

English.

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

INTRODUCTION.

THE attention given of late years to the study of English in the educational system of Ontario, and the real importance of this branch of school work, have led to the establishment in the EDUCATIONAL JOURNAL of a monthly English Editorial Column. A conviction that an almost universal uncertainty exists amongst teachers, as to the method and aim of teaching some branches of the English course and a hope that, with the assistance of the profession, this uncertainty may perhaps be to some extent removed, have induced the writer to accept, though with much hesitation, the editorial supervision and responsibility of the column.

The Editor wishes, at the outset, to state that it is desired to make the column of practical utility to the teaching profession. To this end all mere theories will be excluded, while the teachings of actual experience in the class room will be welcomed from whatever quarter they may come. This end—that of practical utility—will, it is believed, be best gained by throwing the column open to the profession as a body. The comparative neglect of the study of English, seen until recently in all the higher institutions of learning, and even now in some of them, and the suddenness with which special stress has been laid upon it in Ontario have combined to bring it about that teachers are required to teach subjects which they were not themselves taught in school, and concerning which they have no well defined views as to the proper mode of teaching. For, in addition to the doubts and misgivings which the very best of teachers continually feel in teaching even such long established studies as Classics and Mathematics, there is in the case of English a much greater lack of confidence and definiteness arising from the absence of that experience which, though it must always be the basis of a teacher's plans, is not gained in a day, nor even in a generation. Moreover, the uncertainty is increased by the fact that the department of English is extremely inclusive. Its limits are so indefinitely defined that very often there is perplexity as to what should be taught and what left untaught.

And not only are teachers conscious of this lack of well defined plan in teaching certain of the English studies, but if we may judge from the papers set at the various Departmental examinations even examiners have views differing widely as to the purpose and mode of the study of English in our schools. This being so, it is hoped that the members of the teaching profession will not hesitate to use the column as a means of solving difficulties, and of giving and receiving the benefits of experience. Public school teachers, because the most numerous class in the profession and for the most part removed from the advantages of intercourse with their fellow-teachers, and cut off from access to large reference libraries, are particularly requested to make use of the column with reference both to matters of detail and to general principles; while it is hoped that High School masters will find something in each issue not altogether unprofitable.

In addition to the endeavor to remove difficulties by answering questions, an attempt will be made from time to time to collect the opinions of prominent teachers respecting matters of general interest. Examination papers on the various subjects will also appear and will, it is hoped, prove useful in enabling the teacher to keep out of a rut in his work. An effort will also be made to secure occasionally from good teachers an account of the way they would take up the teaching of a particular literary extract or some special part of some other branch of the work in English. In this and in other ways it is hoped to make the column both instructive and suggestive. The measure of its success depends entirely upon the way in which it is supported by the teachers.

The next issue will be principally occupied with a consideration of some of the points referred to in

Mr. Haultain's article on examinations that appeared recently in the *Week*.

The following have been forwarded for answers: (1) Explain from Wordsworth's "To a Skylark," page 187 of the Fourth reader:

- (a) "Or, while the wings aspire, are heart and eye Both with thy nest upon the dewy ground? Thy nest, which thou canst drop into at will Those quivering wings composed, that music still."
- (b) "Type of the wise who snar, but never roam; To the kindred points of Heaven and Home."
- (c) "A privacy of glorious light is thine."
- (d) "Pilgrim of the sky."
- (e) "Proud privilege."

A SUBSCRIBER.

Answers:

(a) The passage may best be explained by a paraphrase. "Or while thou soarest upwards, dost thou remember in thy heart, and regard with thy eyes thy nest upon the dewy ground—that nest into which at pleasure thou canst drop when thou mayst wish to cease from flight and song." "Wings" and "music," in the last line, are in the nominative case absolute.

(b) The bird is compared to the wise who are ever rising to greater heights of truth and affection and who never wander from the upward path, always remaining true to their kindred duties towards God in Heaven and man on Earth.

(c) The contrast is with the nightingale which has not a more complete privacy in its "shady wood" than has the lark in the glorious light of the sun.

Examination Papers.

ANSWERS TO EXAMINATION QUESTIONS.

MIDSUMMER EXAMINATIONS, 1887.

THIRD CLASS TEACHERS.

SUBJECT—ENGLISH GRAMMAR.

THE questions will be found in the JOURNAL of September 1st, 1887. The numbers prefixed to the answers correspond to those of the questions. We give *verbatim et literatim*, two of the best sets of answers made, according to the decision of the examiners.

I. Primary words are the simplest forms of words. Words formed by composition are those which are formed with two or more separate words, and each word retains its own meaning, as: black-bird.

Words formed by derivation are those which are formed with the primary word and some addition or additions with affixes and prefixes.

SIMPLE OR PRIMARY.	DERIVATIVES.	FORMED BY COMPOSITION.
a man in with a boy is sure to be	competition almost successful	full grown

II. INDICATIVE MOOD.

PRESENT INDEFINITE.

I smite thou smitest he smites (eth) we smite you smite they smite } Used with reference to present time

PRESENT IMPERFECT.

I am smiting Thou art smiting he is smiting we are smiting you are smiting they are smiting } Reference to present time—action going on

FUTURE INDEFINITE.

I will smite shalt smite shall smite we will smite shall smite shall smite } With reference to some future time

FUTURE IMPERFECT.

I will be smiting thou shalt be smiting he shall be smiting we will be smiting you shall be smiting they shall be smiting } With reference to an action going on at some future time.

PAST INDEFINITE.

I smote Thou smotest he smote we smote you smote they smote } Used with reference to past time, but no particular time.

PAST IMPERFECT.

I was smiting Thou wast smiting he was smiting We were smiting You were smiting they were smiting } Action going on at some past time

PRESENT PERFECT.

I have smitten Thou hast smitten he has smitten We have smitten You have smitten they have smitten } Reference to action being just completed

FUTURE PERFECT.

I shall have smitten Thou wilt have smitten he will have smitten We shall have smitten You will have smitten They will have smitten } Action completed at some future time.

PAST PERFECT.

I had smitten Thou hadst smitten he had smitten We had smitten You had smitten They had smitten } Action completed at some past time.

IV.

John and James went to town together. Toronto and Montreal are large cities Give me a pen and some ink.

V.

(a) "John" says James "loves his father better than I."

Here James says that John loves his father better than I love him.

In the other case, John says that James loves his father better than he loves me.

(b) In the first case it means that he may fight hard and he may not.

In the other case it means that he does fight hard but the other side is the stronger.

(c) In the first case it means that hardly any people have had greater opportunities.

In the other, it means that some men have had greater opportunities.

VI.

(a-fishing) is an adverb modifying "have gone." (to love our enemies) is a substantive subject to "is."

(to hear it) is an adverb modifying "was sorry."

VII.

I begin to think that these luxuries by which so many evils have been introduced and by which so many states have been undone are injurious to states.

Reason

The way it was one would think that which had reference to states.

(b) Amid their routine and holiday life, unsuspected crimes stalk through theatre and market. Some of these crimes, dark imageries over which cord and axe impend, are amenable to man's law, but for some there is no law but the reprobation of their own consciousness.

Reasons—In the former sentence the sense was mixed up and hard to get at.

(c) If in any way a man did wrong for my sake, I should think him a selfish coward. I might pity him, but I don't think I could ever love him again.

Reasons

In the former case the sentences that are closely connected are not close enough. It should not be "don't think" because I do think.

(d) This testimony is made specially valuable, because it is that of a man with a peculiarly strong and manly mind, and an intense love of all that is Scottish.

(e) This plan has done much to bridge over the gulf between the working man and his employer, and indeed that among all classes.

Reasons:

that brings the mind back to gulf. between has reference to two. among to more than two.