

lighter by drawing them nearer towards you; and by thus manifesting an interest in the welfare of their children you will please the parents, and cause them to place a higher estimate upon your services as a teacher.

In leaving this subject we would especially warn you against expecting too much at first, and against worrying over unsatisfactory results.

As we have said, let your first aim be to get control of your school, to *establish* yourself, so to speak. When this is well done, you can enjoy yourself in your work and put forth your best efforts as a teacher. At the first disorder stop work, not with anger, but rather with surprise. Let there be perfect order before you begin again. Do this twenty times in a day, fifty times if necessary. Do it gently, do it firmly, maintain perfect self-control, but do not let disorder or confusion gain any standing-ground in your school, not even for a single minute. If you pursue this course judiciously, kindly, and firmly, disorder will find that it cannot exist under your administration, and will soon give up the struggle and die out. Persistent quiet effort along this line, supported by kindness of manner and self-control, scarcely ever fails to establish the most satisfactory discipline.

Correspondence

READING AND LITERATURE.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—I notice in one of your recent numbers a notelet from Mr. John Seath, one of the inspectors of High Schools, calling the attention of teachers of literature and reading to a little work by Professor Corson entitled, "The Voice and Spiritual Culture." It is generally conceded that Professor Corson is the ablest and most inspiring interpreter of literature now occupying a chair in any American university. He attaches great importance to the voice as a factor in literary interpretation, and greater importance still to the spiritual import of literature. This little volume recommended by Mr. Seath appeared first in a series of papers contributed by Prof. Corson to *Poet Lore* of Boston.

During 1893-94 the writer attended the post-graduate lectures in English Literature at Cornell University, and can readily testify to the remarkable power and sympathy of Prof. Corson as a lecturer in English literature. His vocal capabilities are wonderful. He can interpret vocally with equal ease the involved zigzag thought of Browning, the sublime blank verse of Milton, or a beauty-breathing prose passage from Ruskin. How, you ask, has Prof. Corson attained this excellence? By discarding the pedantry and nonsense of the age in things literary, and by emphasizing the spirit, not the letter, of literature. Prof. Corson is also a rounded scholar—perhaps one of the best Anglo-Saxon and classical scholars in the United States. Touching his gifts as a reader he once told me that he had been accustomed to use his voice an hour a day reading aloud for more than twenty-five years.

What, then, can be done for good reading and the sane teaching of literature in the High Schools of Ontario?—for I take it these are the objects Mr. Seath has in view in recommending to teach-

ers of literature and reading Prof. Corson's little volume. Surely nothing in presence of the existing condition of studies and examinations in our High Schools. The ethical study of literature or its vocal interpretation count for nothing at examinations. Does Mr. Seath, then, think that High School teachers who wish to blazon the sky with the glory of having passed "seventy-five per cent." and "seventy-nine per cent." will exchange this ambition and glory for a pursuance of the point of view obtained by reading Prof. Corson's work? Are not "how to put the question" and "the elucidation of the thought" the main objects in the teaching and study of literature in our High Schools to-day? Let us be honest and rid our educational system of cant and humbug.

THOMAS O'HAGAN.

MEMORY GEMS.

"Kind words are little sunbeams,
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.
In sorrow's eye they dry the tear,
And bring the fainting heart good cheer."

"We should make the same use of books that the bee does of a flower: he gathers sweets from it, but does not injure it."

Little children, you must seek
Rather to be good than wise;
For the thoughts you do not speak
Shine out in your cheeks and eyes."

—Alice Cary.

Book Notices.

THE RAND-McNALLY ELEMENTARY GEOGRAPHY. Illustrated by diagrams, colored maps, and engravings, specially prepared for this work. Chicago and New York: Rand, McNally & Company.

This admirable volume is specially devised for the topical method of teaching Elementary Geography. Small though it is, it covers much ground. In addition to the usual treatment of surface features and their influences on mankind, such important and too often neglected subjects as "air, water, temperature, material—both organic and inorganic—the sources and uses of mechanical power, the environments and habits of man, and his efforts to subdue nature, receive a due share of attention." The relief maps, and, in fact, the pictorial illustrations throughout, are excellent.

SCHOOL MANAGEMENT AND THE PRINCIPLES AND PRACTICE OF TEACHING. By John Millar, B.A., Deputy Minister of Education for Ontario. Published by William Briggs, Toronto. Price, \$1.

Our apologies are due to author and publishers for our unintentional delay in noticing this excellent work.

It is a book which will prove invaluable to the progressive teacher. Written in a clear, concise, and forcible style, it will be read with pleasure as well as with profit. It will be found to be an admirable guide to the teacher in school organization, instruction, and government, and it will furnish him with a scientific basis on which he may build his own methods and shape his own devices. The chapters on "The Place of Religion in the School," "Character-Building," "School Incentives," and "Written Examinations," may be noted as of especial interest and value, while Chapter XIII, on "Methods of Conducting Recitations," will repay the careful study of teachers of every grade.

THE UNIFORM EXAMINATION QUESTIONS, WITH ANSWERS, OF THE STATE OF NEW YORK, IN DRAWING. Published by C. W. Bardeen, Syracuse, N. Y. Price, 25 cents.

To those teaching the drawing in our High Schools, or to those preparing candidates for the Public School Leaving or Entrance Examinations, this little book will prove of great value. The book

can be made use of in every lesson, and contains just such exercises as a teacher desires. A look at the book will prove an inspiration to the pupil, and it is hard to imagine anything that would be more useful.

THE WEIMER PRIMER FOR BEGINNERS IN READING. By F. Lillian Taylor. Published by The Weimer Company, Chicago and New York. Price, 30 cents.

Send for this little book and see what the printer's art, originality of design, excellence of execution, wealth of illustration, and harmony of color can do to make a first reader a thing of beauty and a joy to a child's heart. Full of new suggestions to the teacher, it will help you with your little ones when they first come to school, and make school pleasant to them and to you.

ENGLISH SYNONYMS AND ANTONYMS, WITH NOTES ON THE CORRECT USE OF PREPOSITIONS. By James C. Fernald, Editor of "Synonyms, Antonyms, and Prepositions in the Standard Dictionary." New York, London, and Toronto: Funk & Wagnalls Company.

Precision in the choice and use of words is one of the chief hall-marks of a good writer. Nothing can compensate for the lack of this quality of style. No one, no matter how great his learning and ability, who allows himself to fall into a careless and slovenly use of words to express his ideas, can ever take high rank as a writer. For the young writer, or, in fact, for any writer, young or old, who is ambitious of literary excellence, probably the best aid which has yet appeared is Fernald's "Synonyms and Antonyms," recently published by the Funk & Wagnalls Company. Its method is admirable. The author does not content himself with choosing pairs or triplets of the most conspicuous words amongst those most likely to be confused by careless writers or speakers, and distinguishing them from each other. Selecting the most prominent or typical word amongst those commonly used to express the same general idea, he groups around that all the similar words in the language which are so nearly related in meaning as to make careful discrimination necessary, and makes clear, not by mere verbal definitions, but by means of well-chosen illustrations, the nicer shades of meaning which the usage of the best writers has appropriated to each. This is the only really effective method, and, so far as we are able to judge, we should say it has been employed by Mr. Fernald in a masterly manner. Of course, no single authority can be accepted as absolute in every case. But no one who intelligently and thoroughly studies this work can easily fail to obtain at least a fair mastery of good English. Every writer and student of the language should keep, besides a first-class dictionary, always within easy reach of his hand, upon his study table, a copy of "Synonyms and Antonyms."

PICTURES IN LANGUAGE WORK. By E. W. Weaver. Second edition from new plates, with 91 pictures for class work. Cloth, 16mo, pp. 110. 50 cents.

This is a new and profusely illustrated edition of what has proved one of the publisher's most successful books. The pictures given for class work are of great variety, including those for simple descriptions, those for fuller descriptions, subjects for stories, historical subjects, etc. Many of them are in series, many are humorous, and all of them are well adapted to cultivate the imagination. Some of them have been used for prize competitions, and the competing compositions have been published. All of them are carefully chosen and intrinsically valuable. This book will be of great value in the composition class.

HORACE MANN. By William Torrey Harris, LL.D., Commissioner of Education. With portraits of Horace Mann and of Henry Barnard. Leatherette, 16mo, pp. 34, 50 cents.

This is the address delivered by Dr. Harris before the National Educational Association, reprinted from copy revised by the author. This estimate of America's greatest educational thinker should find a place in every teacher's library. The analysis of Horace Mann's famous Twelve Reports (pp. 18-23) is of especial value.