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* Editorial Notes. *

TWELVE hours study a day. Six boys out of seven wearing spectacles. See recent speech of German Emperor. Draw your own moral.

IN this number will be found a syllabus of "The Tempest," by Mr. William Houston, M.A., which will, we have no doubt, be found very helpful to both teachers and pupils, in the study of the play. This syllabus has been prepared by Mr. Houston for use in connection with the large class he is conducting in the Y. M. C. A. building in this city, and is published at the special request of a number of teachers. Anticipating a large demand on the part of pupils as well as of teachers who may not be regular subscribers to the *Journal*, the Publishers have printed an extra large edition of this number. Single copies will be sent to any address at the rate of ten cents per copy.

THE acceptance of the High School Leaving Examinations in lieu of the pass and honor Matriculation Examinations, by the University of Toronto, marks another and an important step in the process of reducing the number and variety of examinations which used to be such an affliction to teachers, especially to High School Masters. As these leaving examinations were first suggested by the Principal of Queen's, there can be little doubt that that University will promptly adopt them. Trinity will probably follow suit, in its own interests. Victoria as a federated institution will of course follow the lead of the Provincial University. McMaster has from the commencement

adopted a system which virtually involves the acceptance of the High School examinations. Hence it will, no doubt, shortly be the case that any student who has completed the High School or Collegiate Institute course and passed its final examination will be able to enter any University in the Province without further examination. This is a simple and sensible arrangement. It can hurt no educational interest and will be a relief and a boon to all concerned.

WE have received a copy of the constitution and rules of the Canadian Botanists' Correspondence Association. These are very simple, containing nothing more than is necessary in order to carry on the work and further the ends of the Association. The purpose of the Association is sufficiently suggested by the name. It is, generally, the increase of botanical knowledge, the preservation and perpetuation of such plants as are of decorative or economic value, the education of the popular taste, the dissemination of valuable information, and so forth. Mr. John Dearness, I. P. S., London, Ont., is the chairman, and Mr. J. A. Morton, Barrister, Wingham, Ont., secretary of the Association. No doubt either of these gentlemen will gladly supply copies of the Constitution and Rules, and any fuller information desired to those who may be interested in the subject. The object of the Society is an excellent one. Its mode of operation seems simple and feasible. To teachers, of either sex, with botanical tastes and some elementary knowledge of the subject—and we hope there are many such—membership in this Association affords an excellent means of combining pleasant recreation with a useful and delightful study.

WHEN Sir Adolphe Caron, Minister of Militia, was in Toronto a few weeks since he was waited upon by a deputation in which the Mayor and the city Inspector were included. The object of the deputation was to represent that there were in the Toronto public schools thirty-six companies of boys, who, it is claimed, are as well drilled as any of the volunteer regiments in Canada, and to request that these companies should be recognized by the Militia Department as

entitled to the usual Government grant for equipment and drill instruction. Sir Adolphe said in reply, in substance, that he approved of the idea, and would advocate it before the Government. Personally he would like to give the boys of Canada a Military Education, such as that given in the schools of France, Germany, Switzerland, etc. We need hardly say that we hope the people of Canada will never consent to any such system. We can conceive of nothing better adapted than this military training of school children to keep up the barbarous and crushing system of national armaments and to perpetuate the war-principles and war-practices for whose abolition all the nobler spirits of the race are hoping. We believe in plenty of gymnastics but no military drill for the children. We may return to this subject.

A GOOD deal of correspondence, some of it well-written, has been going on for some weeks past in the *Toronto Mail*, on the subject of Canadian pronunciation of English. Whether we Colonists murder the language more barbarously than our compeers in England—comparing those of like conditions and opportunities in each country—is a secondary matter and comparatively unimportant. The fact which is of great importance is that we do, most of us, torture it more or less in some or all of the ways described by Mrs. Burnz, a New York lady, in an address in the Normal School, Toronto, a few years ago. "Consonants are slurred, clipped, or swallowed; vowels are mixed or confused; words are understood almost wholly by context; a single word can rarely be understood without being repeated several times*** What we need is that every one shall recognize elementary sounds as separate identities capable of being uttered by themselves with ease and certainty." No one else can do one-tenth as much for the improvement of Canadian speech in the years to come as the teachers of to-day. Every teacher, of every grade, should make a special study of the subject, and should spare no pains in correcting according to the best standards, first his or her own pronunciation, then that of the pupils. Eternal vigilance is the price to be paid for correctness in speech. Nothing less will counteract the force of old habits and the ever present influence of bad example.

Special Papers.

PROFESSIONAL READING.*

BY HORACE FAUL.

"WHAT is *Professional Reading*?" "What bearing has it on the responsibilities, and the requital of him who trains the human soul?" As for the latter inquiry let it be said that as the medical student requires an intimate knowledge of the body, and how to treat it, so must the teacher understand fully a more important part of man, namely, the mind. In both cases this knowledge might possibly be gained by experience, but no one man in his lifetime, by mere experience, could become thoroughly acquainted with even one of the many phases of his study. Hence to become proficient both must have the experiences of hundreds of others. In this way only can the doctor become informed in respect to the body, or the teacher in respect to the mind—its intellect, will-power, and emotions. Therefore reading necessarily becomes the first spring of their success. But to revert to the first question: "What is Professional Reading?" As we advance in civilization, more and more are aids to the different occupations and professions being used, in the shape of books and papers. Those aids to the instructor, obtained from any source whatever, constitute professional reading for him. It is the experience, research, and thought of men put down in black and white.

Books are especially published for help in his work; these should be carefully studied. Sometimes in reading books irrelevant to the teacher's work something is met with pertaining thereto; these extracts should be marked, and their character, page, and name of book in which found put in an index book kept for that purpose, so that ready reference may be made at any time. Then in reading newspapers, journals, and magazines, often scraps meet the eye that are gems; these should be cut out and pasted in a scrap book, to which is attached an index. By these means one may make the most of his reading.

Let us inquire further into the importance of such a course to the teacher. First, *it is of direct value to him personally*. While reading for others he receives profit to himself, in his mental, moral, and physical culture. As well might we expect an engine to continue its work without replenishing its fuel, as a teacher to do his work successfully without professional reading. Both teacher and engine must have daily fresh supplies of material. Two kinds are needed for the mind of the teacher.

First, *that which directly increases his knowledge of men and things*. Increase of knowledge brings increase of power, for knowledge is power, and there is need of it. Is it reasonable to suppose that the teacher, beginning his work at the age of twenty has, previous to this, laid in sufficient stores of information to enable him to deal intelligently with the many-sided minds of children? Or to suppose that without constant reading this information will not become dim? It is essential then to success, that

improvement be made in the subjects taught. What living mind can be satisfied with a school-boy knowledge of history, of our mother tongue, of mathematics, of literature? If the teacher has no love of knowledge for its own sake himself, how can he expect to impart, to stimulate and satisfy the hunger and thirst of the child-mind? In order to do this he must read more history, and more literature, must investigate the truths of nature, and, generally speaking, endeavor to widen and deepen his information. As has been well said: "He must know more than he expects to teach, or the lessons will be stiff formal affairs, lacking elasticity, variety, and marred frequently by want of interest or illustration. He will feel unable to answer many questions on side issues, always asked by children, and knowing that he is not doing his work as skilfully or as satisfactorily as he might, will become dissatisfied with teaching and lose confidence in himself. On this account the teacher's private study should never be given up; since it will not only give knowledge, but keep alive his sympathy with the pupils' difficulties. And above all men, he should learn to go through the world with his eyes open."

The second kind of supply needed for the teacher's mind is: *that which adds to his knowledge of teaching*. On this, we should, perhaps, dwell longer than on the other, for it is more essential. That relates to his knowledge of men and things, this to his method of imparting it, his methods of intellectual, physical, and moral training. Certainly it is important for a child to *know* something, but to *know how to acquire* knowledge, to possess a well-developed body, and good habits and morals are of far greater importance. Could a higher encomium be paid to a teacher's memory, than that uttered of one, well-known to many here, "She knew how to make a man out of a boy and a woman out of a girl?"

But how few recognize the importance of this qualification in a teacher. To many a teacher the power of memorizing words is the only faculty possessed by children. Such an one does not educate, because his processes are purely mechanical, as if he considered his school a factory, from which the boys and girls, as so much raw material, are to be turned out the desired manufactured article. For him there are no educational authorities. He teaches just as if Pestalozzi, Fröbel, Spencer, Arnold, Mann and Russell had never thought, observed, discovered and written. "There is no class so hopelessly unprogressive as these, who have neither profited by the experience of others and who are ignorant of their own ignorance of skilled methods." It may not be out of place to quote, just here, Carlyle's words regarding those, whom he has so graphically made immortal.

"My teachers were hide-bound pedants, without knowledge of men's nature or of boy's; or of aught save lexicons and quarterly account books. Innumerable dead vocables they crammed into us and called it fostering the growth of the mind. How can an inanimate verb-grinder foster the growth of anything—much more of mind, which grows, not like a vegetable (by having its roots littered with etymological com-

posts,) but like a spirit by mysterious contact with spirit—thought kindling itself at the fire of living thought? How shall he give kindling in whose inner man, there is no live coal, but is burnt out to a dead grammatical cinder? My professors knew syntax enough and of the human soul this much: that it had a faculty called memory, and could be acted upon through the muscular integument by appliance of birch rods."

Of course we all wish our names to be immortal, but we have no desire to be among Carlyle's immortal 'verb-grinders.' But, how are we to avoid becoming of their number, unless we pursue a course of *professional reading*, for there seems to be a defect in our training system. There is too much left to self-education. Three months in a Model School and we have a full-fledged pedagogue. No matter how hard the Principal may work, (and there are few of us who will not ever look back with gratitude to our Model School days, and our Model teachers and Principal,) or the teacher in training may study, the latter can obtain in that time but a very limited knowledge of teaching. While from two to three years are spent in accumulating information enough to teach elementary work to a Fourth Class, (and a good deal thus learned is of practical value,) yet but three months are spent in acquiring practice in teaching, a knowledge of school government and of methods, a knowledge of physical culture and how to train children therein, a knowledge of the child's mind and how to deal with it, a knowledge of moral culture and how to cultivate that part of the child which must forever exist.

All in three months? Why it is a burlesque on teaching, unless the teacher-pupil there forms the habit of reading for himself. What a work is left for the earnest teacher!

Under these circumstances is it not matter for surprise that the profession stands as high as it does? Is it not matter for wonder that the results are as magnificent as they are? Truly this position and these good results are due to those few veterans, who have for the love of the cause, not for the petty stipend, sacrificed their opportunities, their interests, their chances of competing in the race for worldly honors, to labor in a sphere deemed so humble.

At all events little praise for the success of the profession can be given to those of us, who, with but three months' training, and very little professional study afterwards, pass out of the teacher's ranks after dealing for a couple of years with what we little understand.

Let us get out of the old ruts. If we have had but a short training let us make up deficiencies by private studies. Secure books and find out what there is in teaching. It is not only a duty but a requirement.

But to revert to the question of training. Is it not time for a reform? Must there not be a reform? It would seem that more time ought to be spent in special training, or else part of the Non-Professional studies now pursued in High Schools should be abandoned, and Professional work, such as Music, Hygiene, Psychology, Sociology and kindred subjects, put in their place. Are not these of more importance to the elementary teacher than Surds and Binomial Theorems, Ancient History, and Dead Languages?

* Read before the Prince Edward County Teachers' Convention, Nov. 10th 1890, and published by request of the Convention.

Of course a wide information is needed, but there is an inclination to enter too extensively into some subjects to the loss of proficiency in professional subjects.

We have not, however, the advantages that the future teacher will have, and if we wish to succeed we must ourselves make special efforts towards our improvement. This study of professional literature should be regarded, not as an ungrateful but rather as a pleasurable task. Remember it is our duty to keep abreast of the great improvements of educational thought in the most advanced systems of the world.

True, experience is a wonderful aid to the teacher. Experience, with wide reading is more wonderful. It might be possible for a person to learn to play on an organ without an instructor, or even to compose music and to understand the philosophy of music. But such an one should have begun on the first instrument made, and he would yet lack a few centuries of finishing his course. So, too, it might be possible for a person to become a teacher, without the aid of the experience or instruction of others. He might come to understand the child's mental faculties, how to govern to best advantage, and understand all the philosophy of teaching. But such an one should have had Noah's grandchildren in his first school, and then he would require to continue practising and observing for a few ages yet to come, before he would become perfectly proficient. Something more than mere experience is required. It is as Franklin says, "Experience keeps a dear school, but fools will learn in no other." Sometimes they will not even learn in that. But experience *guided by reading* will soon obtain this proficiency. The teacher with both soon becomes competent to assume the great responsibilities of teaching.

Yet the least of the beneficial results of his professional reading is to the teacher himself. He is as the centre of a circle of waves caused by the dropping of a pebble into a pool of water. The results of his self-culture ever widen; embracing first, the children of his school, then the parents, and finally the profession.

As intimated before, the present welfare of each child and his future state depend more or less on the efforts of the teacher. Children are at that age when they are much given to imitation, and when they are easily moulded. If the teacher does not know how to train them the possibility is that they will go in a large measure untrained. But trained or untrained, they *must meet* with the difficulties, the stern realities of life; *who* will be held responsible for the outcome?

Again, from the teacher directly, and indirectly through his pupils, will the parents be affected. But on this result of the teacher's reading we have not time to dwell. Suffice it to say, that to a greater or less extent, the morality of a neighborhood and its intellectual activity are dependent on the teacher.

Lastly, the profession will be benefited. As for this, however, if the individual does his duty there need be no thought for the aggregate.

Let me sum up in a few words of advice, for advice is given more easily than argument. Beginning first with myself I would

say Read more; to teachers-in-training, consider that you are at the Model, merely laying the *groundwork* of a professional education; to young teachers, none require more professional reading; and to the veterans, go on, *go on*, GO ON. An educational paper should be in the hands of all; we should be particular to preserve from papers or books whatever is of value to us. For further helps we have a Teacher's Library, and I am sure our worthy President and Inspector considers it a pleasure to direct any of his numerous family in a choice therefrom. Find out what is most needed, whether it be methods, personal culture, government, teaching power, how to direct the physical or train the moral part of the child, or whatever it may be, and then get aids to make up these deficiencies. As this is done we shall be ennobled ourselves, the profession elevated, parents quickened, and the children fitted to meet the realities of this life and of that to come.

We shall be able to return our trusts to the world, with inquiring minds, with active bodies, and with the best of all possessions—'hearts quickened to a realization of the responsibility and the earnestness of life, consciences made sensible to the last demands of truth and duty, and purposes and aims ennobled by a forgetfulness of self, and a devotion to the well-being of others.'

Primary Department.

A GOOD HABIT.

RHODA LEE.

VISITING one day, a school in H—, I was shown into a second part of the First Book class, where the scholars were engaged in copying a spelling lesson from the black-board into their blank-books, from which they were to study the words at home.

When the work was finished and the children resting, while singing very sweetly a favorite song, I was invited to examine the books and found the majority to be samples of most remarkable neatness. Back pages showed a steady improvement to be in progress, and great care had evidently been taken to make the whole book indicative of painstaking carefulness. On my remarking upon the beautiful results before me, the teacher stated that she had very little trouble in obtaining neat work as her scholars were so well trained in habits of neatness in the class immediately below. "And," she added, "they are taught to do such careful work on their slates that there is but little difficulty in the transition to lead-pencil and paper."

Of course we must allow for a good deal of modesty in this reply, but as the primary teachers are most interested in slate work, let us take a peep into the class where the good habit was at least partially formed.

It was certainly a pleasing sight that met our eyes as we entered the First Book class.

Fifty or sixty little children all erect and expectant, waiting apparently for something. What was it? Ah! the teacher was standing before the class with some brightly colored chalk in her hand:

"Just going to mark the slates," she said and we smiled complacently to think how opportune was our visit, a glimpse at the slates being just what we wanted.

"Highest class, red; second, blue; third, yellow." Then the marking commenced. The mark, let me say, did not cover the whole slate, but occupied only a little space in one corner. Bright eyes danced at a high mark and careless ones dropped at a low one. Quite often we caught an encouraging word that would probably inspire stronger efforts next time.

Looking at the slates we found, with the exception of the very little new-comers, great care displayed, and remarkably good work. The copies which had been written on one side were very simple. That was good point number one. The slates were ruled at equal intervals all the way down, writing being placed on every fourth line. The majority had well-sharpened pencils and not too long. The slates were clean and there hung at the back of each desk a small sponge.

One little bit of information I received, which I consider well worth repeating. "One afternoon in the week," said Miss C—, "we have neat marks given. A copy that has been written before during the week is taken, and instead of the usual style of marking, stars are placed on the board at the far end of the room opposite the names of those children who have taken extra care with their work. When five red stars are obtained, these are removed and a gold one (yellow crayon) substituted. On the other side of the slate, numbers are written in any way the children wish. Astonishing is the originality displayed at times in the ruling of the slates."

To young teachers—those who this term are perhaps making their first essay in teaching, let me emphasize the value of what training you may give in neatness, definiteness and accuracy. Whatever mistakes you may make—and no one among us is exempt from those—*do not allow careless slate work*. A chaotic mind must always result from untidy, careless, slovenly actions.

Children are not born with a love for, or tendency to neatness, but it is possible with even very young children to instil a love for, and pride in order.

It may be that you think they are with you so short a time that you have no field for habit-forming. The habit may not be formed and established, but you can do something towards that end.

Looking at results will often tend only to discourage us. Let us look instead at our duty, to do all we can, whenever and howsoever we can, to make our girls and boys better in some way for being with us even for a short time.

THE GLADIATORS.

ARNOLD ALCOTT.

THERE is not one of us who is conscientious, who does not want to excel in his work. In our reading, a good motto has come to us, and perhaps we could not do better than keep it before us this year; it is this: "Study to be what you wish to seem." What a bright, intelligent, useful, thoughtful and considerate world this would be if

the majority of men tried faithfully to follow the teaching of this motto.

In "Man and his World," John Darby says "that the world is nothing else than what the man is." Men and women make the world. The family makes the home; certainly, it is not the beautiful house, the fine equipage, and the hired servants. The teacher and scholars make the school. Since personality is the all-important constituent of the world, then each of us must have great responsibilities to bear, if we would exert the best and the largest influence, which it was intended in the Divine plan, we should exert. Our appearance, our dress, our bearing, our expression teach as surely as do we when we speak.

It is principally with reference to bearing that my article deals. Some exercises which train in position and attitude, which we have learned from a teacher of the Delsarte System of Gesture, we give, with certain changes which we have made in order to adapt them to primary pupils. The exercises are known as the Gladiators.

1. Clench the hands, bring them together in front of the waist, and about six inches from it, right hand uppermost, elbows about six inches from the sides, heels together and chest active.

2. Step to front with the right foot, bending the knee, and extend the hands in opposite directions, the left hand to the front in a slanting direction, somewhat higher than the head. The right hand is antagonistic to the left, and should be, as it were, pulling away from it. The nails of the right hand should be towards the floor. The right hand being in opposition to the left, should be slanting downwards. The attitude is more effective if the eyes be turned toward the hand which is slanting upward, which is in this case the left hand. The hands must be clenched tightly, as this is a beneficial exercise in itself.

NORMAL:—Bring the hands and the body to the position indicated in 1.

3. Step to the right with the right foot, putting the weight of the body on the right foot, and pivoting the body on the side of the left foot. At the same time extend the right hand in a slanting position up and out towards the right, and pull in the opposite direction with the left hand. Always in these exercises look toward the uplifted hand.

4. Back to normal position with the hands, but do not move the feet except to put the weight evenly on both. They should not be brought together.

5. Same as 3 except that "left" should be substituted for "right."

6. Step to normal position.

7. Step to front with left foot and extend the hands in opposite directions, the right hand to the front. Observe that in the positions in (2) and (7) the opposite hand and foot are to the front.

8. Normal.

9. Same as (5.)

10. Same as (3.)

11. Normal.

12. The Gladiator exercises close with the attitude of defiance which follows the normal position, thus:—

(a.) Draw back the left foot, placing the left hand closed on the hip, the nails out.

Do not bend left knee. (b.) Bring the right hand in a semi-circular position over the head, about six inches from the forehead. Turn the face towards the uplifted hand. At the same time raise the right foot, so that only the toe touches the ground. Weight should be on the left foot.

When taking these exercises in a primary class we may indicate the normal position by giving the command—change; and also suggest what is coming by saying on the command (2) "Extend to the front the right foot", "the left hand", and so on. The attitude of defiance my pupils like to keep for a minute or so. In order to preserve uniformity where the sizes of the pupils differ (and this makes the exercises look somewhat odd) I have my taller pupils at the back, and then for the position of the face in the attitude of defiance, I have chosen a picture in front of the class just in a suitable place for their eyes. We all see the steadiness, the sturdiness, and the grace which these exercises must develop if well done. There is nothing wooden about them. Our true Canadian scholars like to represent the fighters. The mind is so filled with the ideas of strength, and of victory, that there is no need for singing accompaniments, and so we have bridged that difficulty in, at least, a part of our physical exercises.

* Literary Notes. *

FELIX OSWALD appears in an interesting paper, in the January *Arena*, in which he notices the striking parallels in the life and teachings of Christ and Buddha. In the same issue, Rabbi Schindler contributes a very thoughtful paper on "Migration, a Law of Nature." Dr. Alfred Russell Wallace discusses the question, "Are There Objective Apparitions?" in a scholarly and scientific manner. Among the other contributors are Hamlin Garland, Elizabeth Cady Stanton, Prof. Joseph Rodes Buchanan, Moncure D. Conway, and Wilbur Larremore.

WE have received the first number of the *Educational Review*, the new educational magazine, edited by Nicholas Murray Butler, Ph.D., Professor of Philosophy in Columbia College and President of the New York College for the Training of Teachers, and published by Henry Holt and Company. This number contains articles on The Shortening of the College Curriculum, by Daniel C. Gilman; Fruitful Lines of Investigation in Psychology, by William T. Harris; Is there a Science of Education? I, by Josiah Royce; The Limits of State Control in Education, by Andrew S. Draper; and The Herbartian School of Pedagogics, by Charles De Garmo. It has also "Discussions" of educational questions by well known writers, editorials on various important educational topics, Book Reviews, etc. We have not yet found time to give its pages the careful reading the importance of the questions dealt with demands, but there can be no doubt that this imposing Monthly of more than 100 pages will immediately take front rank among educational periodicals.

AMONG greetings for the New Year some of the heartiest and happiest come from the January number of *The Ladies Home Journal*. Oliver Wendell Holmes, George William Curtis, James Whitcomb Riley, George W. Childs and Will Carleton join with Henry M. Stanley, John Wanamaker, Rutherford B. Hayes, Joseph Jefferson, Lawrence Barrett, Dr. Talmage, Bishop Newman and many other well-known men, to weave for the women of America a garland of good wishes for 1891. It is a perfect treasury of kindly words and bright thoughts, and every woman should read what these great men wish for her.

Over the Sea, A Summer Trip to Britain, by J. E. Wetherell, is the title of a little volume of over forty pages just to hand. It is the republication of a series of twelve letters contributed to the *Strathroy Age*, by the author, between September and December, 1890. The papers present in an interesting and graphic form the observations and impressions of the writer during a series of visits paid to such historic spots as the Highland Lakes, Abbotsford, St. Paul's Cathedral and Westminster Abbey, Stratford-on-Avon—"Tennyson Land," the "Land of Burns," etc. These well-written letters by a close observer, and a thoughtful student of English Literature may be read with pleasure by every one in whom the literary faculty is in the least degree developed and active. To students of modern English they will be especially valuable.

WE are indebted to the Smithsonian Institution at Washington for Bulletin No. 1, of the United States Board on Geographical names, issued Dec. 31, 1890. The necessity for this Board arose out of the considerable differences that men found to exist not only amongst the various Government Bureaus but even in the publications of a single Bureau, on the subject of geographic nomenclature, and its object is to remove this serious and growing evil and establish harmony of usage in the different official and departmental publications of the Government. The Bulletin before us contains the executive order constituting the Board, with the names of its members; the principles adopted for its guidance, the first of which is "that spelling and pronunciation which is sanctioned by local usage should in general be adopted;" a key to the sounds of the vowels, diphthongs and other letters used and a list of the spelling approved by the Board in the case of 226 geographical names, the discarded forms being also given in Italics. A few samples of the spelling sanctioned by authority of the Board will be of interest to our readers: *Baluchistan*, (India); *Barbados*, (W. Indies); *Bering Sea*, (Alaska); *Chile*, (Republic, S. America); *Cape Cleare*, (Alaska); *Colombia*, (Republic, S. America); *Haiti*, (Republic, W. Indies); *Helgoland Island*, (North Sea); *Hongkong*, (China); *Kamerun*, for Kameroun, (West Africa); *Kongo*, River and State, (W. Africa); *Pribilof Island*, (Alaska); *Puerto Rico*, for Porto Rico, (W. Indies); *Lindhia*, (B. India). An historical note on the orthography of *Bering* prepared for the Board by Mr. Marcus Baker, is appended.

THERE is no substitute for thorough-going, ardent, sincere earnestness—*Dickens*.

English.

(Continued from page 268.)

NEW BOOKS ON ENGLISH, ETC.

Harper's Sixth Reader. British Authors. By James Baldwin, Ph.D. Pp. 504. Price, 90 cents. New York: American Book Company.

It is always with pleasure that we take up the books on English issued by the press of the United States. In no country is the importance of the study of the mother-tongue more fully recognized, nowhere are the tools for the school study of English more carefully fashioned. In the volume before us the excellences of American publishing are noticeable—clear type, good paper and durable binding. In contents the book resembles very much our High School Reader, except that the selections, eighty-four in number, are all British, and all somewhat long. Place is given to all the great names of English literature, while well-known writers of the present day are fully represented; Shakespeare, Spencer, Sir Thomas Brown are arm-in-arm with Birrell and Blackmore and Frederick Harrison. "Lycidas," "The Vision of Mirza," "The Elegy," mingle their tones with "The Trial by Combat," and "Hervé Riel" and "Crossing the Bar." And this suggests the only objection we shall offer to selections chosen with liberal yet discriminating taste. In a work illustrating the literature of the many ages since Elizabeth, a chronological arrangement would have done much to impress upon the pupil, unknown to himself, some notion of the changes that literary style has undergone, some conception of the relative place in history of the great names of our literature.

A Chart of English Literature, with References. Edited by G. E. MacLean, Ph.D., of Minnesota University. Pp. 13. Boston: Ginn & Co.

By means of a series of tables, the author endeavors to show the main changes that the English language has undergone; the chief features of the many epochs of our literature, with the characteristic writers of each, and their chief works; the contemporary sovereigns and events. The aim of the chart is to afford the student of English some thread to guide him through the maze of literature. As such, always presupposing an intimate acquaintance with the literature itself, it will be found valuable.

PRONUNCIATION AND VERSIFICATION OF CHAUCER.*

(Continued.)

[THE following note on *Rime royal* was omitted by an oversight from the first instalment of this paper. "Prof. Morley proposes to call it (*Rime royal*) Chaucer's stanza. The theory suggested in his first sketch of English literature, that Chaucer formed this stanza by dropping a verse from Boccaccio's eight-line stanza, is incorrect. The measure, and perhaps the name also, came from the French *Chant royal*. This name was given to poems composed in this stanza in honor of God and the Virgin and sung in connection with the election of a 'king' at the poetical contests in Rouen. Some of these songs may be found in Wackernagel's 'Altfranzösische Lieder.'"]

Turning now to the pronunciation of Chaucer, it may be as well to state at the outset that, as might be expected in so very difficult a question, the doctors disagree. The disagreement, however, between the leading authorities, Drs. Ellis and Sweet, is mostly in regard to such refinements of sound as may be left out of account in what is intended to be a practical treatment of the subject. The only difference of opinion that I need specially to refer to is in regard to the sound of the combinations *ai*, *ay*, *ei* and *ey*. Ellis gives all four as equal to the sound of *aye*, which for practical purposes may be considered the same as in *eye*. Sweet, on the contrary, distinguishes between *ai*, *ay* and *ei ey*, agreeing with

Ellis, as to the former pair, but pronouncing the latter pair as *ei* is still sounded in the word *vein*. The best foreign scholars uphold Sweet in this view, which receives additional support on the practical side as being still in use in a large number of words. The general distinction between Ellis and Sweet is that the latter differentiates the sounds much more minutely and uses in his transliterations a number of turned and archaic type-forms that must worry his printers even more than they do his readers. It must not be inferred from this that Ellis is deficient in sound-distinctions. No one who has studied his palæotype, with its hundreds of letters, could think this. But Mr. Sweet out-herods Herod. Leaving these delicate distinctions to be puzzled over by the professional philologist, let me endeavor to construct a practical and easily intelligible table of sound equivalents, by means of which we may transliterate the opening lines of Chaucer's Prologue. By a careful study of such a transliteration it should not be difficult for the student to get at least so near Chaucer's own pronunciation that the poet might be able to recognize it himself, and that we may be able to appreciate in some degree his "sound-effects."

Chaucer pronounced his vowels as they are still pronounced in Italy, *e* and *o* having the open sound; *y* always long, had the sound of the French long *u* or the German *ü*. The following key-words may serve to show the pronunciation meant. *F*ather, there, *qu*inze (riming with mean) *l*ord, *b*ull. The short vowels have the same sounds differing only in quantity. It may be remarked in passing that the modern "name-values" of the vowels, as they are called, are two centuries later than Chaucer's time. Final *e*, so essential to the metre, should be pronounced as in German, that is like *a* in *Mina*.

In the diphthongs the separate elements retained more individuality than they do in modern English. Thus *au* is pronounced more as in German. The modern English *ow* in now may serve as an approximation to it. So with *ou*, which in *soule* has about the same sound as in the well known Hibernian "sowl." In French words, however, the *ou* had the sound it still has in that language, like *oo* in modern English *poor*. Short *o* in many words has the corresponding short sound. *Droghte*, *ironne*, *sonne*, *sondry* are examples to be found in the opening lines of the Prologue. The consonants are less difficult. Double consonants in English words were pronounced double as in modern German. The guttural *gh* was pronounced as the guttural *ch* in the Scotch *loch*, and the *r* was strongly trilled. Our Celtic element is so strong in Canada that there should be no difficulty in hearing and teaching these sounds. Initial *k* and *w* as in *knight* and *write*, are pronounced. Initial *h* is often dropt, as in his.

In the following phonetic transcript an adaptation of Ellis's Glossic is used, in which a long vowel is indicated by doubling, and the guttural is represented by *h*. The dot is placed after the syllable on which the accent falls. Words of French origin are in italics. The Greek word Zephirus is in capitals. The other explanations necessary will be found in the annexed table:

dh = th sonant as in *the*
th = th surd as in *thin*
dzh = dg as in *smudge*
tsh = tch as in *smutch*
j = y as in *young*
q = ng as in *young*

The vowels must be pronounced as explained above, and particular care must be taken to sound the final *e*. By a little practice with this passage the student can learn to read any part of the Prologue with at least an approach to the middle English effect. The text is from Morris and Skeat's Edition of the Prologue.

THE PROLOGUE TO THE CANTERBURY TALES. DHE PROO'LOG TO DHE KAUN'TERBERT TAA'LES.

Whan that *Aprille* with his showres soote
The droghte of *Marche* hath perced to the roote,
And bathed every *veyne* in swich *licour*,
Of which *vertu* engendred is the *flour*;
Whan ZEPHIRUS eek with his swete breeth

Whan dhat *April* le with -iz shoo'rez soo'te
Dhe druuh't ov Martsh hath per'sed too dhe roote,
And baadh'ed ev'ri vein in switsh likuur;
Ov whitsh vert'yy' endzhendred iz dhe fluur;
Whan Zefirus eek with -iz sweet'e breeth

Inspired hath in every holt and heeth
The *tendre* croppes, and the yonge sonne
Hath in the Ram his halfe *cours* y-ronne,
And smale fowles maken *melodye*,
That slepen al the night with open yē,
(So priketh hem *nature* in hir *corages*):

Inspiri'ed hath in ev'ri holt and heeth
Dhe ten'drecrop'pes, and dhe juq'e sun'e
Hath in dhe Ram -iz halv'e kuurs irun'e;
And smaal'e fuul'ez maak'en melodii'e
Dhat sleep'en al dhe niht with openii'e
Soo prik'eth hem naa'tyyr' in her ku-raadh'ez

Than longen folk to goon on *pilgrimages*,
And *palmers* for to seken *strange* strondes,

Dhan loq'en folk to goon on pilgrimadh'ez
And pal'merz for to seek'en straundzh'e strond'ez

To ferne halwes, couthe in sondry londes;
And *specially*, from every shires ende
Of Engelond, to Caunterbury they wende,
The holy blisful martir for to seke,
That hem hath holpen, whan that they were seke.

To fern'e hal'wez kuuth in sun'dri lond'ez
And spes'ialii', from ev'ri shiir'ez end'e
Ov Eq'elond, to Kaun-terber'i dhei wend'e,
Dhe hoo'li blis'ful mar'tir for to seek'e
Dhat hem hath help'en whan dhat dhei weer seek'e.

I append a short list of books that should be in the library of every school where Chaucer forms a subject of study. The first three every teacher should have and every student that can afford to buy them.

1. Chaucer's Prologue, Knightes Tale, etc. Edited by Morris and Skeat. Pp. 262. Clarendon Press. 1889.

2. Second Middle English Primer. Edited by Henry Sweet. Pp. 112. Price . Clarendon Press, Oxford. 1886.

3. Chaucer. The Prologue to the Canterbury Tales. Edited by Skeat. Pp. 83. Price 1s. Clarendon Press. 1891.

This is a condensed edition of (1) with new text. It was reviewed in the last number of the EDUCATIONAL JOURNAL, p. 247.

4. Chaucer. The Prioresses Tale, etc. Edited by Skeat. Clarendon Press. Price 4s. 6d. (Contains a valuable introduction on the order of the tales.)

5. Chaucer. The Tale of the Man of Lawe. Edited by Skeat. Clarendon Press. Price 4s. 6d. (Ellis's pronunciation is given in brief form in the introduction.)

6. Chaucer. The Minor Poems. Edited by Skeat. Clarendon Press. Price 10s. 6d. (This is Professor Skeat's most valuable contribution to the study of Chaucer.)

7. Prof. Ward's Life of Chaucer. (Eng. Men of Letters.)

8. Browne's (Rands') Chaucer's England. 2 vols. (Valuable for information as to the manners of Chaucer's time.)

9. Lowell's Essay on Chaucer in my Study Windows. (The best literary appreciation of the poet.)

10. The essay on Chaucer and Shakespeare in Prof. Hales' Notes on Shakespeare. (Points out Shakespeare's indebtedness to Chaucer.)

11. Ten Brink's Essays on Chaucer. Chaucer Society's Publications.

12. The Six Text Chaucer. The best critical text, coming out under the direction of the Chaucer Society.

13. Ellis's Early English Pronunciation. Parts I and III. E. E. T. S.

8, 11, 12 and 13 are in the Toronto Public Library, which also contains the Chaucer Society and Percy Society Publications. Much useful information about Chaucer's works will be found in the new edition of Morley's English Writers, Vol. V., and in the second volume of Warton's English Poetry. The best edition of the Works of Chaucer for the student is that of Morris, in six volumes, published by Bell & Daldy. The best popular edition is Wright's, published by Griffin & Co., Glasgow.

THAT man lives twice, who lives the first life well. —Herrick.

* A paper read before the fifth annual meeting of the Modern Language Association of Ontario.

Examination Papers.

UNIVERSITY OF TORONTO — ANNUAL EXAMINATIONS, 1890.

JUNIOR MATRICULATION.

ARTS.

ALGEBRA.

HONORS.

Examiners—{ W. H. BALLARD, M.A.
A. R. BAIN, LL.D.
J. MCGOWAN, B.A.

NOTE.—Candidates for Scholarships will take all the questions. All other candidates (whether for Honors or for the Senior Leaving Examination) must take the first four questions and any five of the remainder.

1. Find the roots of the equation
 $ax^2 + bx + c = 0$.

Find the condition (1) that the roots of this equation may be equal in magnitude and opposite in sign, (2) that they may be reciprocals, (3) that one root may be n times the other.

2. What is meant by the limit of a number of quantities in a decreasing geometrical progression? Obtain an expression for the value of this limit.

Find the sum of the products two together of the terms of the infinite series, a, ar, ar^2, \dots

3. Find the number of combinations of n things taken r at a time.

Find the number of ways in which $m+n+p$ things can be divided into three groups containing, respectively, m, n, p things.

- If the $m+n+p$ things are to be colored, m of them yellow, n blue, and p red, in how many ways may it be done?

4. Assuming the Binomial Theorem for any positive index, prove it when the index is negative.

Find the simplest form of the general term in the expansion when the index is (1) a negative whole number, (2) a negative fraction.

Show that there will be an infinite number of terms in the expansion of $(1+x)^n$ except when n is a positive integer.

5. Solve the equations

$$(a) \frac{x^6 - x^b - x^3 - x - 1}{x^2 - x - 1} = 4x^2;$$

$$(b) \begin{aligned} yz &= c^2 - zx + ax + ay \\ &= b^2 - z^2 + ay + az \\ &= a^2 - y^2 - xy - xz. \end{aligned}$$

6. Form the equation whose roots are p, q , where $p = a^2 + \beta^2 = a^2 \beta^2 q$; a, β being the roots of the equation $ax^2 + bx + c = 0$.

If m, n , are the roots of the equation $x^2 + \lambda + 1 = 0$, show that $(1-m+n)(1-m^2+n^2)(1-m^4+n^4) \dots \dots 2a$ factors $= 2^{2a}$; and that $m \cdot m^2 \cdot m^4 \cdot \dots \dots 2a$ factors $= 1$.

7. Find the first factor and the sum of the factors in the n^{th} term of the series

$$1 + 3 \cdot 5 + 7 \cdot 9 + 11 + 13 \cdot 15 + 17 \cdot 19 + \dots$$

If $s =$ the sum to infinity of the series

$$\frac{1}{1^n} + \frac{1}{2^n} + \frac{1}{3^n} + \dots$$

show that $(1-2^{-n})s$ is the sum of

$$\frac{1}{1^n} + \frac{1}{3^n} + \frac{1}{5^n} + \dots$$

8. Describe the method of proof known as mathematical induction. To what class of theorems can it be applied? In what respects is it unsatisfactory?

Employ this method:

(1) To show that the sum of the cubes of the first n natural numbers is equal to the square of their sum;

(2) To show that $6(3^n - 2^n)$ is the sum of the series whose n^{th} term is $4 \cdot 3^n - 3 \cdot 2^n$.

9. Find the sum of the squares of the coefficients in the expansion of $(1+x)^n$, when n is a positive integer.

Employ the binomial theorem to find the sum to n terms of the series $1 \cdot 2 + 2 \cdot 3 + 3 \cdot 4 + \dots$

10. (a) If n is a positive integer

$$(9+4\sqrt{5})^n = \frac{1}{d}$$

where d is the difference between $(9+4\sqrt{5})^n$ and the next greater whole number.

- (b) Express $\sqrt{2}$ as a series whose general term is

$$\frac{1}{8^n} \cdot \frac{1/2n}{1/n \cdot 1/n}$$

11. Find the number of homogeneous products of r dimensions that can be formed out of the n letters a, b, c, \dots and their powers.

If r be given successive values $0, 1, 2, \dots, p$, show that the whole number of products is the same as the number of homogenous products of p dimensions that can be formed out of $n+1$ letters and their powers.

12. Each of a class of forty pupils is to receive a reader, a grammar, a geography, an arithmetic, a drawing book and a writing book. The teacher has fifty books of each kind numbered from 1 to 50. In how many ways may (1) any particular pupil be supplied, (2) the whole class?

If there are two kinds of drawing books, twenty-five for juniors and twenty-five for seniors, and the same of writing books, and the class consists of twenty juniors and twenty seniors, what do these results become?

EAST MIDDLESEX PROMOTION AND REVIEW EXAMINATION,

NOVEMBER, 1890.

HYGIENE AND TEMPERANCE.

3RD TO 4TH CLASS.

Time—1¼ hours.

LIMIT OF WORK.—Respiration, Circulation and Digestion.

1. What is meant by ventilation?

2. What causes act to make the air in this school room impure?

3. What means, if any, are provided to draw the foul air out of this room?

4. What means are employed to get fresh air in to the room?

5. "In order that children may study and thrive well they need at least 1,800 cubic feet of fresh air per hour for each child."

What is meant by "thriving well"? Why is pure air necessary to "thriving well"?

6. Why are "change (of diet) and variety of diet" beneficial to the health?

7. State the reasons for the need of exercise, and give rules for taking it.

8. Describe briefly the four stages through which one passes in going from "the first glass" to the condition of the stupor of drunkenness.

9. Of two men exposed to the severity of a mid-winter's night, show why one who has partaken of alcoholic liquor is more liable to freeze than the other who has not tasted alcohol.

ARITHMETIC.

Time—3 hours.

LIMIT OF WORK.—Practical applications of the four simple rules continued. Factoring continued. Reduction and the compound rules. Cancellation. Measures and multiples.

1. (a) Divide \$3.29 as nearly equally as possible among 18 persons.

- (b) How often is 18 cents contained in \$3.29?

- (c) Write the result of each division in a complete statement.

- (d) Work part (a) by subtraction. If you think it can't be done by subtraction give reason.

- (e) Do part (b) by subtraction. If you think it cannot be done that way tell the reason.

2. If 4 slates cost 44 cents, then 228 slates will cost 57 multiplied by 44 cents = \$25.08.

Show why the above statement is wrong.

3. When 4 feet 3 inches of heavy brass wire cost 22 cents more than 3 feet 4 inches, what is the price per yard?

4. C offers his load of wood, measuring 120 cubic feet, for \$4.75. B offers his at the rate of \$5.00 per cord. Which load is dearer?

5. The township of W. Missouri is 13 miles 160 rods long and 6 miles wide. What is the land in that township worth at \$42.50 per acre?

6. (a) How long, how wide and how thick is a square foot?

- (b) How long, how wide and how thick is a cubic foot?

- (c) How long, how wide and how thick is a board foot?

7. A closed tin box 6 inches long, 4 inches wide and 3 inches deep, is filled with ochre

How many square inches of tin were required to make the box?

How many cubic inches of ochre in the box?

8. A farmer sold three loads of wheat:

2,430 lbs. at 92 cents per bush.

2,190 lbs. at 90 cents per bush.

and 2,220 lbs. at 95 cents per bush.

What was the average price per bushel that he received?

9. (a) \$1.92 per pound is how much per ounce?

- (b) 2½ cents per quart is how much per peck?

- (c) \$44.50 per month is how much per year?

10. Make a bill of the following:

Mrs. Clark bought of Messrs. Brown & McKay, Oct. 4, 1890, 5 pounds 8 ounces currants at 10 cents a lb., 25 pounds of rice at \$5 per cwt. and 6 bars of soap at 3 for 25 cents;

Oct. 11th, 19 yards cotton at 8 cents a yard and 14 yards of dress goods at 27 cents a yard;

Oct. 18th, 3 quarts of syrup at 80 cents a gallon and 13 pounds 8 ounces of sugar at 9 pounds for a dollar and paid \$5 on account.

COMPOSITION.

Time—2 hours.

LIMIT OF WORK.—Capitals continued; punctuation marks: ; , : . ? ! " ' . " Composition based on object lessons, pictures, local events, relation of stories, subject matter of reading-lessons. Familiar letter writing. Simple business forms, such as accounts, promissory notes and receipts. Exercises to train in the correct uses of apostrophes, and of common words and phrases that are liable to be misused, such as: older and elder, healthy and wholesome, "there is" and "there are."

Insist on neat, legible writing and complete sentences. One mark off for every mistake in spelling.

1. Write the following three sentences in two paragraphs, putting in the punctuation marks and capitals:

did you inquired uncle george see mr kelso when you were in exeter no sir answered thomas he was in toronto attending the industrial exhibition the only old acquaintance I saw was harvey mculloch.

2. State each of the following sentences (in somewhat different wording) two other ways than that given here:

(a) James is nine years old; Mary is two years younger.

(b) Charlie says "To saw wood is harder work than to split wood."

3. Suppose Mrs. John Acton has written you a note inviting you to go with her family to an evening entertainment. Write an answer acknowledging the receipt of her letters and giving a good reason why you cannot accept her kind invitation.

4. Write the promissory note that would be made at Hyde Park, Ont., on the 3rd of November, 1890, by Albert Harper, who has bought a self-binder for \$112 on fourteen months' credit, from Wm. H. Dorland. Make the note payable to order.

5. Condense the following into a telegram: (It can be told in about twenty words.)

If your grain is all as good as the sample you have sent me and you will deliver at one time enough to make a car load (about 400 bushels), I will give you two cents a bushel more than the current market price. Reply.

6. A pupil in No. 2 wrote the following composition:

Re-write it, not using the word "coal" so frequently, and otherwise improving the sentences and arranging them in three paragraphs, telling:

1st—Where coal is obtained and how distributed.

2nd—Qualities.

3rd—Uses.

COAL.

Men dig in mines for coal. Coal is very useful to burn in coal stoves. Coal is black and hard. Coal mines are in England and in Nova Scotia and in the States. We cannot burn coal in every kind of stove. Coal is burned in engines on the railroad. Coal is put on the cars and sent off to different cities, where it is sold and burned. Coal is used in blacksmith shops. Coal makes a very hot fire.

GEOGRAPHY.

2ND TO 3RD CLASS.

Time—1¼ hours.

LIMIT OF WORK.—Second Class—Local Geography. Map of school grounds. Definitions of the chief divisions of land and water. Talks and stories about animals, plants, people, air, sun, moon and shape of the earth. Pointing out oceans and continents on the map of the world.

Write answers in complete sentences.

1. Draw a map of the school grounds; mark N. S. E. W. on it.
2. Tell in what township or village you live.
In what county.
In what country.
3. What is an ocean?
What kind of water is in it?
What animals live in it?
4. Define peninsula, strait and volcano.
5. What is a river?
Upon what do rivers depend for their supply of water?
What is the power or force that thus carries water from ocean to sky and from sky to river and from river to ocean?
6. "To beautify the soil that covers the rock-skeleton of the earth."
Explain "soil" and "rock-skeleton."
7. Tell six very different things the soil in this country produces when it is left to itself (untilled).
8. Tell six very different things the soil produces when it is cultivated.
9. Name :
(a) An important domestic animal that you have seen.
(b) An important wild animal that you have seen.
(c) An important timber tree that you have seen.
(d) An important fruit plant that you have seen.
10. Between what continents is the Atlantic Ocean?

Educational Meetings.

THE HIGH SCHOOL TEACHERS MEETINGS HELD AT THE EDUCATIONAL DEPARTMENT, 29TH, 30TH, 31ST DECEMBER, 1890.

THE SCIENCE ASSOCIATION.

FIRST DAY.

THE meeting opened at 3 p.m., the hour appointed, and the members felt great regret at the absence of their Hon. President, Prof. Ramsay Wright; still the afternoon was profitably spent in general discussions. The feature of the evening was the address of the President (F. W. Merchant, M.A., London Collegiate Institute). Mr. Merchant congratulated the meeting on the rapid improvements in science teaching in our schools, and expressed his opinion that the time had come when it was possible to introduce elementary science, in the shape of object lessons, into our Public schools. He believed that the reasoning faculties were strengthened by one class of studies already pursued, the imitative by another, the memory by a third, but that the perceptive faculties were found to be generally dormant, and this he thought due to a great extent to the want of some such studies as science supplies. In our High School course he maintained that some science subject should, for a similar reason, be made compulsory, and that in the Matriculation Examination science should also be required from the candidates. Dr. Macallum's

paper on Preliminary Training for Medical Courses at the University, was in some degree a vindication of the President's arguments, as in it the speaker showed from statistics the great want of any preliminary science knowledge in the students of his classes. Not only did he desire a science training for medical students, but also a far greater knowledge of literature, as all such learning gave culture and refinement to the man in after life, and would render him a greater power in his day and generation. This paper resulted in a discussion, and finally a resolution was drawn up to be forwarded to the Medical Council in regard to this subject.

SECOND DAY.

The morning session was occupied with the election of officers, auditing of accounts, and other necessary business. The officers for 1891 are as follows: Hon. President, Prof. Ramsay Wright, M.A., Toronto; President, A. P. Knight, M.A., Kingston; Vice-President, W. S. Ellis, B.A., Cobourg; Councillors, H. B. Spotton, M.A., Barrie; W. F. Merchant, M.A., London; A. B. Macallum, Ph.D., Toronto; W. H. Stevens, B.A., Lindsay; W. L. Goodwin, D.Sc., Kingston; Secretary, Wm. Burns, B.A., St. Catharines; Auditors, N. McEachern, B.A., Toronto; W. H. Stevens, B.A., Lindsay.

In the afternoon Dr. Goodwin (Kingston), gave an able and instructive paper on the "Curriculum in Science." The speaker assumed that science teaching in our schools was based on the Curriculum issued by the Education Department. Taking this ground he showed the weak points of the Curriculum, far too much attention being bestowed on the theoretical points of science, and too little on the experimental. He illustrated this by the prominence given, in chemistry teaching, to the Atomic theory, a theory, he argued, which can be understood only by advanced students, and which should be omitted, therefore, from any elementary study of the subject. In the department of Physics he showed that the same tendency was displayed in the curriculum to teach theory rather than inductive practice.

Considerable discussion naturally followed the expression of such opinions, and it was obvious that our science teachers are by no means unanimous in regard to the best mode of teaching science. The practical success of the holders of these contrary views was accounted for by Inspector Seath, who remarked that teachers were guided far more by the character of the examination papers than by the official curriculum.

A paper was read by Mr. Wilkins, B.A. (Beamsville), on Physical Geography—Why and How it Should be Taught in High Schools. The writer strongly inveighed against the teaching of this subject from books. In place of that he advocated a study of the district surrounding the school, and a reasoning out by the pupils of the causes of such geological structure, and then an extension of the ideas thus gained to the world itself. Such a mode of teaching the subject would remove its monotony and lead the pupil to habits of closer observation, and to find in Geology, not mere dry statistics, but "sermons in stones, books in the running brooks and good in everything."

A paper by Mr. Stevens B.A. (Lindsay) on "Agriculture—With Special Reference to Insects Injurious to Plants," met with great approval, as the reader had drawn many diagrams by which his statements were rendered very intelligible. He showed the need for a spread of agricultural science in this country, dependent as it is for its prosperity so largely on the agricultural skill of our farmers, and argued that, although success is obtained by them through experience, yet this is an extremely expensive school in which to graduate. In regard to the insects of an injurious character, he described the ravages of the midge-larvæ in the grain, of the Hessian fly in the root and stalk of wheat, of the tent-caterpillar in the orchards, and named the simplest means of extirpating these pests of farm and orchard.

THIRD DAY.

Mr. Mackenzie, B.A. (Toronto University), gave a paper on "The Recent Discussion in the British Association on the Teaching of Botany." From this discussion he thought it plain that our schools were far in advance of the British ones in the teaching of science, as many of the methods therein recommended have been used in our schools for several years. The writer gave his own opinions

and experience in this matter, and considered that Botany can be successfully taught in the very earliest periods of school-life, and a gradual progress carried on in this, as in other more abstruse studies.

A resolution was framed and adopted urging the Minister of Education to place Physics and Botany on the obligatory list of subjects for the First Form of the High Schools, and a recommendation was also made in regard to the plan by which specimens are provided at the annual examinations. The business of the Association was terminated at mid-day on Wednesday.

In compliance with a request from the Secretary of the Provincial Teachers' Association, a letter of invitation was read to this Association, asking for arrangements for a common session. This request was most cordially acceded to, provided that the time of such meeting be during the Christmas holidays, as experience has shown this to be the only time suitable for our High School and University Teachers.

For Friday Afternoon.

THE TWO WORKERS.

Two workers in one field
Toiled on from day to day,
Both had the same hard labor,
Both had the same small pay,
Both had the same blue sky above,
And the same green earth below,
One soul was full of love,
The other full of woe.

One leaped up with the light,
With the soaring of the lark;
One felt his woe each night,
For his soul was ever dark.
One heart hard as stone,
One heart was ever gay;
One toiled with many a groan,
One whistled all the day.

One had a flower-clad cot
Beside a merry mill;
Wife and children near the spot,
Made it sweeter, fairer still.
One a wretched hovel had,
Full of discord, dirt and din;
No wonder he seemed mad,
Wife and children starved within.

Still they worked in the same field
Toiling on from day to day,
Both had the same hard labor,
Both had the same small pay.
But they worked not with one will—
The reason let me tell:
Lo! one drank at the still,
And the other at the well.

—John W. Avery.

THOUGHT QUESTIONS IN GEOGRAPHY.

1. WHAT two American cities are nearest to the Canadian boundary?
2. In what month and about what date are the days the longest?
3. What country of Europe is celebrated for its silk production?
4. Which continent has the longest coast line, compared with the area?
5. What language is spoken in Brazil? Peru? Austria? Italy? Scotland? Holland?
6. In what standard belt is Texas?
7. In what countries, states or localities are the following minerals found in greatest abundance: Coal, iron, gold, zinc, copper and silver?
8. Name three republics, three empires and three kingdoms.—*Educational Gazette.*

MAN is as much made for education, as the earth for cultivation.—*B. Sears.*

WE revolt rightly against any educational theory which makes an engine of more account than Iliad, or that hints at any science as comparable in importance with the science of noble living.—*Subt. W. M. West, Minn.*

The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

J. E. WELLS, M.A. - - - - - Editor.

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TORONTO, JANUARY 15, 1891.

UNIVERSITY "EXTENSION."

THIS is a term which has been used for the past eighteen years in England to signify a kind of work done by the Universities, and especially by Cambridge and Oxford, which has a peculiar interest for us in Ontario. It means an extension of ordinary academical work outside of the University walls and into places geographically remote from University towns. Of all countries, Ontario, with its thoroughly developed educational system, should be a good field for "extension" work, and yet it has never been attempted here. It has been recently introduced into the United States, where it is prosecuted with vigor, and with good hope of permanent if not rapid success. If we are not to lag behind in the educational race, we must seriously consider whether the time has not arrived for some forward movement here on "extension" lines.

A brief description will make clear the manner in which the work is carried on in England, where it has been developed into a system by many years of systematic experiment and careful observation. The

University which undertakes extension work throws on the "local centre," or place where the work is carried on, the burden of cost incurred on account of accommodation and teaching. It also provides the lecturer, and at the end of the course, examines those who have complied with the class conditions, and grants certificates of standing to successful students. In this way the local centre makes its contribution to the undertaking in the shape of money and students, and the University supplements it with examination of students and recognition of work done.

Going a little more into detail, it is to be noted that "extension" work has developed a peculiar kind of teaching. The course comprises, say, twelve "lectures" on a chosen subject, the choice resting with the local authorities. A part of the time at each weekly meeting is given up to a lecture, but part is reserved for "class" work, and during this latter period the real preparation for the examination goes on. The lecturer at the beginning of the course prepares a syllabus or topical outline of it, partly as a guide to students in their reading and partly as a guide to the examiner. He also gives out from time to time questions or topics as the basis of written "exercises," and the latter become in turn the subject of "class" discussions. All who attend a certain proportion of these "classes" and write a similar proportion of the "exercises," are allowed to go up for examination, and the certificate is awarded on the joint basis of final examination and work done during the course.

Everyone that is at all acquainted with the way in which work is ordinarily done at Universities will see at a glance that in some important respects the "extension" system is a great advance in pedagogical methods. It is, in fact, a special development of what has become known as the "seminary" method, which is rapidly driving the "lecture" method out of all but the most unprogressive universities. There can be no doubt that such a system as this has in it immense possibilities for good. The great need of the day is not so much the special culture of the few, as the broad culture of the many, and that University will best fulfil its true function and justify its time-honored name, which most thoroughly recognizes this fact and shapes its policy accordingly.

The development of "extension" work has been for some years past extraordinarily rapid in England. It was begun in a groping and timid way by Cambridge University in 1872. The London "Society for the Extension of University Teaching" was established in 1876. In 1878 Oxford Uni-

versity took part in the work. The universities of Victoria and Durham do a little of it, but the great bulk of the instruction is given under the auspices of the two great Universities and the London Society. In the session of 1889-90, Cambridge provided 125 "extension" courses of lectures, Oxford 148, and the London Society 107, making with a few furnished otherwise, a total of 380, with a total average attendance of 40,187, and 4,300 candidates examined. There is every likelihood that these figures will be exceeded this year, and that the present high rate of increase will be maintained for the future.

In a future article we shall deal with Ontario as a field for "extension" work, and with the special interest that Ontario teachers have in promoting it and trying to profit by it.

"TEXT BOOKS."

NO doubt all our readers have perused with interest the excellent article on the above subject which formed our "Special Paper" last week. In the main, the general principles laid down by Dr. Birchard, touching the kind of text-books needed in the schools, their proper use by teacher and pupil, and the best methods of selection and authorization, are in accord with those which have been from time to time advocated in this journal.

The recommendation that a permanent committee on text-books should be appointed, and that it should be composed mainly of practical teachers representing schools of the different grades, seems to us timely and practicable. If it is not an educational axiom, it is certainly an easy deduction from experience and observation that the only man fitted to pronounce upon the suitability of a given work for use as a text-book is the experienced teacher. We are almost ready to go further and say that without successful experience in teaching, no one can be competent to prepare a text-book for the use of schools. Be that as it may, nothing is clearer than that if the Education Department is wisely advised it will act on the opinions that have been expressed by many of those who are in the best position to judge correctly, the substance of which opinions is embodied in Dr. Birchard's recommendation. We are not sure that it would be wise to have the Committee on Text-Books composed exclusively of Public and High School teachers. We are inclined to think that the addition of two or three representatives of the Universities, or of the best literary culture to be found in the Dominion,—of such men for instance as Mr. Goldwin Smith, who rendered valuable service on the Board that

existed some years ago,—would introduce a valuable element into its deliberations, without interfering with its general objects. The suggestion that no book should be placed on the authorized list until it has been before the teachers for a reasonable period, is also a good one. The verdict of the actual teachers themselves, especially of those intelligent and wide-awake teachers who are not afraid of innovations, who would be on the look-out for new books and would not hesitate to examine and try them, and judge them on their merits is, after all, the crucial test. We are not quite so sure, however, as we should like to be, of the feasibility of this arrangement.

The last remark may be applied with still greater force, it seems to us, to Dr. Birchard's suggestion, excellent in itself, that any one who thinks that he can produce a better text-book on any subject than that already in use, should be permitted to make the attempt, "with the full assurance that when a new book is wanted, his book, if the best, will be chosen," and that a similar inducement be held out to publishers, undertaking to supply any want known to exist. We fear the inducement would be found insufficient. The author or publisher who undertakes to supply any demand supposed to exist, by publishing a book for the public, in competition with others, has the encouragement of knowing that though his rivals may get the better of him and produce a more popular work, he will yet be pretty sure to secure a part of the market. The school text-book under our system is in a different category, seeing that the authorization of one shuts its rivals out of the market and makes them worthless. It is true that the reward of the author or publisher who succeeds in having a text-book authorized is usually a large one. But few writers would, we fear, care to prepare a book and fewer publishers to publish it, in competition say with half-a-dozen other authors or firms, knowing that there was but one chance of success, and that failure means loss of all the time, labor and money expended, seeing that an unauthorized text-book is virtually valueless.

Still if we admit, as Dr. Birchard seems to do, that authorization of a single text-book on each subject is necessary, we do not see how the difficulty is to be met.

IN reply to inquiries with reference to the promised Entrance Literature lessons, we may say that they will be proceeded with at once and regularly until the whole ground is covered for the midsummer examination. The first instalment for the New Year will be given in next number.

TEACHERS of primary classes in the Public Schools, must, we are sure, get many valuable hints and encouragements from the practical and suggestive papers given in every number of the JOURNAL by our special contributors to the Primary Department who, we need scarcely add, are themselves successful workers in that most interesting department of the teacher's great work. Those whose classes are somewhat more advanced will find help and inspiration in "Bebe's" contributions, which it is easy to see are also those of an enthusiastic and successful teacher.

By a recent judgment of Mr. Justice Day, Mr. Conybeare, a former member of the London (Eng.) School Board, has been deprived of his seat on that Board in consequence of having been convicted in Ireland for taking part in a criminal conspiracy. Commenting on the case the *Schoolmaster* piquantly observes: "This is a rich example of the anomalies to which our laws give birth, and of which lawyers are very properly highly proud. Mr. Conybeare is fit to remain a member of the House of Commons, but he is not fit to continue a member of the School Board for London. But perhaps, after all, this may not be an anomaly. The Legislature, knowing well its own imperfections, wish to secure better men to serve on School Boards than those who adorn the benches of the Lower house."

TOUCHING the question of raising the age at which teachers' certificates may be granted, the Minister of Education is reported as having said a few weeks since in reply to an inquiry on the subject: "I have no intention of raising the age of teachers to twenty-one years, as was hinted in the papers and as you seem to think I intend to do. It is possible I may, however, require a uniform age of eighteen all around. My object is not to throw any insuperable obstacle in the way of entering the profession, but to try and obtain a reasonable maturity on the part of teachers before intrusting them with the management and discipline of pupils in our public schools." As we said in a previous article we thought it very unlikely that the newspaper report which credited the Minister with the intention of raising the minimum to twenty-one years, at one bound, was correct. It is to be hoped that he will require at least the uniform age of eighteen. If he would require that the non-professional examination be passed after that age has been reached, it would go far towards securing the maturity of mind and character so much desired.

WE are glad to learn that Mr. J. E. Wetherell, B. A., Principal of the Strathroy Collegiate Institute, is an applicant for the principalship of the new Collegiate Institutes soon to be opened in this city. There can be little doubt, we should think, that he will receive the appointment on his merits. We know nothing of the other applicants, whether many or few, or of what standing, but he must be a *rara avis* amongst Canadian educators who can show a better record either as student and scholar, or as skilled teacher and head master than Mr. Wetherell. Having graduated 13 years ago from Toronto University with high honors in classics, having filled the position of Classical Master in Woodstock College for two years with great efficiency, having for seven years past discharged the duties of Principal of Strathroy Collegiate Institute with distinguished success, having during all this period continued to be a diligent and unremitting student, as well as a wide-awake and energetic teacher, he is in a position to bring with him to the duties of such a position as that in question, the accurate scholarship, the extended experience, and the maturity of judgment, which are the chief conditions of success. Personally Mr. Wetherell is, as those who are best acquainted with him know best, a man of high principles, sterling integrity, and force of character, a man who is sure to win the respect and confidence alike of fellow-teachers and of students. To the profession in Ontario he is known as the author of some excellent text-books in Latin and English.

MORAL TRAINING IN SCHOOLS.

A GREAT deal is being said and well said concerning moral training in public schools. We hear much discussion of the question whether time can be found for it.

Has it never occurred to those who are anxious about that aspect of the matter that a school without moral training as an all-pervading feature must be a great failure? I doubt whether there are many such schools.

No one can teach long without discovering that the most effective agency in preserving discipline and in securing good results is found in constantly presenting right and wrong conduct, good and poor work in the school-room in their moral light—in the light of their influence on the development of character. If what Mathew Arnold calls the "stream of tendency" on the teacher's part is invariably in the direction of keeping before the pupils the relation of all acts to such development, there will not be, unless in isolated and exceptional cases, any demand for additional means for maintaining discipline. The best agencies for gaining the conduct and results desired in the school-room are the best agencies for developing character and elevating the moral nature of pupils. In Mrs. Diaz's most excellent paper in the October *Arena* on this subject, she quotes Arnold as speaking of the necessity for righteousness that exists in the nature of every human being.

The teacher who recognizes this necessity, who holds to his belief in it amid all discouragements, and who can turn his faith to account in his work, has a means of solving most of the problems that arise in school discipline, and has settled, at least for himself, the question of finding time for teaching morals.—*Ohio Educational Monthly*.

Book Notices, etc.

Kindergarten Stories and Morning Talks. By Sara E. Wiltsie. Boston: Ginn & Co.

This admirable little work cannot fail to recommend itself to all Kindergarten and Primary teachers as being a choice collection of stories well adapted to junior classes. Such names as Charles Kingsley, Edward Everett Hale, Henry Ward Beecher, and Elizabeth Stuart Phelps, are found among those whose works have contributed to this collection. Several of Hans Andersen's tales, slightly altered and revised, and a number of original stories and object lessons suited to the different seasons of the year complete the work. The material given for each week is almost more than can be used, as the book is rich in suggestiveness. The stories are condensed and intended in most cases to serve as texts which the experienced storyteller may elaborate, and in doing so adapt them to the grade of her class. The value of these stories will of course depend on the study and preparation given them, as without this the beautiful moral and spiritual truths embodied in most of them may be entirely lost. In preparing this work Miss Wiltsie has supplied a want always felt more or less by junior teachers, by providing good and fresh food for the story-hour, which is so often in danger of becoming impoverished.

Cowham's Graphic Lessons in Physical and Astronomical Geography. By Joseph H. Cowham, F.G.S., Science Teacher of Physiography and Physical Geography and Master of Method, Westminster Training College. London: Westminster School Book Depot, 128 Horseferry Road, S. W. Price 4s. 6d.

This work is exactly what the teacher of Geography needs, and will do much to brighten the lessons in Physical Geography for teacher and taught. It is profusely illustrated by diagrams, which may easily be reproduced upon the blackboard. The earth's motions, the atmosphere, clouds, winds, currents and tides; the ocean floor; the effect of climate on, 1, Productions; 2, Industry; 3, National Character; the moon and its phases; are but a few of the subjects taken up and treated by a master-hand.

Common Sense Exercises in Geography. By Seymour Eaton. Boston and Chicago New England Publishing Co. Price 25 cents.

Another of the "Teacher's Help Manual Series," sure to prevent the teacher's falling into irksome sameness in teaching.

Health for Little Folks. Authorized Physiology Series No. 1. New York, Cincinnati, Chicago: American Book Company. From the press of D. Appleton & Company.

It will be readily conceded that an elementary work on any subject fails in its highest object, if the language be not fully intelligible to childhood. The simple but sensible language, the bright and apt examples, and the suitable illustrations, render the "Health for Little Folks" a book especially for the children. An interesting and important feature of the work is the larger type containing the leading thoughts of the chapters. The questions at the end of every lesson are also exceedingly useful, and may be given as subjects for language lessons. The book is written in a bright, conversational style, and is not only suitable for children but admirably suggestive to the teacher in regard to the methods of presenting facts in a "taking" manner.

Captain Bailey's Heir. A Tale of the Gold Fields of California. By G. A. Heatly, author of "With Clive in India," etc.

The Missing Merchantman. By Harry Collingwood, author of "The Pirate Island," etc.

The above handsomely bound volumes from the press of Blackie and Son, London, Glasgow, Edinburgh and Dublin, have been laid on our table by

J. E. Bryant & Co., Publishers, Toronto. They are well-written tales, full of stirring adventures and deeds of heroic daring, such as are sure to captivate the youthful fancy. The first named opens at Westminster Public School, and gives in the first few chapters some graphic pictures of life as it is, or rather we should hope, as it used to be, in the famous English Public schools. It afterwards leads its hero through many fierce conflicts with savage Indians, and all the dangers incident to the miner's life in California in the early days of gold mining. The scene of the other is laid amongst mutineers and freebooters in Eastern seas. Both are illustrated with full-page engravings, and the stories, wonderful though they are, are well and skilfully told.

A Pocket Hand-Book of Biography. Compiled by Henry Frederic Reddall. Syracuse, N. Y.: C. W. Bardeen, Publisher.

This little work contains within the compass of about 260 pages "more than ten thousand names of celebrities in every sphere of human action, showing their nationality, rank or condition, profession or occupation, the dates of their birth and death," and so answering in the briefest terms the frequent query, "Who was he?"

Moffat's Colored Free-hand Designs.

These are copies intended for the use of the Upper Standards in Elementary schools. The forms are geometrical, and both the designs and the coloring are well adapted to interest and instruct the pupil, at the same time that they test and develop by practice his skill in drawing and coloring.

English

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto.

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible the editor will afford space.

SHAKESPEARE'S "TEMPEST" FOR CLASS-WORK.

THERE are many ways of dealing with such a composition as the "Tempest" in the class-room, and it would be absurd to express any opinion as to which way is the best. I have this winter a class taking it up one night each week, and an outline of our plan is subjoined, at the request of many English teachers who have become interested in the matter. This scheme is offered for consideration, not as being specially useful, but to enable others to compare their methods with mine, and I hope some other teachers of the "Tempest" will send you their schemes for publication. Such comparisons can hardly fail to make the teaching better all round by suggesting to all of us new points of view, and new modes of treatment. My syllabus is as follows:—

- I. Comprehension of the text, including:—
 1. The logical structure of the sentences, poetical inversions, ellipses, etc.
 2. The meaning of words that either have passed out of use altogether, or are now used in non-Shakespearian senses.
 3. Allusions and references to unfamiliar things and incidents.
 4. Figurative language.
 5. Obscurities arising from corruptions of the text, with suggested emendations.
- II. Motive of the author in producing the play, and the occasion of its production.
- III. General form of the play:—
 1. As dramatic, noting the essentials of a drama as a work of art, and
 2. As poetical, noting (a) the difference between poetry and prose, and (b) the kinds of poetry—epic, lyric, and dramatic.
- IV. The plot or story:—
 1. As chronologically developed (cf. Lamb's "Tales" based on other plays);
 2. As artistically evolved (cf. Wilson's simile of "two clocks" keeping different times, to illustrate Shakespeare's device of keeping the stage action within a reasonable stage limit, while he suggests the longer time required for the evolution of the plot). In this connection note the device of
 - (a) Prospero's narrative to Miranda (Act I., sc. 2.)
 - (b) Prospero's dialogue with Ariel (Act I., sc. 2.)
 - (c) Prospero's dialogue with Caliban (Act I., sc. 2.)
 - (d) Conversation among members of Alonzo's suite (Act II., sc. 1.)
- V. Structure of the play, as such:—
 1. The unities, and how far they are observed; classic and English dramatic ideals; comparison of the "Tempest" with other plays of Shakespeare in this respect.
 2. The mechanical division into Acts and Scenes, and the relation of these divisions to the progress of action and narrative.
 3. The admixture of prose and verse, and the appropriateness of each form to the persons using it, and to the occasion on which it is used.
 4. The admixture of comedy with serious action, the latter amounting to tragedy so far as the feelings of certain persons in certain situations are concerned.
- VI. Comparative suitability of the play:—
 1. For representation on the stage,
 2. For private reading,
 3. For close study,
 as compared or contrasted with other plays by Shakespeare and by other dramatists.
- VII. Dramatis personæ:—
 1. Considered as individuals, each with a thoroughly developed personality and character, and
 2. Considered in relation to each other in various situations, giving in both cases passages to justify the opinions held.
- VIII. Imagery of all kinds, used as artistic devices by the poet.
- IX. Versification on its technical side, including especially rhythm, and the various elements of tone, color, such as rime, alliteration, and onomatopœia.
- X. Shakespeare's use of nature (1) by way of description, (2) by way of analogy or suggestion, and (3) as part of the machinery of the play.
- XI. Shakespeare's treatment of human nature, in dealing with the passions, the sentiments, humor, wit, pathos, religion, conscience, etc.
- XII. Shakespeare's use of the supernatural, endeavoring to find answers to such questions as: How far he himself believed in magic or sorcery; whether he intends Prospero to be regarded as really a magician, or simply as a man of great natural powers who labors under the delusion that he is bringing about what is actually happening in a natural way; what idea Miranda has of the difference between the natural and the supernatural, etc. Compare the use of the supernatural here with its use in such plays as "Julius Cæsar," "Richard III.," "Hamlet," and "The Midsummer's Night's Dream."
- XIII. The ethical element in the play—retribution for wrong-doing, aggravation and development of the criminal disposition, the danger of growing ambition, the evil caused by non-discharge of public duty even when no bad purpose prompts the neglect, the two murder plots and their frustration, different treatment of two sets of plotters, self-control and magnanimity of Prospero, their good effect on Alonzo, and the omission of information as to their effect on Antonio and Sebastian, etc.
- XIV. Exceptional passages—distinguished by a high degree of artistic excellence or in other ways, as e. g. Act I., sc. 2, "Where should this music be?" etc.; *ibid.*, "The fringed curtains of thine eye advance," etc.; Act II., sc. 1, description of Gonzalo's imaginary commonwealth; Act II., sc. 2, Caliban's soliloquy; *ibid.*, "I do not know one of my sex," etc.; Act III., sc. 2, "Be not afeard; the isle is full of noises;" Act IV., sc. 1, "Our revels now are ended," etc.; Act V., sc. 1, "Dost thou think so, spirit?" to "I'll drown my book;" the masque in Act IV., sc. 1, and the lyrics occurring there and elsewhere.

To prevent misconception, I make the following remarks:—

1. The above scheme was prepared for actual use in my own class, subject to whatever modifications experience might suggest, and it is published now as a suggestion for others, not as a sketch of an ideally perfect treatment of the play.
2. Any scheme of the kind, if followed implicitly and unintelligently, is as likely to do harm in the

hands of an incompetent teacher, as to good in the hands of one who is competent.

3. What is called "side reading" is practically ignored, because the analysis here indicated is almost purely esthetic or artistic. So, I think, should the teaching of the "Tempest" be. This is so much more important than anything about the play, even the facts bibliographical and biographical, and the time for class work is at the longest so brief, that to direct attention at any length to other matters would be comparatively a waste of time. I hope the examiners for 1891 will take the same view in framing their questions.

4. The scheme is based on the "Tempest," and is not intended to be regarded as in all respects suited to other plays, and *a fortiori* to other poems that are not dramatic.

5. The topics enumerated in the syllabus may be taken up in different orders, and may also be—must be, in some cases—taken up simultaneously.

6. The discussion of these themes should take up practically all the time of the class in the classroom, and as acquaintance with the play is presumed, it follows that the reading of the play must for the most part be done privately. The best way to read for esthetic purposes, is to read the play from beginning to end, and as much as possible of it continuously at a sitting. The more frequently it is read the better, but it should be read by every pupil and by the teacher at least once a week, not laboriously, but as a recreation. I can testify from experience that this is the best way to enjoy it, and enjoyment is an indispensable condition of good teaching of a work of art.

7. The Socratic method should be used. The aim should be not so much to get the pupils to entertain correct views on the points raised, as to get them to make an independent effort to solve the esthetic problems for themselves. It is the effort that educates them, and fortunately effort making in class is a safer preparation for a proper examination than is the memorization of other people's opinions.

8. Lastly, it is to be hoped that the examiner will be some one who has taught the "Tempest." Before I took it up in class I thought I knew it fairly well. An examination paper prepared by me last September, would have been very different from a paper I would prepare now, after nine or ten weekly discussions of the text. I have no doubt that a dozen more evenings devoted to the discussion of the points enumerated in the above scheme, will further and greatly modify my views as to the kind of questions most likely on the one hand to test fairly a candidate's real and valuable knowledge of the play, and on the other to furnish teachers with some useful hints as to the manner in which they should deal next year with Shakespeare's "Merchant of Venice."

WM. HOUSTON.

Since the above syllabus was put in type there has come into my hands a very brief scheme of study of the "Tempest," prepared by the Rev. J. G. Bailey, M.A., LL.D., of Oxford, for University "extension" work. I herewith append it as containing useful additional suggestions:

I. Widely different views as to date:—

Evidence (a) external, (b) internal.

II. Outline and source of plot.

III. Characters:—

1. Human: (a) Prospero, (b) Miranda.

2. Non-human: (a) Ariel, (b) Calibou.

IV. The comic elements of the play.

V. General ethical ideas:—

1. Gain may be loss and loss gain.

2. Service may be freedom, and freedom service.

VI. Some political and social questions:—

1. The right to discover; annex; colonise.

(Bacon's essay: "Of Plantations").

2. The education of the savage.

3. Inter-marriage of different races.

VII. Does the "Tempest" veil a hidden meaning?

VIII. Is Prospero Shakespeare?

IX. The epilogue. Farewell.

I leave this with the remark that more importance is attached by Dr. Bailey to information about Shakespeare and the "Tempest" than I am willing to assign to it in High School work. W.H.

THE MODERN LANGUAGE ASSOCIATION.

ANNUAL MEETING OF 1890.

THE fifth annual meeting of the Modern Language Association of Ontario was held in the theatre of the Normal School on Dec. 29th, 30th and 31st. An attendance of teachers of Public and High schools and Universities, even larger than that of former years, showed the increasing strength of the Association and of the studies it seeks to advance.

The address by Dr. Goldwin Smith, the honorary President, was one of rare interest. He opened with a tribute to the modern languages. Modern literature contains, he said, the thought and experience of modern civilization, and the key to modern literature is the modern language. Continuing, he poured forth reminiscences of the many great men in letters and in politics with whom his life and work had brought him in contact: Hallam, the great historian, and Hallam's son, the "H.H." of *In Memoriam*; Macaulay, writing on the wings of exaggerated rhetoric, with "those brilliant flashes of silence" that made his conversation so delightful; Carlyle, with his abrupt, picturesque style in conversation, but with criticism cutting like the east wind; Browning, his pleasant, jovial companion and friend; Emerson, whose sentences, read backwards or forwards, would be equally satisfactory to his admirers; Mathew Arnold, not the first but the last of the poets, a charming companion; Wordsworth, Froude, Disraeli, Guizot. Dr. Smith was followed by Mr. Keys, whose excellent and timely paper on Chaucer has in part been given to the readers of the JOURNAL. Mr. Young, of U. C. College, told in easy pleasing way of a summer vacation spent in Quebec City. He dealt with some popular misconceptions of the character of the French spoken there, and gave pen pictures of the scenery, homes, social life of the sister Province.

Mr. Shaw, the President, in the customary address, dealt with the progress of Modern Language study in Ontario, reviewed the changes in favor of the equality of departments in the University of Toronto, but called attention to the fact that proper and adequate provision has not yet been made for the teaching of modern languages in University College, and that only lecturers are employed where professors are required. The President closed with a reference to the necessity of doing something to correct faulty habits of speech that threaten to become national characteristics. Two resolutions grew out of this address:

That a committee be appointed to take into consideration the proper action to be taken by the Association with a view to submitting to the Ontario Government the present position of the teaching of modern languages in the Provincial University.

That a committee be appointed to devise a scheme for the systematic study of the speech of the Province of Ontario; and that the committee to prepare this scheme be the council for next year with power to add to their number.

Mr. Dales, of Kingston, in his paper, "Reading Foreign Texts in School," criticized various methods of studying prescribed texts in French and German. In assigning the lesson the teacher should be guided not by the number of pages, but by the progress of the story. He should never destroy the pupil's delight in successful independent work by translating lessons in advance. He should not mix grammar with text, but treat the latter simply as literature.

Professor Alexander's paper on the "New English Curriculum of Toronto University" was a review of its object and aim. In his four years' course the student will gain a real knowledge of English literature from Beowulf to Tennyson, a knowledge based not merely on histories of literature, but on the works of the authors themselves; he will have a training in the writing of English gained by the writing of essays, though the Professor lamented the lack of a sufficient staff in the University properly to cope with that department of the student's work.

Mr. Huston, of Woodstock, was unable to be present. His paper on "Some Ways of Making English More Valuable Educationally" was read by the Secretary. The writer dwelt upon the need of cultivating conversation—oral English. He advised teachers themselves to be careful in their

own speech, to be careful of the speech of their classes, correcting without fail all slipshod English. How important it is, said he, that we should teach our pupils how to read books. Infinite harm is done our boys and girls by the reading of bad books and the bad reading of good books.

Mr. Chamberlain pursued the wary dialect words of French Canadian from the Banks of Newfoundland to the shadow of the Rocky Mountains, and tracked many a one to its lair. His paper on "The Life and Growth of Words in the French Dialect of Canada" was replete with knowledge and a fine spirit of research.

Discussions introduced by Mr. Squair and Mr. Embree resulted in the passing of two resolutions; one requesting the Department to fix the relative values of prose and translation in French and German at sixty and forty per cent. respectively, and a requisite percentage of thirty-three on each paper; the other asking the University to appoint no examiners at Matriculation who have not had recent experience in teaching in some High school.

Mr. Chase's excellent paper on "English Composition" awakened such discussion that we shall lay it before our readers in a future issue.

The following officers were elected for 1891:—Hon. President, Chancellor Boyd; President, Mr. Tytler; Vice-President, Mr. Chase; Sec.-Treas., Mr. Squair; Councillors, Messrs. Van der Smissem, Steen, Sykes, Fraser, Shaw, Seath, McIntyre, Embree.

QUESTIONS AND ANSWERS.

1. ENGLISH course for First Class Certificate, Grade B and H. What method and books should one use in preparing one's self for these examinations, when one must study without a teacher? * [A complete answer is for several reasons impossible. We advise our correspondent to procure Genung's "Practical Rhetoric," and, if possible, Bain's "Composition and Rhetoric" (2 vol. ed.); to study Genung's "Rhetoric" in connection with his "Rhetorical Analysis," which will give an idea of the kind of work to be done with the prescribed essays. These essays he may procure in a volume published by Putnam and Sons, from any Toronto bookseller. For the Second Year Pass both Earle and Marsh, mentioned by our correspondent, are excellent books. We, however, recommend the work at present used in the University—Skeat's "Principles of English Etymology." As to the History of English Literature of the Third Year, Craik and Taine will give valuable help; but the first essential is to know thoroughly the prescribed literature. When the characteristics of the writers have been understood, the study of their place in literary history follows, and here the works mentioned will be helpful.]

2. How is the possessive case of "gas" formed? † [Almost always the possessive relation is indicated by "of" (the weight of gas); yet the "s" is sometimes, though not often, found with such words.]

3. Is the sentence, "The girl is more attentive than her brother, consequently she makes more progress," compound or complex? Analyze it. † [The sentence is compound-complex, being made up of the two principal statements, "The girl is more attentive" and "She makes consequently more progress," and the contracted subordinate clause, "Than her brother (is attentive)."]

4. Give short historical account of the historical incidents of "Evangeline," mentioning any inaccuracies in Longfellow's account. † [See the school editions of Longfellow at present in use in High schools; also the JOURNAL of Oct. 1, 1890. The inaccuracies are rather in tone than in fact. The picture of the Acadian village is highly idealized. The poet prefers to regard the expulsion of the Acadians as an act of tyranny, while the historian such as Parkman considers it an act of justice. The poet represents the removal as being completed within a day or two; as a matter of fact, it occupied several months.]

5. Can you recommend a book on English Composition for the work of the Junior Leaving Examination? † [The prescribed texts are Scott's "Ivanhoe" and Macaulay's "Warren Hastings." Our correspondent will best prepare himself by writing many essays upon the interesting parts of these works.]

6. In the sentence, "The original correspondent has decided," etc., is the word "original" properly

used to denote that person who was the first to begin the correspondence? † [Yes.]

7. Are there more than two voices taught in the P. S. Grammar, or is the neuter verb mentioned? What voice is "is" in the sentence, "He is a brave man," according to the P. S. Grammar? † [There are only two voices taught in the grammar referred to. As regards the voice of "is," it would be well not to speak of it as having voice at all. Strictly speaking, Voice is our term for designating the form taken by the verb when the action indicated by the verb is looked at from the point of view of the agent (*Henry strikes John*), or of the object of the action (*John is struck by Henry*). But "is" does not involve action, and we should be using vain words to call it "active." The P. S. Grammar is silent on the subject. Our correspondent must not be misled by the model on page 110, where "were" is wrongly printed "transitive." As to the neuter verb, the first question seems to imply that the questioner would regard such as another voice. The term Neuter Verb denotes simply that the verb is neither active nor passive (*John becomes rich*).]

* A letter to the Editor from "C. H." † From "C. T." ‡ "Subscriber."

Continued on page 261.

It is an awful bit of a head that swells big the first time some one comes and pats it.—*Atchison Globe.*

CANVASSER—"Can I see the good man of the house, madam?"

MRS. NAGGERS—"No, you can't. There isn't any good man in this house. There's only my husband."

ASSESSOR—"What are you worth my friend?"

FREE AND INDEPENDENT CITIZEN—"Nothing less than ten dollars, sir, gets my vote this year."

"I PRAY you, father, let me wed!"
The maiden passionately cried,
"For Reginald I dearly love,
And much I long to be his bride."

"And I should then a husband have,
Both good and true beyond dispute;
And, dearest father, you would have
A worthy son-in-law to boot."

"Aha!" exclaimed her lusty sire,
"There's nothing me could better suit;
I feel exactly in the mood
To have this son-in-law to boot."
—*Boston Courier.*

RAILROAD PRESIDENT—"What does this mean, sir? You have one of the suburban trains leaving a station at 8 o'clock."

SUPERINTENDENT—"I—I thought that was right."

PRESIDENT—"Right? Who ever heard of such a thing, sir? You must be crazy! The idea of any suburban train, anywhere, leaving a station exactly on the hour! Make it 7.59 or 8.01."—*New York Weekly.*

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From the lips of my wife when she daily unfurls
The wings that to shopping haunts bear her away,
And keep her ad voyages day after day,
By the wee little note-book she cons o'er and o'er,
By the bundles that come every day to my door,
That she's gleaming a holiday harvest on tick,
That will make my exchequer exceedingly sick.
—*Boston Courier.*

HE KNEW ITS VALUE.

MISS GUSHLY—"I have a friend who writes verse in exactly the same vein as you do."

SPACER—"Well, advise him to give it up. There is no money in it."

ALL THINGS TO ALL MEN.

ANGLO—"You Americans seem to lack a national spirit."

YANKEE—"Yes, we are very cosmopolitan in our drinks. I always make it a point to take 'the same' whatever the nationality of the man I am drinking with may be."

EXTRACT FROM DR. HUNTER'S PAMPHLET ON THROAT AND LUNG DISEASES.

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The sooner the people come to understand this the better it will be for themselves. Every lung case requires for its proper treatment the patient to be surrounded by a zone of medicated air, and every breath he draws made to bear a healing balm to the lungs, or no cure will result. This is accomplished without the least discomfort or interference with business.

The author of this pamphlet was the first to introduce this treatment. He has made it the study of his life; and has had greater experience in its application than any living physician, and accomplished by its cures in every stage and form of lung complaint, and is therefore justified in proclaiming it of the importance of life itself to all persons afflicted with weak or diseased lungs.

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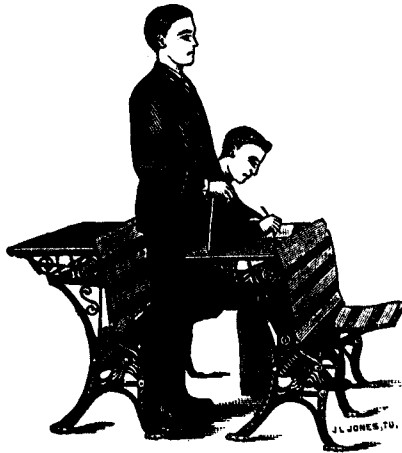
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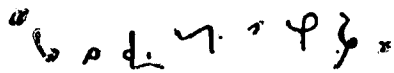
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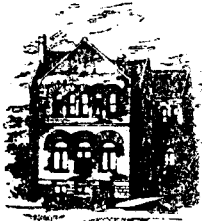
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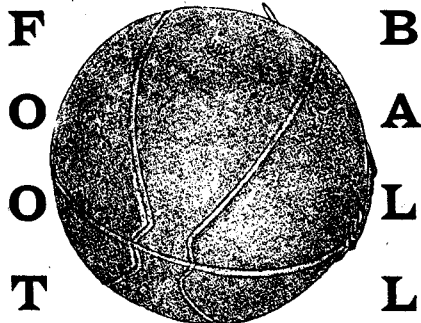
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OFFICIAL CALENDAR

—OF THE—

EDUCATION DEPARTMENT

—FOR THE—

YEAR 1891.

January:

1. NEW YEAR'S DAY (Thursday).

Reports of Examiners to the Department on the December Entrance Examinations, due.

Trustees should notify Municipal Clerks if they require names of children between 7 and 13. [P.S. Act, sec. 115].

5. Rural Public and Separate Schools open. [P.S. Act, sec. 204 (1); S. S. Act, sec. 79 (1).]

7. Polling Day for Trustees in Public and Separate Schools. [P.S. Act, sec. 98 (3); S. S. Act, sec. 31 (3).]

High, Public, and Separate Schools in cities, towns and villages open. [H. S. Act, sec. 50; P. S. Act, sec. 204 (2); S. S. Act, sec. 79 (2).]

Semi-Annual Reports of High School Trustees to Department, due.

13. Clerk of Municipality to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1).]

14. Names and addresses of Public School Trustees and Teachers to be sent to Township Clerks and Inspectors. [P. S. Act, sec. 40 (6).]

Names and addresses of Trustees and Teachers in Separate Schools to be sent to the Department. [S. S. Act, sec. 28 (12).]

Annual Reports of High School Board to Department due. [H.S. Act, sec. 25 (12).]

Annual Reports of Boards in cities and towns, due. [P.S. Act, sec. 113(11).]

15. Annual Reports of Separate Schools, due. [S. S. Act, sec. 28 (18); sec. 32 (9).]

19. Appointment of High School Trustees by Municipal Councils. [H. S. Act, sec. 17 (1).]

20. Normal Schools open (First Session).

21. First meeting Public School Boards in cities, towns, and incorporated villages. [P.S. Act, sec. 107.]

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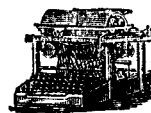
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