

tain their seat? Who are the representatives to each from Middlesex? Over what matters has the Dominion Parliament exclusive jurisdiction?

3. How are the Judges, Magistrates and Sheriffs appointed? How are the Judges paid?

4. (a) Tell what the population of a place must be before it can be incorporated as a village, town or city. (b) Explain By-Law. (c) What are the duties of Township Councils? (d) Over what body does the Warden preside?

GEOGRAPHY.

1. Explain each of the following terms, give an example of each and tell where it is situated:—Isthmus, Promontory, Tributary, Watershed, Estuary, River Basin, Harbor, First Meridian.

2. Draw a map of North America. Mark on your map (1) The boundaries of Canada. (2) Halifax, Chicago, New York, San Francisco, New Orleans, St. John, Victoria, Vancouver, Winnipeg.

3. A boat sails from Port Arthur to Montreal and return. Give (1) the waters passed through in order on her down trip. (2) Five important lake ports passed. (3) Her probable cargo both ways.

4. Where in Canada are the following found in greatest abundance:—Pine, Coal, Nickel, Salt, Petroleum, Salmon?

5. Name the cities of Ontario. Give the County in which each is situated, and the name of a railroad entering each. What town was made a city May 24, 1892?

6. Where in Ontario are the following articles manufactured:—Stoves, Buttons, Paper, Window Glass, Lumber?

Five marks as a bonus for neatness.

* Hints and Helps. *

LONG AGO TEACHING.

ABOUT twenty years ago it was discovered that the study of formal grammar by children did not teach them to use their mother tongue with ease. To reach this conclusion required about twenty years of discussion! Then it was decided to "study language," and what did the teachers do? They gave pupils half-built sentences to be completed, or wrecks of sentences to be straightened out, or a jumble of words to make into sentences; thus, "—went home," or "—would—-that—-I—him—you," or "boy, the, orange, sweet, a, words, wants."

This went on for a good while and it was supposed a good thing was being done—by some. After a time, however, it was discovered that the pupils took little interest in these things, and really were no more able to write out their thoughts readily and clearly than before the puzzles were put before them. The teacher got to know this as "cut feed" or "cut and dried" language work, and despised it. Some began to hanker for the "flesh pots of Egypt" again; they felt when the pupil learned rules and recited them he had something, even if it was of no use to him in life. He could recite the rule and that had the look of knowledge, but after grubbing away at the "cut feed" he was merely filled with the east wind. Still, there was nothing else, and so the work went on for several years. Most of those books are laid away to rest, for which let us render fervent thanks. They had a good deal to do with promoting artificial stupidity in the schools. There are not many teachers yet who know what to do to train the pupil in language. There are certain principles, however, that will guide him. First, there can be no training in language concerning that of which the pupil can get no clear conception. Second, the proper training in language is given when the pupil expresses himself orally or in writing concerning things that he comprehends. Third, interest must be created; this is as true of language training for children as of all that human beings do. Fourth, the pupil must be able to correct his own work—that is, know when he is right—in good form; just as in arithmetic he knows when he gets the answer. The teacher must train the pupil to do his own correcting; he cannot do it for him. There must be steady practice—the pupil must write a good deal. Not once a week.

To recapitulate:

(1) Let subjects be selected that the pupil comprehends; let him write about his boots, his dog, his father, his schoolmate, sugar, molasses, potatoes, etc. (2) Expression will become more fluent the more he writes; and knowledge also; and interest also. (3) The interest must be created by the art of the teacher. Praise for bright, well put expressions. A case is known where a hundred persons came in to hear a boy's composition for four weeks in succession; it created a *furor* and yet he was a boy that said, "I cannot write a composition." Yes, put art into your dealings with this subject. (4) Don't waste time in correcting compositions; you that "correct compositions" don't understand how to give language lessons. (5) From the time the pupil comes in, in the morning, to his exit at night let him have a pen in his hand. Let him write about all the things he studies—provided he understands them all, which is by no means certain. He will learn spelling, for one thing, by this means.—*N.Y. School Journal*.

TRANSITIVE AND INTRANSITIVE VERBS.

SUPT. J. M. GREENWOOD, KANSAS CITY.

1. The transitive verb expresses an action that terminates directly on some object:

Heat melts ice.
Cold freezes water.

The object of a verb is a noun or pronoun denoting—

(1.) The direct or passive object; as, John struck James.

(2.) The object of effect; as, he dug a well; he built a fence.

(3.) The cognate object (so called because the object has a meaning like that of the verb); as, he dreamed a dream; he ran a race.

2. The intransitive verb expresses:

(1.) A state or condition; (2) an action not terminating on an object, (or doing so only by help of a preposition). He sleeps well (state or condition). He arose (action confined to subject). He ran against the man (action expended on an object by help of a preposition.)

This, however, is not always a distinction in the nature of things; for the same verb, expressing the same action, may be either transitive or intransitive.

- (1.) The child sees the house.
- (2.) The new-born child sees; the kitten is blind.
- (3.) He struck the man.
- (4.) He struck at the man.
- (5.) The boy ran.
- (6.) The boy ran a race.
- (7.) The boy ran then out of the yard.
- (8.) He dreams.
- (9.) He dreams a dream.
- (10.) He dreams of being at home.
- (11.) He dreams that he is at home.

—*Studies in English Grammar.*

CULTURE IN SCHOOLS.

THERE is no need to turn up a contemptuous nose at the idea of giving the young people in our schools a certain amount of polish as well as a respectable amount of instruction in the "three R's" and such other branches as may seem expedient. It would be well for educationists and school trustees to think about imparting to our children some culture and courteousness. The word "culture" need not be satirically spelt "culchah." Schooling ought to produce not only educated or learned persons but people trained in the civilities and courtesies of polite social intercourse. There are many of our boys and girls who do not support the idea that they are getting this sort of teaching. It is easy to say that life would be sweeter and easier if people were more polite and graceful, but they will never shine in these directions unless the education in them is begun in youth. A refinement of popular manners is a thing worth striving for. Education should be a matter of human training that is quite as much psychical as intellectual, having sedulous urbanity for its basis, and inculcating before all else the profound consideration for one's fellow-creatures' feelings that is outwardly expressed by courtesy of speech and gesture. Is the education of our boys and girls proceeding in this direction at all, or are they rather not imbibing the notion that it is smart to be overbearing and noisy, and a mark of manliness to be rude? An artificial

varnish of manners is not at all to be desired, but a true politeness springing from an inward grace of spirit is of great price. Schools of dancing and deportment may be in their way good, but even they cannot give us exactly the thing needed. It can probably only be supplied, if it ever can be supplied at all, by the teachers who instruct our children. Their style, their manners, their attitude towards the world at large, their grace, or their awkwardness will be imitated by and reflected in their pupils.—*Toronto Mail*.

A SPELLING CONFERENCE.

At a New York Conference of Educational Workers, President N. A. Calkins gave a brief summary of classes of mistakes in spelling, selected from recent reports made to him by principals of several primary schools, relative to five or six of the poorest spellers in their respective schools.]

I.—Mistakes made by misplacement of the letters in words. Examples:

"brid" for bird;	"was" for saw;
"gril" for girl;	"spet" for step;
"knid" for kind;	"thoart" for throat;
"spot" for stop;	"doog" for good;
"saw" for was;	"whit" for with, etc.

II.—Mistakes made by confounding the spelling of one word with another. Examples:

"bill" for build;	"mouse" for mouth;
"cold" for coal;	"tide" for tied;
"fond" for found;	"red" for read;
"lamp" for lamb;	"whouse" for whose, etc.

III.—Mistakes made by not knowing sounds of letters as used in words. Examples:

"almose" for almost;	"for" for four;
"cach" for catch;	"frut" for fruit;
"doz" for does;	"scoller" for scholar.

IV.—Mistakes made by not associating the use of the word with its spelling. Example:

"ant" for aunt;	"meet" for meat;
"bred" for bread;	"pane" for pain;
"close" for clothes;	"sent" for cent;
"fare" for fair;	"waste" for waist.
"grate" for great;	

V.—Mistakes in spelling considered in relation to special conditions of sense development.

Of the five poor spellers reported by one principal, only one,—an Italian girl,—can sing. Of six poor spellers reported by another principal, five were either born in Russia or of Russian parents; one of the five is near-sighted; the others appear to have no sense-defects. The sixth is a German.

One principal reports 900 Russian Hebrews and less than thirty of other nationalities. She stated that less than three per cent. of the pupils failed to become good spellers; that Russian children generally have a keen appreciation of sounds, both phonetic and musical; that they learn our language rapidly by means of training in the sounds of the words, in connection with their spelling, notwithstanding their environment out of school.

The question as to what condition of sense development, and which, if either sense-defect, generally accompanies poor spelling, was discussed. Some of the speakers inclined to believe that most of the defects in spelling occurred through careless habits in seeing the words. In many of the cases of mistakes reported the cause seemed to be a lack of keenly distinguishing sounds, and the relations of sounds to the letters in the words.

In this connection President Calkins quoted from a letter just received from Professor Barnes of the Leland Stanford, Jr., University, in which he stated: "From an examination of several hundred observations made by teachers in California, ear defects seemed to be the most important modifying influence with poor spellers. Eye defects appeared to play a small part in distinguishing poor spelling."

This subject is one deserving careful observations by teachers, with a view to learning the chief conditions with poor spellers, and the leading cause of mistakes, that more successful methods may be found for overcoming the mistakes.—*Journal of Education*.

Be like the bird who, pausing in her flight
Awhile on boughs too slight,
Feels them give way beneath her, and yet sings—
Knowing that she hath wings.

—Victor Hugo.