," 1880. (To Winter.)
- "In Divers' Tower," 1887.
- "Translation of De Gaspe's 'Canadians of Old.'"
- "Shelly's Adonais," (edited.)
- "Poems of Wild Life," (edited.)
- "Songs of the Common Day," 1893.

L.L.J.

HOW TO TEACH THE ADJECTIVE.

BY MAY L. MURRAY, KINGSTON.

HAVING reviewed the noun so as to fix clearly in the minds of the pupils the distinction between the object and its name, using a book in illustration, the teacher again holds up the book and asks, "Give me a word that will describe this book." The pupils give various adjectives, as "red," "large," "thick," and the teacher writes on the black-board:

A red book.
A large book.
A thick book.
"Of what use is the word 'red,' Jennie?" "Red' tells what kind of book it is." "Yes, so it does, but I think you know a word that means to tell what kind, to tell all about anything. Do you know it, Sam?" "Describe." "That is the word I thought of. Now who will tell us of what use is 'red'? John?" "'Red' describes the book." "Of what use is the word 'large'?" "'Large' describes the book." "Of what use is 'thick'?" "'Thick' describes book." "Then all these words do what, Ethel?" "They all describe book." "What book, the word 'book' on the board, or the book in my hand?" "They describe the book in your hand." "But what did we call the book?" "We called it the thing for which the noun book stands." "Now, how many can tell us what 'red' describes? Mary may tell." "'Red' describes the thing for which the noun 'book' stands." "What does the word 'large' do, Maude?" "'Large' describes the thing for which the noun 'book' stands." "What does the word 'thick' do, Willie?" "'Thick' describes the thing for which the noun 'book' stands." "Then these words all do the same thing; what it is, Willie?" "They all describe the thing for which the noun 'book' stands."

"A word which describes anything is called an adjective."

After a short drill in selecting the adjectives and giving reasons, the teacher takes a pencil and deals with it in a similar manner, getting from the pupils "a long pencil," "a straight pencil," "a black pencil." This is followed by another drill, after which the teacher writes:—

A poor lame man.
The pretty little girls.
Those big dogs, etc.,
And the pupils point out the adjectives, giving the reason for each; as "'poor,' describes the thing for which the noun 'man' stands, therefore 'poor' is an adjective."
"When we say 'A poor man,' do we mean any particular poor man?" "No, we mean any poor man at all." "What word shows that we mean any man, Maude?" "'A' shows us." "Yes, 'a' points out that we mean any man, it tells what man we mean, so that we may say it does what?" Some hesitation; at last Elsie's hand goes up. "Well, Elsie, what shall we say 'a' does?" "'A' describes man." "That is right, 'a' describes or points out the man. Then what is 'a'?" "'A' is an adjective, because it describes man."

"How many can find any other words that point out which we mean? Sidney may tell us." "'The' and 'those' point out which we mean." "That is right, now I should like someone to tell us all about 'the.'" Several hands wave wildly in the air. "Willie may tell." "'The' describes little girls, therefore it is an adjective." "That is almost right, but I do not think 'little-girls' are anything." Willie revises his answer and decides that 'the' describes girls. "Now,

Fred may tell us about 'those.'" "'Those' describes the thing for which the noun 'dogs' stands, therefore it is an adjective."

"Now that you have told me about so many adjectives, I should like to see how many can tell me what an adjective is. You may tell, Nellie." "An adjective is a word that describes." "Yes, that is quite right, but I think you can tell what it describes. Does it describe a noun?" "No, it describes the thing for which the noun stands." "Right, now who will tell us all about an adjective? Jennie?" "An adjective is a word which describes the thing for which a noun stands." "That is very well indeed."

This is followed by a thorough drill on the definition, and then the class is given sentences on the black-board from which they select the adjectives and form a list of them on their slates.

CORRESPONDENCE.

J.A.A.—The printers made nonsense of my answer to S.M. in the *JOURNAL* of January 1st. The sentence quoted should read "I saw the man fall," not "man's," as the context shows. In "I saw the fall," etc., "fall" is a noun. Pronounce Iodine (iō'din' or i'o-din), nectarine (nek'tar-in), quinine (kwīn'ēn, kin'ēn, kwī'nīn), benzine (benzēn' or ben'zīn) paraffine (par'a-fin). Where several pronunciations are given the first is, I believe, the usual pronunciation in Ontario. J.C.B.—Lessons in Public School Leaving Literature are in preparation and will be published shortly.

THEIRIS.—In the clause "Wind is nothing more than air moving over the earth's surface," "than" is a conjunction, and in no sense a preposition. "Than" never had in any stage of its history in English the value of a preposition in requiring the objective case.

LADY ABERDEEN'S MOST IMPORTANT WORK.

Perhaps the most important work on a wide scale with which Lady Aberdeen has been connected was that which she undertook in the Woman's Liberal Federation, a body of 80,000 women of which she is at this moment President, although she will retire at the next general meeting. She was elected to this post in succession to Mrs. Gladstone, and the very strongest possible pressure has been brought to bear upon her to induce her to reconsider her determination to resign an office, the duties of which she cannot discharge from Ottawa. The Woman's Liberal Federation, it is well to remark, is no mere party caucus. There is no doubt that it was originally started by some wire-pullers of the Liberal Party, who imagined that it might be of good service to bring into existence a Liberal counterpart to the Primrose League. The Woman's Liberal Federation, however, no sooner came into being than it developed into an independent activity of its own which led it to be regarded with the liveliest feelings of resentment by the caucus managers and wirepullers who had assisted in bringing it into being. The association has had a great and beneficial effect in stimulating women to take an intelligent interest in politics and to make their influence felt in all that relates to the moral and social improvement of society. Time and again they have rendered invaluable service to the cause of moral and social reform, and nothing can be further from the mark than to confound such an association of energetic public-spirited women with a mere creature of the party whip. There are women in England who imagine that their only duty in politics is to canvass for a candidate of their party, whoever he may be, and they have formed a small caucus of their own, which is without numbers, without influence and without standing in the country. The Woman's Liberal Federation is a national organization which is growing in strength every year, and which insists on having a voice in the settlement of all national questions. As a means of education as well as an instrument of political influence it fills a very useful part in our political economy. Lady Aberdeen has not been long in the Dominion of Canada, but she has already helped to organize

a National Council of Women, the object being to form a body of women representing all phases of women's work in every centre of population in the whole Dominion.—From *Character Sketch of Lord and Lady Aberdeen*, by W. T. Stead, in the *January Review of Reviews*.

Hints and Helps.

MISTAKES IN DISCIPLINE.

1. It is a mistake to try and teach without good order. A prime condition of successful school work is the undivided attention of pupil and teacher to the work in hand. Secure good order before attempting any other work, and, when secured, maintain it.

2. It is a mistake to suppose that "good order" means perfect quiet. The order of a successful school is the order of an earnest, active community, steadily, quietly and cheerfully engaged in the pursuit of legitimate business. This pursuit will necessarily be attended with some noise. The order of life, not of death, is what is wanted. Order may be heaven's first law; but it is not heaven's only law. Order is not repression, but direction. The necessary noise of legitimate work is not disorder.

3. It is a mistake to call for order in general terms, and to hedge the conduct of children with numerous rules. Children usually know what is and what is not proper conduct. Leave them as free as possible to regulate their own conduct, and yourself as free as possible to deal with each offence specifically, and to adapt punishment—when punishment is necessary—to the exigencies of each case as it shall arise. The child who in a moment of forgetfulness asks his neighbor for a pencil is much less a criminal than he who maliciously annoys all around him by talking; but each has equally been guilty of a technical violation of the law which says, "Thou shalt not whisper." No sensible teacher would administer the same punishment to each.

4. It is a mistake to be too demonstrative in maintaining order. Control, as far as possible, without seeming to control. Do not be the most disorderly person in the school in your efforts to maintain order. Banging a bell or pounding a table may attract momentary attention, but will not secure quiet and work.

5. It is a mistake to speak in too high a key. As a rule, the more and the more loudly you speak, the less and the less distinctly your pupils will speak.

6. It is a sad and cruel mistake to compel children to sit quietly in one position for even half an hour. Try so sitting yourself, if you would find one good reason for not making such requirement. Insist upon graceful, healthful positions, but not upon absolute stillness. The younger the pupil the more frequently should be permitted changes of position.

7. It is a mistake to be satisfied with order that continues only while the teacher is present. He who preserves the peace only when under the immediate observation of the police is not usually considered a model citizen. Men and women who possess the power of self-control are the products the schools should return to the State. The less police duty a teacher does—and is compelled to do—the better for the future of the State.

8. It is a mistake to treat pupils as though they were anxious to violate the rules of the school. If you would make a villain of a man, treat him as though you thought him one. The law does not assume that any man is a criminal. But you must distinguish between blind confidence and a frank trust in those who have not proved unworthy.

9. It is a mistake to punish by pulling ears, striking upon the head, etc., or to inflict corporal punishment in any form, except in extreme cases. In maintaining order always appeal to the highest available motive. "Do right for right's sake" should be the rule of action; but secure order by some means.—*Intelligence*.