



# THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XVI Quebec, Province of Quebec, Sept. and Oct., 1872. Nos. 9 and 10.

## TABLE OF CONTENTS.

On teaching the English language.—Lecture by Revd. Edwin A. Abbott, M. A. (Concluded.) .....	121	Geysers—Echoes—Wood—Insanity—Ursa Major—The Arctic Expeditions—Astronomy—Detective Microscopy—Geological Talk about Niagara Falls—Astronomical Phenomenon .....	143
Hints on Composition .....	123	STATISTICAL: Education in Japan—Ignorance and crime—Statistics of British Postal Service for 1871—Irishmen in charge of Colonial Positions .....	146
Hints to Teachers .....	125	MISCELLANEOUS: Literary madmen—A hard student—Habits of Literary men—Military Ballooning—Old Scotch Songs—Something for young men—Marshal Bazaine—A distinctive class of English University men—Niagara..	147
Can we make Diamonds.....	125	BIOGRAPHY: The late Charles Lever.....	149
Something wrong with the Sun .....	126	Educational Items .....	149
What we owe to science .....	127	Advertisements .....	151
The Education of Citizens.....	130	Meteorology .....	152
Protection from Lightning.....	131		
Jupiter's Satellites.....	132		
Literary Packmen .....	133		
POETRY: In Yosemite Valley..	134		
Official Notices.....	134		
Visits of their Excellencies the Governor-General and the Countess of Dufferin to the Educational Institutions .....	136		
Review of Books received ....	139		
University of Bishop's College.—Medical Faculty.....	140		
LITERATURE: Evenings at home—The Bores of History	141		
SCIENCE: The Rocky Mountain			

or, which is quite as useful, they learn, from their inability to expand the metaphor, that they have not fully entered into the meaning of it. Thus a good many boys, in analysing the lines of Allegro—

“ Right against the Eastern gate,  
Where the great sun begins his state,  
Robed in flames and amber bright,  
The clouds in thousand liveries dight,”

would fail to see that the morning sun surrounded by the clouds that reflect his rays, is compared to a great king or lord, issuing from his palace gate, and attended by his servants, clothed in the liveries which he has given them. The case with which boys can slide, or—something stronger—can skate over a metaphor without thinking for a moment that there is anything down below, is quite astounding. I remember questioning a class about a passage in Pope, in which the poet is asking where the plant of happiness is to be found, whether

“ Fair op'ning to some court's propitious shine,  
Or deep with diamonds in the flaming mine;  
Twin'd with the wreaths Parnassian laurels yield  
Or reap'd in iron harvests of the field.”

Now I thought an average boy of average ability might be expected to see that *iron* was a very unusual epithet for *harvest*, and that “iron harvest” must be a metaphorical expression. The context might seem to show that happiness, after being sought in court favour, wealth, and literary distinction, is now sought in military glory. From these two helps it did not seem difficult to infer, at all events, that the field meant the field of battle, and further to expand the metaphor by saying that, as the reaper cuts down the corn, so war reaps his harvest of iron-clad warriors who are struck down in death. But out of twenty boys of fair ability, averaging fourteen or fifteen years of age, not one could either expand the metaphor, or even give the meaning correctly. I dare say many of them could have answered correctly, if they had had notice beforehand that the expansion of this metaphor would be required; but, as it was, few or none seemed to have perceived that there was any difficulty at all. Perhaps it is undesirable in all cases to point out to the class the difficulties that will present themselves in the next lesson. Useful as it is to show boys that there is

## ON TEACHING THE ENGLISH LANGUAGE.

LECTURE II.

By THE REV. EDWIN A. ABBOTT, M. A.  
Head Master of the City of London School.

(Continued.)

It may be that I exaggerate the importance of the expansion of metaphors as an exercise for boys, because I have given a good deal of attention to it. But I must confess, the more I teach English the more valuable does this exercise seem. In the first place, it is very simple and practicable. As soon as boys have reached Proportion in Arithmetic, the proportion of a simile and the expansion of a metaphor into the form of a proportion become not only intelligible but interesting. There is an arithmetical regularity about the process of expansion which takes their fancy at once. Besides, they soon find that they learn a great deal that they did not know before;