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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

Subscription, \$1.50 a year.  
In advance.

TORONTO, OCTOBER 1, 1890.

Vol. IV.  
No. 10.

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## \* Editorial Notes. \*

THE interesting account of the work of the Canadian Chautauqua during its last session, given us by Mr. Houston on another page, shows that an excellent beginning has been made there. It only remains for the teachers and others ambitious of self-improvement to give the promoters due encouragement, in order to secure the development of this summer school into an institution, the good influence of which may be both far-reaching and perpetual.

MR. GOLDWIN SMITH is reported as having said, in an address in connection with the annual distribution of prizes at the Toronto Church school, that "the employment of female teachers in the public schools was a 'doubtful system,' as it in many cases encouraged insubordination." If Mr. Smith really said this, which we are inclined to doubt, it would be interesting and useful to have some evidence in support of the statement. Our own impression is that on the average the discipline in classes and schools controlled by women is at least as good as that secured, other things being equal, by teachers of the other sex.

WHAT kind of literature do our school teachers read? The teachers of Chicago have recently been reprimanded, it is said, by the Superintendent on account of their low literary tastes. They are represented as devouring fiction of the most trashy and sensational kind. We have no doubt that a certain proportion of light and imaginative literature is good for the teacher as

well as for everybody else, but it should be of a high type in regard to both matter and style, and should be resorted to only as a source of mental recreation, and hence intermingled sparingly with more solid reading matter. The kind of books a young man or woman reads has very much to do with determining the present and future character and career.

THE teachers of Melbourne, Australia, have passed a resolution affirming that it is desirable there should be a pupil teacher for every thirty-five in average attendance, instead of every fifty as at present, and that the minimum salary of males be £30, maximum £70, and that the salaries of female pupil teachers be four-fifths that of males. Both the minimum and the maximum salaries proposed seem very low even for novices, and the distinction between the sexes in this matter is, to say the least, invidious and hard to defend. But the teachers are right in claiming an assistant for every thirty-five in average attendance. Canadian teachers would do well to note this, and let their voices be heard in favor of a similar reform. Nothing is clearer to our mind than that no teacher can do justice to more than thirty-five pupils, though if we are not mistaken many Canadian schools average a much larger number for each teacher.

A RECENT writer has well remarked that it is as true in regard to bodily health as it is in regard to manners and morals that that which we would have appear in the man or the woman and in the National life, must be infused as a part of the early training. During the period of school life the physical as well as the mental and moral habits become fixed. A due regard to cleanliness, to healthful exercise, to the maintenance of a proper, erect position, etc. have much to do with determining whether the adult life shall be healthy and vigorous or the opposite. The intelligent and conscientious teacher will feel his or her responsibility in regard to all such matters. Equally important are proper heating, ventilation, lighting, etc., and though these matters are not so directly under the teacher's control yet by persistently pressing any serious defects upon the attention of parents and trustees the teacher can usually bring about needed reforms.

THE subject discussed in Mr. Row's paper, which appears on another page, is one of such special interest and importance that we have given a good deal of space to it in our editorial columns. Mr. Row's resolution "that in the opinion of this Association technical grammar should be removed from the Public school curriculum, except so far as it may be taught incidentally in a thorough course of practical language training," was well discussed and carried almost unanimously. Mr. Row and Mr. Wm. Houston, M.A., were appointed a committee to prepare a syllabus of language lessons for the Public schools of the province. We may add that the words of the resolution referring to the teaching of grammar "incidentally in a thorough course of practical language-training," which we did not observe until our article had gone to the printer, may be intended perhaps to cover the method that we have advocated, leaving, after all, but little difference between Mr. Row's idea and our own. Nevertheless, the fuller discussion of the question can do no harm.

STRANGE to say, the question of the higher education of women is still under discussion in England, and there are still multitudes of fogies who cannot see any propriety or utility in university courses for women. In an article in the *Contemporary Review*, Dr. Fitch has spoken some admirable words upon the subject:

"That human beings, whether male or female, come into the world not only to 'get a living,' but to live; that the life they live depends largely on what they know and care about, upon the breadth of their intellectual sympathy, upon their love of truth, upon their power of influencing and inspiring other minds; and that for these reasons mental culture stands in just as close relation to the needs of a woman's career in the world as to that of a man,—all these are propositions which, if not self-evident, are at least seen in a clearer light by the people of our generation than by their predecessors. . . . And even though the knowledge or power, which are the product of a liberal education, may seem to have no bearing at all upon the special business or definite duties of a woman, yet if it be felt by its possessor to make life more full, more varied, more interesting and better worth living, no other justification is needed for placing the largest opportunities within her reach."

What more need be said on the subject?

## Primary Department.

### ONE DRAWING LESSON.

BEBE.

MASTER ROBBIE was the youngest of a household host where he might have been appropriately styled King Robert. Since his admission to our circle numerous members had done him homage.

On this particular afternoon the monarch, in merry mood, was experiencing keen delight in giving sly pushes to neighbor Frankie's arm, much to that gentleman's annoyance. What faces the two were for a study, the one so pleased, the other so grieved, but, being the teacher it was plainly my duty to alter the scene. So, calling Robbie's attention to the injury he was doing Frankie, who was always so exact in his writing, I directed him to sit nearer the end of his seat and he too should have work to do—but, already, His Majesty was pouting.

Just at the moment it occurred to me that I must take the class of which he was one. Up trooped the little folks minus Rob; just fourteen in number. There he sat with, I fancied, his hand holding the seat to assure him of his awful power of resistance. "Robbie," said I, "come, this is your class." Back in such a naughty tone came, "I don't want to." "Oh, very well, in that case you need not come," replied I, and addressed my class with, "We shall take something instead of the lesson in reading." All, of course, began to wonder what that something could be, and when I reached for the chalk-box the eyes sparkled with delight.

Eagerly the hands were offered to receive the pretty white crayon. (The little mites are so proud to have whole crayon that, when I wish to give a treat, the new ones are served out). A couple of the class took erasers with the duty of keeping the board in order, in addition to the work expected of them.

A review I chose that everybody might be hard-worked. There were lines drawn to represent the position of my pointer, the stripes in May's pinafore, the sides of the window-frame, the bell-rope, the horizontal stove-pipe, the top of the board fence, the road, a hill that boys and girls like to sleigh-ride down, two lines meeting for the roof of Mr. Watson's barn, which we could see from the window, etc. Pupils took turns in holding pencils, pointer, rulers or arms in positions which they wished other pupils, whom they had the privilege of naming, to represent on the black-board. More examples were demanded, and Observation and Memory were kept busy; the school-room, the home and the outside were ransacked for articles in the position indicated by the lines on the board. After this, there were neat little square fields for calves and colts, and boxes, of the same shape, for pencils and patches. Sometimes half a dozen had places at the board for a trial of skill. Occasionally, when the chalk was naughty and ran off with the line, there was a ripple of laughter in which the chalk engineer was not mute.

Just when I was becoming anxious lest

some of the arms should drop off, or the fingers fly away, what should I see in my class but fifteen instead of fourteen. But what a queer little fellow the fifteenth was—standing so still, watching alternately my workers and me, with such a timid imploring look in his eyes. As he seemed to have no work on hand, he was surely none of mine, and, of course, I could not afford to notice him.

By and by, however, I felt a tug at my skirt, and, on looking down, saw the strange boy whose babyhood, I am sure, was not out of sight and heard a very meek wee voice ask "Please can't I draw"? "Why," I said in surprise, "can this be the boy who told me he didn't want to. No, no, we do not need you; you would surely rather be in your seat." The gathering tears bade me remember "Mercy is twice blessed." I sat down and drew him to my side and spoke just a few words. He admitted that he had been naughty, "because I wouldn't come to my class," and "because I said I didn't want to." His struggle to keep back the tears was admirable, only one drop splashed down.

Perhaps I was cruel, but to try him I said, "Now if I ask you to go to your seat, will you go"? The lip quivered, but the answer was "Yes." I put a fresh crayon in his hand and he had his turn once before one of the little ladies collected the chalk.

\* \* \* \* \*

Two years have rolled on since that afternoon; and Robbie missed no more classes, nor did he ever again say to me, "I don't want to."

### SOME MAXIMS FOR THE TEACHER.

BEBE.

GOOD children make agreeable teaching, and, as we are fond of what is agreeable, it follows that we desire to have in our school-rooms only good children. Any means which will tend to increase the proportion of these is worthy of consideration.

An excellent rule I find is "Always dismiss your pupils in a happy frame of mind." If there are any symptoms of discontent, tell or read an amusing story, or close with a lively exercise. Don't allow them to go from you with any bitter feelings. Remember you must meet them in the morning, and try to do another day's work better than to-day's, and to succeed you and your pupils must be glad to come.

Send your children home with best feelings uppermost, and the bright "Good-mornings" will make your sunshine next day.

"Those who school others oft should school themselves," speaks for itself and should be often in the teacher's reflections.

"Know thyself" has much in common with those words of Shakespeare, but John Ruskin has written so well in connection with it that I cannot refrain from giving his words: "See that no day passes in which you do not make yourself a somewhat better creature; and in order to do that, find out first what you are now.

Do not think vaguely about it; . . . try to get strength of heart enough to look

yourself fairly in the face, in mind as well as in body. I do not doubt but that the mind is a less pleasant thing to look at than the face, and for that very reason it needs more looking at; so always have two mirrors on your toilet table, and see that with proper care you dress body and mind before them daily . . . not dwelling upon those inevitable faults which are of little consequence, and which the action of a right life will shake or smooth away, but that you may determine to the best of your intelligence what you are good for and can be made into."

Manage yourself and you can manage any child. Do not fear to probe your own faults, but be rather careful in your treatment of those of the little folks, for theirs are not yet as "desperate grown" and "desperate remedies" do not contribute to the growth of child nature.

"Be cheerful." One need not be an optimist. Keep your difficulties to yourself. Mark you, I say, particularly your school difficulties. They may be interesting to many in your section, but it does not necessarily follow, that they will be diminished in the telling. I do not regard it as in any way hypocritical to present to the public only the bright side—the dark side requires attention from within. "Count your mercies," "Magnify your office." Finally act on Beecher's advice "A man's house should be on the hill-top of cheerfulness and serenity; so that no shadows rest upon it, and where the morning comes so early, and the evening tarries so late that the day has twice as many golden hours as those of other men."

There is a wonderful joy in this work of ours;—be sure you find it—there is gloom too, but there are lights and shades in all good pictures.

### A SUGGESTED OBJECT LESSON.

RHODA LEE.

"MAY I give you something"? was the request made by a dusky little member of my class one morning last week. "Certainly, Cornelius," I said, and immediately I was presented with a huge, ripe sunflower, almost as large in diameter as the beaming brown face of the donor.

"It grew in our back garden," he added; "grew nine feet high, and—and, we've got some more, too."

Thanking the little fellow, I said, "Do you know what we will do with this, Cornelius? We will have a lesson about it to-morrow. I want the girl or boy who works best to-day—all day, to stay after school and help me arrange the flower for to-morrow."

The request for an assistant was not forgotten, and at half-past three, although the fact had not slipped from my often faulty memory, I was reminded of my promise by more than one of my thoughtful little folks.

My choice fell upon a "new boy" who was endeavoring to cure himself of some very bad habits he had displayed on his arrival, and to-day he had made quite a conquest. As he was unaccustomed to the work, he required considerable explanation and assistance, but for this I was amply repaid by observing his intense interest and

carefulness in arranging the seeds and legres in the different boxes as I had directed. When, his work completed, he added to his cheery. "good-night" the words "I mean to find out something for that lesson for to-morrow." I felt that the time had been well spent and set to work to make further preparations for the lesson.

Friday morning, 10.25. Every scholar supplied with two sunflower seeds and a yellow petal. Colored crayon in the black-board tray for drawings. Seeds of different shapes and colors, as well as various other objects on my table for comparison, and every beaming face bright with expectancy.

As the children were all familiar with the fact that it is by means of the senses we make our discoveries, they were ready to assist me in placing the following table on the black-board to be filled up as we proceeded with the work of investigation.

SUNFLOWER SEED.

WHAT WE FIND OUT BY

FEELING.	LOOKING.	TASTING.	SMELLING.	HEARING.

Besides these columns we placed one other for general remarks. We then examined the objects in the order indicated by the above table, placing the results in their own columns as obtained from the use of that one particular sense. There are various methods of cultivating the sense of hearing in our object lessons, but the one most common is that of dropping different articles on different surfaces and then determining the nature of the substances and their relative weight in general terms.

While the primary aim of all object lessons should be the all-round development of the faculties of the child-mind, the secondary one should also receive the necessary attention. The language in which the answers are given should be carefully noted and corrected when necessary. New words should be given occasionally, but always following a thorough understanding of the thought they embody.

Subjects for these lessons should not be carelessly chosen, without thought as to their power of development, but should be well considered and planned beforehand. The fact of a scholar suggesting an object, or still better, bringing material for a lesson, gives increased zest to the lesson and fosters that spirit of co-operation to which I have so often referred—a living, active spirit in school life.

My choice had fallen on the water-melon seed, but when the sunflower was brought, with but little trouble I changed the lesson, and, if you would like to know just how interesting it was, I would advise you to try it, as the "stately" flowers are still to be found in some gardens, "nine feet high" and "more, too."

I have a particular fondness for seed-lessons, probably because of their close connection with so many of the morning gems or verses which refer quite frequently to the "seed-sowing" of kindness, love, truth, honesty, and the reaping in reward.

These little moral lessons are well understood by children and their force is felt and seen if properly applied.

But to return to the lesson on Friday morning. After a rapid review of the work on the board, I allowed the scholars to put their seeds away in safety in order to preserve them for planting, and I was just turning from the class, when to my surprise I saw, raised, the hand of a very timid little girl, who rarely, if ever, ventured a remark unassisted. "Well, has Dora something to tell us?" I asked. "Yes, Miss Lee," she replied. "Our mamma was making pumpkin pies last Saturday and she gave me some seeds, may I bring them for another lesson." I had only time to give a delighted consent when the bell for intermission sounded through the halls.

\* Special Papers. \*

CURRENT ENGLISH.

B. NOTHING happens or occurs now; it "transpires." "A number of cases," I read the other day, "had transpired," and all I can say is that I hope they feel better after transpiring. But a still more remarkable statement I lately read by a popular English novelist, who, wishing to inform us that if his hero were suffering from any secret sorrow he concealed it from the world, says, "No skeleton in the background ever transpired."

M. No! You must have invented that.

B. I assure you it is a fact, almost incredible as it may seem. But to go on with a few more examples. We now "inaugurate" every thing that we do not "initiate," apparently without an idea of what the words really mean. We "commence," we rarely begin. We give "ovations" to persons, not meaning rotten eggs. We "open up" every thing; but why up? Soon we shall open up a door, or a house. "To the general reader this volume," we are told by a late writer in what is called a "prominent" English newspaper, or "journal," "will open up a storehouse of new ideas." A newspaper is called an "issue," and I wish, sometimes, it could be healed. "Notably" is constantly used for "for instance"; and "to notify" in America has incorrectly the meaning of to give notice, instead of "to make known." "You are hereby notified" is used instead of "it is hereby notified to you." Again, everything is a "note" of something; whether the note is do, re, mi, fa, sol, or la is not said. Then we have "recitals" of music on a piano forte, and next, I suppose, we shall play pictures on canvas. "Trouble" is also used in a new way. "Do not trouble about it." Trouble whom, or trouble what?

"Got" is still another word which is most distasteful to me, and always jars on my ears, yet it is constantly intruded into sentences where it is totally unnecessary. "Have you got this or that or the other thing?" is almost universal, and so is the answer, "No I have not got it"—or as those Americans say who wish to be extremely accurate and precise, "No, I have not gotten it."

M. But this is trivial compared with the chambermaid vulgarisms that I am sorry to say I find in many modern English works,

of "whatever," "wherever," and "whenever," used for "what," "where" and "when;" as for instance, "whatever is he doing," "wherever is he going," for "what is he doing," "where is he going." Can anything be more vulgar?

B. Nothing; and it is not only vulgar, but quite senseless. I am sorry, too, to see that the improper American use of the word "quite" is now coming into vogue in England. Mr. Henry Kingsley, for instance, says in his novel of "The Harveys," "I had been quite a long time at school, and had never once asked him to come to our dingy house." What is quite a long time? Quite means entirely, or completely. What is completely or entirely a long time?

M. One of the oddest phrases used in America, and one which is not justified by the usage of the best writers of English is, "I don't feel like going or doing," something, for "I don't feel inclined to go or do," something. You may feel like a thing or a person, but how can you feel like an action? You may feel like a fool, or an ass, or a stick, possibly, but how can you feel like a-doing or a-going?

B. It is, nevertheless, universal in America.

M. I remember being startled by what struck me as an extraordinary and ludicrous use of this phrase. I had just arrived in America, and was taking my breakfast in the breakfast room of the hotel, when a pretty woman came in with a little child and seated herself near me. The child had no appetite and refused, in a whining voice, every thing that was offered to it. The mother apparently was disturbed by this, and at last relapsed into silence for a few minutes. Then suddenly she turned to the child and said, "Well, don't you feel like beefsteak?"

B. Feel like beefsteak! That was good. It is better than the singular epithet I once heard an American lady apply to a fish at a *table d'hôte*. When it was placed on the table she turned to her husband and exclaimed, "What an elegant fish!"

M. Odder still is the American use of love for like. They love beef and potatoes, and they like their friends.

B. I beg your pardon. They "perfectly love" beef, I admit, but persons are "perfectly sweet and lovely," too. Think of a "perfectly sweet and lovely" man, or a man who besides being "perfectly fascinating," is also "just as sweet and lovely as he can be"; and I know not how many times I have heard that phrase. It was only yesterday that I read in an American newspaper this singular description of a new machine: "It is a lovely notion in itself; as good as a gold mine,—or ever so much better." "Ever so much," you know, is American for "very much."

M. Do you mean to suggest that the Americans have not the right to use the English language as they choose.

B. If I dared to do so, I should. But I don't dare to do this; I have been so often abused for such a suggestion.

M. The Americans are a great people, sir. Do you know there are over sixty millions of people in America?

B. Yes, I've heard all that; and I perfectly love them all. But if my dearest

friend has a wart on his nose, I can't help seeing it.

M. But you need not mention it.

B. No, because he can't get rid of it; but he can rid himself of bad grammar and bad English and bad spelling.—From *W. W. Story's "Conversations in a Studio."*

## Contributors' Department.

### TECHNICAL GRAMMAR\*.

R. K. ROWE, PRINCIPAL MODEL SCHOOL, KINGSTON.

IN moving for the abolition of Technical Grammar from the Public School programme, I recognize the gravity of the change proposed, and am not unmindful of the weight of opposition which tradition and conservatism may bring to bear. Among the opponents of my proposal to day I shall not be surprised to find many whose age, experience and scholarship so far surpass my own that I ought to bow in silent deference to their opinions. On the other hand, considerable experience, in which some special attention has been given to language-training; close observation and careful testing of High School entrants, have forced upon me the conviction that something is radically wrong in our efforts to train our pupils to write and speak with ease and correctness. All who have given serious thought to this matter must have observed with regret that while marked improvement has been made in teaching the literature of our language, we have made but little progress in teaching the language itself. Those who read the answer papers of candidates for entrance to our High Schools, or of candidates for Third and even Second Class Certificates, and those Model School Principals who weekly read the answer papers of the teachers-in-training, cannot but be impressed with the fact that we have failed miserably in our efforts to train the language faculty. I, therefore, charge Technical Grammar with being an impostor, in that she has pretended to teach young children to use the English language with facility and correctness and has utterly failed to do so. I charge her with having fraudulently deprived them of many of their best school hours for which she has made little or no compensation. I charge her with having deceived millions of innocent children and dulled their powers of perception and reason, leading them to accept in blind faith what can be well understood only by minds of considerable maturity. These charges can be proved as charges are sustained in the ordinary courts of law, by the examination of competent and reliable witnesses. In preparing material for this address I wrote to twenty-five English masters in our best High Schools and Collegiate Institutes; but so far have answers from only fifteen: Messrs. Burt, of Brockville; Carscadden, of Galt; Chase, of Toronto; Connor, of Berlin; Hunter, of Barrie; Huston, of Woodstock; Knight, of Kingston; Patterson, of Chatham; Robertson, of St. Marys; Steele, of Orangeville; Strang, of Goderich; Sykes, of Toronto; Tytler, of

Guelph, and Wilson, of Stratford. To each of these I put these questions:

1. Have pupils on entering the High Schools clear conceptions of the elementary principles of Grammar?

2. To what extent do they seem to apply the knowledge possessed in speaking and writing?

3. Would you prefer to have them enter with more language power and little or no technical knowledge except what would likely be gathered in a thorough course of practical language-training?

To the first question, two of these gentlemen give equivocal answers, implying an unwillingness to admit a truth that is likely to damage the reputation of their old acquaintance, "Grammar." The thirteen others say more or less emphatically that even elementary Grammar is not understood by High School entrants.

The sum of fourteen answers to the second question is, "Not at all." One thinks the pupils do apply the knowledge both directly and indirectly.

As might be expected, they are not so nearly unanimous on the third question. Ten of the fifteen, however, think the time spent on Grammar in the Public Schools might much more profitably be devoted to language-training. Several are *strongly* in sympathy with the proposed change.

It must appear that this evidence establishes the following points:

1. Grammar is too abstruse for Public School pupils.

2. The parts of the subjects imperfectly learned have no practical value as knowledge.

3. The majority of English masters in High Schools would prefer to receive pupils without the technical knowledge if more attention were paid to practical training.

4. We are violating the very important educational principle that no theory or principle should be presented to a child, until he is capable of understanding it *completely*.

To this I know some will reply, "Should not the Public School lay the foundation for the High School work, and will not the progress in the High School be retarded if pupils enter without a knowledge of Grammar?" The business of the Public Schools is not to prepare pupils for the High Schools, but to educate them. At least nine out of ten children in Ontario never enter the High Schools. Is it fair that the precious time of nine should be worse than wasted that one, who is afterwards to enjoy superior advantages, should gain a little? The Public Schools are for the masses, and should be adapted to the needs of the masses. Every moment of time should, if possible, be utilized for the practical advantage of the millions of children whose school life must end when the Public School door closes behind them for the last time. I plead for the boys and girls of this and future generations, that they may have abundant opportunity and encouragement to exercise their powers of expression while in the Public Schools; that they may tell what they learn at each stage as well as they can; that they may describe accurately what they observe; that they may investigate subjects for themselves and that the results of their

investigations be told as well as possible orally and in writing; that all false idioms be corrected whenever used and that they be led to say things strongly, clearly and gracefully. In other words, that all good habits be formed and all bad habits reformed before they become so fixed that reform is next to impossible. This can be done in only one way, by making every lesson a language lesson and by a careful course of oral and written composition extending from beginning to the end of the Public School course.

Grammar will be only a hindrance. It were as reasonable to expect a young boy to grow strong and graceful by memorizing the laws of hygiene and the directions in a manual of calisthenics as to expect him to gain language power from the study of theoretical Grammar.

By the time the laws are learned, habits are formed such as knowledge is seldom able to correct. We believe in training a boy to walk and sit erect long before he is able to understand the anatomy and physiology of the vertebra and of the organs of respiration, circulation and digestion. In the same way his habits of language must be formed, to a large extent, before he is asked to study the abstruse laws of the language.

## ✻ 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.

### THE OCEAN.\*

AFTER the pupil has become fairly familiar with the language of these stanzas of Byron, it would be well to direct his attention to the leading thoughts in it, which may be stated as:

1. The Ocean itself, which the poet wishes to describe as vast, unconquered, irresistible—possessed of a power compared with which man's power is nothing.

We are led to feel the greatness of the ocean, (a) by "words that signify strength, majesty, duration"; (b) by "hyperboles," or exaggeration for the purpose of effect; (c) by "contrasts," whereby, just as the black ink shows most distinctly on the white paper before you, the might of the sea is more vividly realized through the poet's emphasis of the insignificance of even great objects beside it.

2. The poet's personal sympathy with his theme. (a) He glories in the strength of the ocean. (b) He despises man's puny strength, finding no sympathy for the poor wretch swallowed up in the sea's abyss—"there let him lay!" (c) He reveals something of his own life.

When the pupil realizes what is the general drift of the stanzas, he should be required to show how each line develops in one way or another the leading thoughts as above.

Then, although the examination does not demand it, he should be called upon to commit the poem to memory. It would be a sin if the opportunity were neglected of impressing on his mind stanzas so admirable in their language, so lofty and passionate in feeling, lines, in short, that will ever be included among the greatest literary treasures of our language.

The stanza, "Roll on," etc., is a favorite field of exercise of elocutionists.

"Pleasure in the pathless woods," etc. Express-

\* Answering the question of "A Subscriber," Mallorytown.

\*Condensed report of an address on Abolition of Technical Grammar from the Public Schools, before the Provincial Teachers' Association at Niagara-on-the-Lake, August 15, 1890.

sive of the poet's sympathy with the wild loneliness of nature.

"Society where none intrudes." Troubled by no intrusions from his fellow-men, the poet finds companionship in the sympathetic presence of the ocean.

"But Nature more." Fill in: "I love Nature more."

"Our interviews." The intercourse between the poet and nature.

"Steal from all I may be, or have been before." Forget myself and my past life.

"Which I can ne'er express." Cf. Tennyson's

"I would that my tongue could utter  
The thoughts that arise in me."

"Fleets sweep over thee in vain." Leaving no trace of their passage.

"Nor doth remain a shadow of man's ravage save his own." Upon the ocean no trace of man's destructive power is to be seen, nothing but the ravage (destruction) with which he is overwhelmed. (The annotator of the Reader rightly refers to the double sense in which ravage is used—active in "man's ravage," but passive in "his own.")

"Bubbling groan." A striking picture of the bubbles of air rising from the drowning man.

"His steps are not upon thy paths." Man has never become familiar with the regions of the sea. ("His" refers not to the drowning man of the preceding line, but to man in general.)

"Thy fields." The "fields" of the ocean is a favorite metaphor. Cf. Tennyson's "Lotus Eaters":

"Most weary seem'd the sea, weary the oar,  
Weary the wandering fields of barren foam."

"Vile strength." Strength used for ignoble, paltry ends.

"Shake him from thee." By storm and tempest dashing him upon the rocks.

"Spurning him to the skies." Lifting him upon the mountainous waves.

"Rock-built cities." Cities built upon heights.

"Oak Leviathans." Figures of periphrasis and metaphor.

"Clay creator." The human builder of great ships, proud of his work, boasts that he rules the sea and decides all wars.

"These are thy toys." Metaphor. I (b).

"Like the snowy flake they melt into thy yeast of waves." Like a flake of snow the great ships disappear under the foam-crested waves of the sea.

"Which mar the Armada's pride, or spoils of Trafalgar." Which destroy the Armada (1588) with its haughty Spaniards, as well as the great ships won from the French at Trafalgar (1805).

"Thy shores are empires changed in all save thee." Thou art so great that only empires can fitly be on thy boundaries; yet those now existing resemble the empires formerly there only in being near the sea.

"Assyria." The Empire of Assyria, at the height of its power (668 B.C.), extended over most of the country now known as Asia Minor, with Ninevah (See Jonah i, 2) as a chief city. The Empire perished under the attacks of the Medes 605 (?) B.C.)

"Greece." Greatest under Pericles (449-429 B.C.) It fell under Roman supremacy about 146 B.C.

"Rome." At the beginning of the Christian era Rome ruled over all the countries bordering on the Mediterranean, but less than five centuries later her empire succumbed to repeated attacks of the Northern barbarians, Italy falling into the hands of Odoacer (476 A.D.)

"Carthage." The once famous commercial and warlike city, the rival of Rome, occupied a site not far from the present city of Tunis. Destroyed 146 B.C. by the Romans, after several bitter wars.

What "empires" have succeeded these?

"Thy waters wasted them and many a tyrant since." The ocean destroyed many a fleet of these empires, and when they fell under the sway of tyrants, these despots also suffered many a similar loss.

"Their shores obey thee, the stranger, slave or savage." The Turks of Mongol (North Asian) origin are strangers ruling in Assyria. The Vandals, etc., barbarians, founded a kingdom on the ruins of the Roman Empire in Spain (cf. Andalusia.) Nations such as those of France (Gaul),

once subjects (slaves) to Rome, now are independent.

"Their decay has dried up realms to deserts." What changes have taken place in the prosperity of North Africa, Palestine, etc.?

"Glasses itself." Is depicted as in a mirror (glass). One catches a glimpse of God's power and majesty in the storm-tossed sea.

"In all time," etc. Construe: Thou art the image of eternity in (throughout) all time, whether calm or convulsed, whether covering the North and South with ice, or storm-tossed at the Equator.

"Each zone obeys thee." Zone by metonymy for each part of the world with its inhabitants.

"Alone." "With none so great to bear thee company."

"Freshening sea made them a terror." The wind freshens (blows more strongly), making the swimmer fear the billows.

"My hand upon thy mane." Compare Childe Harold III. 1.

"Once more upon the waters! yet once more! And the waves bound beneath me as a steed That knows his rider. Welcome to their roar! Swift be their guidance, whereso'er it lead! Though the strain'd mast should quiver as a reed, And the rent canvas fluttering strew the gale, Still must I on."

"As I do here." Trusting and caressing the Mediterranean as, when a boy, he did the ocean.

### CHRONOLOGICAL PARALLEL TO THE REMOVAL OF THE ACADIANS.

(LONGFELLOW'S "EVANGELINE." LITERATURE OF 1891.)

#### EUROPE.

War of the Spanish Succession.  
Treaty of Utrecht ended the war, 1713.

War of the Austrian Succession, 1740. England and France on opposite sides.

Ended by the peace of Aix-la-Chapelle, 1748.

League of Austria, Russia, France, Spain, against England and Prussia in the Seven

#### AMERICA.

Nova Scotia colonized in part by the French in 1604, who were expelled by the English from Virginia. Again regaining foothold, they were driven out by order of Cromwell. Acadia passed to the French by the Treaty of Breda 1667.

Port Royal captured by the English, 1710.

By the Treaty, Acadia became an English possession; the inhabitants were granted right of free worship, but were to be subject to England. Those who cared to remove had permission to do so.

1714 an oath of allegiance was demanded of the Acadians, which was not generally taken till 1730.

The Acadians give secret help to the French, instigate and aid the Indians to attack the English.

Loisbourg, C.B., captured 1745 by Gen. Pepperell from Mass.; was restored to the French by the Treaty.

1749 Halifax founded. Cornwallis made Governor. New oath of allegiance required of Acadians. Many emigrated.

1750 Fort Lawrence (Eng.) built at head of Chignecto Bay; upon which the French built Fort Beauséjour, on the other side of the isthmus.

In 1755 an expedition from Mass., under Col. Winslow, captured Beau-séjour, Fort Gaspereau

Years' War (1755-1763) Pitt administration.

at Bay Verte. It was resolved to remove all French inhabitants from Acadia. They were ordered to assemble at their chief villages; there they were seized; and by December 1755 most of them had been transported.

## \* Hints and Helps. \*

### FOR AN ATTRACTIVE SCHOOL-ROOM.

- A CLEAN floor.
- Clean windows.
- A well-kept teacher's desk.
- Clean blackboards.
- Clean crayon racks.
- A room well dusted every morning.
- Whole, neat curtains, evenly drawn.
- Tidy walls, whitened, tinted or papered.
- Good pictures well hung.
- A well-filled bookcase, well kept.
- As good a "centre-table" as at home.
- A well-covered and adorned "mantel."
- Good mottoes, well hung.
- Choice bric-a-brac.—*Ex.*

### SOME ADVANTAGES OF WRITTEN WORK.

1. It holds the pupil's mind to the subject.
2. It keeps the pupil out of mischief.
3. It improves his penmanship.
4. It is a drill in neatness.
5. It is a drill in punctuation.
6. It is a drill in the practical use of capitals.
7. It is a drill in writing sentences.
8. It aids in the formation of business-like habits.
9. It develops the reasoning faculties.
10. It gives the pupils an opportunity to criticise each other's work by exchanging papers.
11. It aids precise and accurate expression.
12. It helps the pupil to shun laziness.
13. It secures much better lessons.
14. The pupil will be able to do more each succeeding hour.
15. It relieves the teacher from governing by substituting management.
16. It enables the teacher to know just how much each pupil does.
17. It enables the teacher to know just how much each pupil can do.
18. Not only can the pupil see his own advancement but his parents can see it.—*Southern Educator.*

### THE VALUE OF HABITS.

THE teacher should not lose sight of the fact that he is aiding the pupil to form habits. He should urge punctuality, obedience, politeness, application, purity, self-control and right doing, not merely for the present good of his school, but because he knows that the pupil who, through all his school years, makes an honest effort to be on time; who seeks to obey every wholesome rule; who faithfully applies himself to his tasks; who strives to be polite; to be pure; to control his wayward passions; to do the right, will acquire good habits, and gain the manly strength which comes from long continued effort. Right well do we know that the punctual boy will become the prompt reliable man of business; that the obedient youth will respect the laws of the land when he reaches manhood; that close application to the business of the school-room is a prophecy of close application to the business of later life; that where politeness is the rule in the schools it will become the rule in the world outside; that purity in youth means purity in manhood; that self-control in the smaller sphere leads up to self-control in the larger. It has been said that, "man is a bundle of habits," and we may add, in view of what is stated above, that the conscientious teacher will strive to make every one of his pupils a bundle of good habits.—*School Education.*

## \* Correspondence. \*

## A SUGGESTION.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—A great deal has been written about the teacher's first day in school, and the best way to employ it. May I add a little more by making a suggestion, which, if it were put into practice, would almost entirely overcome the difficulties of the situation, in many respects?

When a teacher is leaving a school, let him write a description of his school for his successor.

This description should contain the classification of the pupils, and the exact stage that each class has reached in each subject. If the new teacher began with this knowledge a great deal of time and energy might be saved, which are now expended in discovery.

Secondly, the description should contain a detailed account of his mode of discipline. This might include special mention of the characteristics of many or all of the pupils, in respect to obedience, truthfulness, punctuality, studiousness, etc.

This would be invaluable knowledge and a source of power and confidence to the new teacher.

Thirdly, it should contain an account of the organization of the school, the mode of assembling, dismissing, seating, etc.

This knowledge would save much confusion, and the new teacher could gradually make changes to suit his own ideas without making a sweeping disturbance in the accustomed order of procedure. The description might contain many other things which would be welcome knowledge, especially to raw recruits, and could be enlarged by special mention of any peculiarities of the school, the section, the people, etc.

Just as a farmer could confidently begin work on a newly purchased farm, if he knew how it had been cultivated before, so could the new teacher, promptly and effectively begin work in his new school.

J.

## AN APPEAL.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—In your issue of July 15th, there appeared a letter from Mr. Richard Lewis, in support of the formation of a teachers' union in Ontario, with which I wish to express my hearty concurrence in every respect. Very wisely he points out the folly of our putting any dependence in the Provincial Association; very wisely he implies our leaving that institution to its own chosen province—the evolution and airing of pet theories; and very wisely he suggests our breaking new ground, laying an entirely new foundation, and erecting an entirely new superstructure. These are the first necessary steps. Here is the most arduous part of our task, and in its performance is our first assurance of success.

Mr. Lewis says: "It should be a representative body," which is self-evident. We want those men who are now intending to make a life-work of teaching to take the matter up. They are the most representative. They have the greatest interest at stake. To them I appeal for the support that must be general before we can make a show of forming a union. What have you now to look forward to? Do you dream of retiring on a competency at sixty years of age? What picture of your declining years do you treat yourselves to, as salaries now are? Yet a restful and peaceful old age is the hope of all who work in youth and manhood. Then put your shoulders to the wheel and at each revolution see increased hope of such, and if you are true to yourself you will see your hopes realized.

We are now divided. We scarcely know of each other's existence. As a class formed upon social relations we have no existence. For this very reason we have no power. For this reason we are at starvation wages. But once united we shall have power, and, in showing it, win an interest that will never fail the profession—an interest that will be courted as well as paid. Looking at the matter from the lowest stand-point—that of our usefulness to those who pretend to the manipulation of the public mind—should we not from the very fact of our numbers and widespread influence be of importance, when from one centre could be heard our united voices?

But I need not urge upon you these views. Doubtless they have occurred to all concerned many times. What I do urge is action. Let no man wait for his neighbor while he is cleaning out his musket, load your own. He will be at your side when the right time comes.

You ask what shall you do. Have you pens? Employ them, and not merely for educational papers. Write to the papers read by ratepayers whom you wish to influence. Teachers know they want higher salaries. Let those from whom those salaries must come know it. The circulation of educational papers being confined to teachers, and those more directly interested in teaching, they have little influence upon the public, for the public unless specially called knows nothing of them. As a medium of communication among ourselves they cannot be too highly prized, but we must reach beyond them.

You ask what can you do. Each can do union work before the union is established. Now is the season when teachers are asking themselves where they will be next year. If you can, stay where you are, everyone, and ask a good increase of salary. Don't underbid your neighbor for the sake of twenty-five dollars more than you are getting now. Don't answer advertisements that do not state salaries. My experience of that class of advertisement is that they merely call for teachers at the very lowest salary. Generally those answering are strangers to the trustees. The trustees place little dependence in the testimonials presented—they have written too many themselves not to know their real value—and so they take the lowest bid. If you have any teacher near you given to the very bad habit of underbidding, boycott him, don't recognize him. Drive him out of the profession if you can. Either he disgraces it as a teacher or as a man. But this is wandering from the matter of union.

Mr. Lewis says: "The movement will inevitably cost something at first." Assuredly it will. But do not be afraid of it. Remember we are 8,000 strong, and if but half contribute, no one will feel it until we feel our pockets weighing. Remember the formation of a union is legitimate. We have no law to fight. Remember that, as much as any other class with legitimate claims, we have the ear of government. Remember that in the legitimacy of our claims is our strength. Our great object will be, either by persuasion, or by such force as is at our disposal to make the people believe that our prosperity is their prosperity, that our condition reflects theirs, that our emolument is not their loss. There is no use in talking of right. They know all about that. There is no use in begging. They have too well learnt the art of saying "no." There is no use in anything that I am aware of, but in saying: "We are 8,000 or 9,000 strong, but in movement one. Pay us fair wages or there will be no teaching done in Ontario this year." Then we shall find different men to deal with. When they see they are talking to men strong in their rights, never fear but they will treat us as men. I tell you, Mr. Editor, there is an idea abroad that teachers are fit for nothing but teaching. They say there is no business in us, no stamina but that inspired of the cat-o'-nine-tails. Teachers of Ontario, do not neglect this opportunity of correcting that mistake. Mr. Lewis says: "The people have learned they cannot do without public schools." It remains for us to prove they cannot do without public school teachers, and that unless we are fairly remunerated they will have to do without public school teachers. Do not be half-hearted and mealy-mouthed. They cannot do without us. Teachers cannot be certificated fast enough to supply any demand for non-union teachers, if the teachers now in the profession enter the union in a proper spirit. We can make it the interest of every new teacher, male or female, to enter the union before he or she enters upon professional work.

Just one thing more and I have done. I believe we engage ourselves wrongly. Other people engage according to the amount of labor they perform. We lump it, as the saying goes. Why can we not engage at so much per pupil on the yearly average? Then we shall be paid according to the work we do and it will be to our interest to make the school so pleasant a place as to attract to it every child of school age in the Province, and, once there, to keep him. For example, I engage to teach at twelve dollars per pupil on the yearly average. At Christmas there turns out to be an aver-

age of forty-five. My salary will be \$540. There is an average of fifty, my salary \$600. Thus smaller sections would not be overtaxed and larger ones would pay in fair proportion.

Hoping this may influence pens abler and more facile than mine to help on the movement,  
I am yours etc.,  
B. T. BOLTON.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.

BOTANY.

Examiners { J. J. MACKENZIE, B.A.  
JOHN SEATH, B.A.

NOTE.—Candidates are to take the first six questions and either of the last two.

1. DESCRIBE fully and accurately the plant submitted.
2. (a) Construct a floral diagram of the flower.  
(b) Draw a longitudinal section of the flower, to illustrate the relationship of the different parts.
3. Make accurate drawings of the parts of the flower.
4. Illustrate by drawing the form and the venation of the leaves.
5. Make drawings illustrating the forms and the relationships of the various parts of the root system.
6. Draw, on a scale of one inch in diameter, a transverse section of the stem, and compare it with a similar section of the root.
7. Classify and name the plant submitted. Give several examples of allied Canadian plants.
8. Indicate the characters in this plant which might be considered as belonging

- (a) To the family,
- (b) To the genus,
- (c) To the species.

PHYSICS.

Examiners { J. A. McLELLAN, LL.D.  
J. F. WHITE.

NOTE.—Only eight questions are to be taken, two in each group. The illustrative experiments described must not be those given in the text-books.

A.

1. Describe experiments illustrating the different modes of generating heat; define heat and show how your definition applies in each case.
2. (a) Explain the formation of dew, stating the conditions most favorable to its deposition and why they are so.  
(b) How do you account for the efficiency of a glass fire-screen, while the interior of a green-house is rendered much hotter than the air by the sun's rays alone.
3. A gas measures 95 cubic centimetres at 180° F.; other conditions being unchanged, what will it measure at 120°C?

B.

4. (a) The image of a candle is visible in a looking-glass: draw the paths of the rays that enable an observer to see it.  
(b) What kind of mirror always makes the image smaller than its object? What kind makes it larger or smaller according to circumstances? Explain in each case.
5. (a) What is meant by refraction of light? State the law of refraction, illustrating by a diagram  
(b) What is the relation between the true depth and the apparent depth of an object under water when the observer is directly over it?
6. On a moonlight night when the lake is covered with small ripples, instead of an image of the moon, a long band of light is seen on the surface, extending towards the point which is vertically beneath the moon. Account for this phenomenon in accordance with the laws of reflection illustrating your explanations by a diagram.

C.

7. (a) State the difference between conductors and insulators; describe an illustrative experiment.

(b) A metal globe suspended by a silk cord is brought near the prime conductor of an electric machine in action; feeble sparks are produced. Explain. If the globe is held in the hand, stronger sparks are produced. Why?

8. (a) Describe apparatus for detecting feeble currents of electricity, mentioning the features that contribute to delicacy.

(b) An insulated conical bag is charged by means of an electrophorus, and a silk thread extends each way from the apex, enabling you to turn the bag inside out without discharging it.

Describe and account for the effects produced on testing the inside and the outside respectively.

- (1) when the bag is in its original position; and
- (2) when it has been turned inside out.

9. A partially charged jar is at a considerable distance from an insulated conductor; what will happen

- (a) if the charge is gradually increased?
- (b) if the distance is gradually diminished?

D.

10. Name the three elements of a musical sound and state the physical cause of each.

11. (a) Give reasons why a reflected sound may be more audible than the original.

(b) Explain how an echo may be employed to enable us to determine approximately the velocity of sound.

12. (a) Prove that the intensity of a sound varies inversely as the square of the distance from the sounding body.

(b) Describe the effect that the density of air has on the intensity of sound.

UNIVERSITY OF TORONTO—ANNUAL EXAMINATIONS, 1890.

JUNIOR MATRICULATION.

ARTS.

ENGLISH POETICAL LITERATURE.

PASS.

Examiner—A. H. REYNAR, LL.D.

NOTE.—Candidates for Scholarships will take only the questions marked with an asterisk. Other candidates will take under I., II., IV. and V. the first question and any following question, and under III. and VI. some one of the subjects specified.

I.

1. Give dates of Byron's birth and death and such particulars of his parentage and early life as may help to account for his peculiar character.

\*2. What are the excellencies and what the limitations of Byron's literary work? Illustrate by reference to Childe Harold and the Prisoner of Chillon.

II.

"My hair is grey, but not with years,  
Nor grew it white  
In a single night  
As men's have grown with sudden fears;  
My limbs are bow'd, though not with toil,  
But rusted with a vile repose,  
For they have been a dungeon's spoil,  
And mine has been the fate of those  
To whom the goodly earth and air  
Are bann'd, and barr'd—forbidden fare;  
But this was for my father's faith  
I suffered chains and courted death;  
That father perish'd at the stake  
For tenets he would not forsake;  
And for the same his lineal race  
In darkness found a dwelling-place;  
We were seven—who now are one,  
Six in youth and one in age,  
Finish'd as they had begun,  
Proud of Persecution's rage."

1. In what respects and for what reasons does Byron depart from the history on which this poem is founded? Compare, on this point, with Byron's sonnet on the same subject.

\*2. Describe the metre of this poem. By what devices is a pleasing variety secured within the metrical uniformity? Illustrate from this passage.

\*3. It has been said of the Prisoner of Chillon—"It is the one grand tribute which the great rebel of the age paid to Wordsworth." Explain the expression, "The great rebel of the age," and say wherein this poem is a tribute to Wordsworth.

\*4. What words are used in this passage for the sake of rhyme rather than for their own fitness to express the idea, and what examples are there of doubtful syntax?

5. Derive *bann'd*, *barr'd*, *fare*, *perish'd*, *tenets*.

III.

Describe in the language of the poet, as far as possible, some one of the following subjects:

- 1. The Prison.
- 2. The song of the bird and its effect on the prisoner.
- \*3. The view from the prison window.

IV.

"Fair Greece! sad relic of departed worth!  
Immortal, though no more; though fallen, great!  
Who now shall lead thy scatter'd children forth,  
And long accustom'd bondage uncreate?  
Not such thy sons who whilome did await,  
The hopeless warriors of a willing doom,  
In bleak Thermopylæ's sepulchral strait—  
Oh! who that gallant spirit shall resume,  
Leap from Eurota's banks, and call thee from the tomb?"

\* \* \* \* \*

The city won for Allah from the Giaour.  
The Giaour from Othman's race again may wrest:  
And the Serai's impenetrable tower  
Receive the fiery Frank, her former guest;  
Or Wahab's rebel brood, who dared divest  
The prophet's tomb of all its pious spoil,  
May wind their path of blood along the West:  
But ne'er will freedom seek this fated soil,  
But slave succeed to slave through years of endless toil."

1. Name and describe this metrical form. In what work was it first made famous? Compare it with blank verse and with the rhymed couplet as to its adaptation to the matter of this poem.

\*2. Point out and name the figures of rhetoric in the first of these stanzas.

\*3. Explain the significance and discuss the appropriateness of the words *relic*, *uncreate*, *whilome*, *resume*.

4. Write notes on Allah, Giaour, Othman, Wahab.

V.

"But soon he knew himself the most unfit  
Of men to herd with man; with whom he held  
Little in common; untaught to submit  
His thoughts to others, though his soul was quell'd  
In youth by his own thoughts; still uncompell'd,  
He would not yield dominion of his mind  
To spirits against whom his own rebell'd;  
Proud though in desolation; which could find  
A life within itself, to breath without mankind."

Where rose the mountains, there to him were friends;  
Where roll'd the ocean, thereon was his home;  
Where a blue sky and glowing clime, extends,  
He had the passion and the power to roam;  
The desert, forest, cavern, breaker's foam,  
Were unto him companionship; they spake  
A mutual language, clearer than the tone  
Of his land's tongue, which he would oft forsake  
For nature's pages glass'd by sunbeams on the lake."

1. What difference in style appears between the first two cantos of Childe Harold and the third canto? What occasioned the difference?

\*2. Is the character here described real or imaginary? Give reasons for your view on this point. What treatment should such a man expect from his fellowmen?

\*3. Quote or refer to other passages in which Byron expresses his delight in nature. What aspects of nature seem to charm him most? How would you account for this?

VI.

Give from Childe Harold the views of Byron on some one of the following subjects:

- \*1. His own literary work and fame.
- 2. His religious belief and unbelief.
- 3. The character of Napoleon.

HISTORY AND GEOGRAPHY.

Examiner—T. ARNOLD HAULTAIN, M.A.

NOTE.—Candidates for Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Pass or Honors, or for the Junior Leaving Examination) must take the first seven questions and any two of the remainder.

\*1. Sketch the political career of Kimon, or write a biographical sketch of Socrates.

(NOTE—Candidates for Scholarships will take only the first of these.)

\*2. Remark, with reference to particular measures, on the administration of domestic affairs by Augustus.

\*3. What and where were Akte, Abydos, Kythera, Phokis?

\*4. State generally the extent of the Roman Empire in the time of Augustus, using modern geographical names.

\*5. Distinguish between stratified, unstratified and metamorphic rocks; give examples of each, and state where each variety may be seen in abundance in Canada.

\*6. Give a brief but particular account of the various deposits of economic minerals and metals in the several Provinces of Canada. State in general terms the description and magnitude of the trade arising from the existence of these deposits.

\*7. Describe the main physical features of the Dominion of Canada, and show how these influence (a) the climate of the different Provinces, (b) the distribution of the chief field and forest flora—cereals, grasses, fruits, timber, etc.

\*8. "In outer seeming," says Green, "the Revolution of 1688 had only transferred the sovereignty over England from James to William and Mary. In actual fact, it was transferring the sovereignty from the King to the House of Commons." Support this assertion and point out at length the changes in the machinery of government which followed this transference.

\*9. (a) Describe the material condition of the English nation at the time of Walpole's ascendancy. (b) Remark on his financial policy, substantiating your opinions by references to particular measures advocated by him.

10. Give a concise account of the state of British industry at the time of Pitt's administration.

CHARACTER BUILDING.

WE must let the child do acts that will develop his moral nature. Other branches of education are very extensively discussed by teachers' papers; I wish to say something of this. The moral nature must be employed; the child must do with it—he must be: (1) Polite. The teacher must train the pupil to enter the school-room and address her in an easy, agreeable manner. The teacher must be polite herself and enjoy being polite and seeing others polite. (2) Assist others. The pupils must be instructed to do something for others each day. The question should often be asked: "What have you done for another to-day?"

I have tried this for many years and know the pleasure it yields. When a new pupil comes she is introduced to an old pupil, and is in her charge for a day or two for information, guidance and protection. This office is eagerly sought for. A pupil comes to me to say, "Is there anything I can do for you?" She offers to bring me a glass of water or to open the door. Without any training now, the pupils of the older class see that all the younger pupils are helped on with their garments at night; they take turns in bringing me my hat, coat and gloves. If I have pupils remaining after school they ask me if they can hear the lessons. They arrange my desk; they put up the blackboard erasers, pointers, etc. They do further than this. If a pupil disturbs others, they attempt to teach him what is right.—*The Right Man in the Right Place.*



# 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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PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON, - - - - - Manager.

## BUSINESS NOTICE

WE direct special attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

## TEACHERS' CONVENTIONS.

Wentworth County, October 2nd and 3rd.  
East Huron, at Wingham, October 9th and 10th.  
South Grey, at Flesherton, October 9th and 10th.  
West Grey, at Owen Sound, October 16th and 17th.  
Waterloo County, at Berlin, October 16th and 17th.

## ✻ Editorials. ✻

TORONTO, OCTOBER 1, 1890.

### GUILTY OR NOT GUILTY?

WE are not about to commit a "contempt of court" by venturing an opinion in regard to the guilt or innocence of the prisoner now on trial at Woodstock, charged with the heinous crime of murder. What we propose to do, as more in our line, is to review briefly the very serious charge brought by Mr. E. K. Row, in his address before the Provincial Teacher's Association, against Technical Grammar, as hitherto taught, or supposed to be taught, in our Public schools. Is it true that Technical Grammar is an impostor, "in that she has pretended to teach young children to use the English language with facility and

correctness, and has utterly failed to do so." There are several other counts in the indictment, as drawn up by Mr. Row, against the prisoner he has brought to the bar of pedagogical opinion, such as that of wasting a prodigious amount of time, and dulling the perceptive and reasoning faculties of children, but these are so closely connected with those in the sentence first quoted that if the former are proved the latter may as well be left to go by default. In inquiring into the truth of those we propose to consider we shall reverse the order in which they are presented in the indictment.

I. Has Technical Grammar, as taught in the Public schools, "utterly failed to teach young children to use the English language with facility and correctness"? The evidence in support of the affirmation is, we must at once admit, overwhelming. The testimony of those who are in the best position to judge, and we refer not only to that cited by Mr. Row, but to that continually borne by a multitude of witnesses, is too strong to be gainsaid. Our own observation fully confirms that of the great majority. The children who have passed through the Public schools do not, in nineteen cases out of twenty, use the English language with either facility or correctness. The selection which we have undesignedly placed beside Mr. Row's address, confirms the fact in so far as the incorrect use of words is concerned, for it may safely be assumed that those who use such expressions as those of which samples are given have all passed through the Public schools. Many of them have, no doubt, passed through the High schools, and even the Colleges and Universities also, but those institutions are not just now on trial. Other species of error, such as the use of wrong forms, moods, tenses, numbers, persons, etc., are still more universal and still more unpardonable. Take a single instance, out of many that might be given, viz.: the use of *shall* and *will*, *should* and *would*. We cannot suppose that any pupil passes through the Public school course, to say nothing of the High school course, without having a drill on the rules given for the use of these words, and yet we feel sure we are within the mark when we say that in the numerous letters we receive from teachers of all grades, these words are used incorrectly almost as often as correctly. The verdict then is "Guilty" on the count we have taken first.

II. Is Technical Grammar guilty of having "pretended to teach young children to use the English language with facility and correctness"? Instantly, as we ask the question, there comes back to us the words

of the old definition which in our school-boy days was imprinted on child memories by interminable repetitions, too often with the accompaniment of stripes and groans and tears. "English Grammar is the art of speaking and writing the English language with propriety." We are not so familiar with the text-book now in use in the Public schools of Ontario, and not having one within reach, cannot say whether the definition is similar, but we have no doubt it is so in substance. It is true that the term "facility" is not here used, but the word "art" implies, we suppose, about the same thing. It must then be regarded as proven that Technical Grammar, as defined in the text-books and as ordinarily taught in the schools, has pretended to do something which she has proved utterly unable to accomplish, and is therefore an impostor.

III. But just here a third question arises, which embodies, it seems to us, the gist of the whole matter. Is it Technical Grammar, properly so-called, which is the impostor, or is it only a certain something which has been passed off by authors and accepted by Educational Departments and by teachers, as grammar, which is responsible for the failure? May it not be, after all, that it is not Technical Grammar proper, but that something which has usurped its place, which is really guilty of the imposture?

Perhaps we can make our meaning clearer by dropping the figure. We are forced to admit that English Grammar, as generally taught, has failed and must fail to enable pupils to use the language with facility. Facility in the use of correct speech can be acquired only by dint of constant practice. The very few children in our schools who are so fortunate as to have educated parents and to grow up amongst those who use language correctly, have that practice hourly from their first use of speech. They thus acquire imperceptibly that facility, while to the unfortunate many who have grown up amidst different surroundings, the practice has been of the opposite kind until the habit of incorrect speech has become well-nigh inveterate. To change this habit no amount of study of text-books, or rules, or principles can avail. Nothing but persistent, long-continued use of correct forms—such practice as it is the aim of language-training to give—can overcome the difficulty. Such practice it is not the business of Technical Grammar to give. Hence it is powerless to produce the reformation needed. We grant then that the study of grammar in the Public schools cannot give facility in the use of correct language, and that those who claim for it that it can do so, and even

put that forth as its chief purpose, place it in a false position.

So much for the "facility." But how about the "correctness"? Mere practice is imitation. It is invaluable so far as it goes, but the ground that can be covered by actual use during the years preceding the "teens," yes, we might say, during the whole life, will be in the case of each individual, but a small segment of the wide circle of the English language. It is inevitable that the pupil will constantly require to use new forms and modes of expression. He cannot always have a parent or teacher at his elbow to tell him what is correct, and if he could, that would be a most laborious and unscientific way in which to acquire a language, or to acquire knowledge of any kind. What is all science but a steady progression from the particular to the general, from the individual to the class, from the concrete to the abstract? Shall the study of language alone be made an exception by discarding in regard to it the process of generalization, which is the ladder by which in every other department of learning the student climbs from single perceptions to rules and laws and comprehensive principles. We are sure that Mr. Row does not mean this. We call attention to the point, not by way of hostile criticism, but rather in order to bring out more fully what we conceive to be his meaning and that of Mr. Houston and the majority who voted for the motion endorsing his views at the Association. But there is certainly danger that those views, particularly as expressed in the last three paragraphs of the address, may be so misinterpreted,—if we are correct in regarding the view we are criticising as a misinterpretation. We heartily concur in the opinion that the interests of the many who never go beyond the Public school, should not be sacrificed to those of the few who enter the High school. We most cordially commend the course of language-training so well described in the passage beginning "I plead for the boys and girls." But when it is added, "Grammar will be only a hindrance," we demur. We have already said, in effect, what most teachers, and, we venture to think, Mr. Row, himself, will readily admit, that that is no true education which does not require from the outset the processes of comparison, induction and generalization. And these processes, carried on throughout a full course of language-training, and aided, as they must be to save time, by the use of necessary technical names or terms, will constitute a study of grammar, may we not say of "Technical" Grammar?

Leaving aside, however, the questions of

discipline, and of the formation of correct habits of reasoning, and looking at the matter simply from the practical point of view, can it be doubted that the boy who has been led up by observation and induction to such laws as those concerning case,—forms the argument of verb and subject, the sequence of tenses, etc., is much more likely both to use correct speech and to appreciate good literature, than the one who relies wholly upon memory of their isolated forms learned by practise, and is liable to find himself at sea whenever he wishes to express an unwonted idea, or stumbles upon a difficult passage.

We differ then from Mr. Row—if we really differ at all—in this, that whereas he would discard Grammar from the Public schools, we would reform, or revolutionize, the method of teaching it. We would make it, not a process of memorizing and attempting to apply rules and principles laboriously learned, and half understood or not understood at all, but a process of true scientific induction, to be carried on in connection with the language and literature lessons. Let the skilful teacher lead the pupil by easy steps to make his own observations and inductions. When the idea of a rule or principle has been discovered and roughly formulated, and not till then, let it be put into the simplest and neatest form of expression and fixed in the mind as a settled law of the language. Proceeding in this way we see no reason why the study of Grammar, that is, of the laws of language, should not become, not only one of the most popular, but one of the most practically useful of school exercises.

### \* Publishers' Chat. \*

WHAT tools are to the mechanic, or apparatus to the scientific investigator, that suitable books and papers are to the teacher. Why is it that of two young men or women who enter the profession with about equal abilities and advantages, one often succeeds from the first, is always in demand and finds the profession delightful as well as remunerative; while the other finds it irksome and unprofitable and soon abandons it, for some occupation less useful and honorable? The explanation is, in many cases, that the one makes the profession a study, the other a task; the one supplies himself or herself freely with the best helps in the shape of books and newspapers; the other reads nothing of the kind, and beyond what is absolutely required knows nothing of what is going on in the Educational world. The one goes daily to the class-room with a stock of new ideas; has always some fresh way of treating the different subjects, so as to interest and stimulate the pupils; the other goes on in one lifeless, monotonous round, wearying alike to teacher and pupil, and utterly failing to awaken any enthusiasm in either.

Suppose, for example, the subject of Arithmetic comes up. The wide-awake teacher comes prepared to stimulate effort by new problems and new ways of putting things. He has supplied himself with a copy of Armstrong's Arithmetical Problems, or of White's "Practical Problems in Arith-

metic," (just out) according to the advancement of his class. He takes the EDUCATIONAL JOURNAL, of course, and knows just where to get these books, and for what classes they are respectively suited. After the necessary explanations and demonstrations, a judicious selection from these problems is given, and in a moment every member of the class is on the *qui vive*, thinking or working at the top of his speed to bring out the solution. What a picture of cheerfulness and animation such a class presents. How the cheeks flush and the eyes sparkle, and the fingers fly! What a contrast with the scene in the other class-room where the teacher has taken no pains to furnish himself with any new test-questions, and the whole lesson is a weary grind from the old text-book!

Perhaps the lesson is in English Composition. Can there be any comparison in regard to the interest aroused and the profit gained between the class which has nothing but the old dreary method, following the same routine day after day, and every one sleepy and stupid, and that in which the teacher comes prepared with a selection from "100 Lessons in English Composition," which at once gives the pupils something fresh to do, and sets all their wits at work to do it in the shortest time and the best possible manner.

Again, studious Harry or inquisitive Jennie comes with a question on some historical, or biographical, or scientific subject, or some name or allusion in the reading lesson requires explanation. The lazy, sleepy teacher is unable to give the necessary information, and does not even know where to look for it. The result is that the spirit of inquiry, curiosity if you please, which is the very mainspring of all progress in mind development, is repressed. The children soon discover that it is useless to ask questions, because they will only be answered with a guess, or not answered at all. On the other hand, the ambitious, progressive teacher—the one who is bound to succeed and stand in the front rank of the profession—has within easy reach a copy of "Cassell's Concise Cyclopædia," obtained from *Grip Publishing Co.*, at the time the EDUCATIONAL JOURNAL was ordered for the year, and can, in a moment, give exactly the information wanted, in the clearest and most concise shape.

And so we might go on to multiply illustrations, but our space is exhausted. The point is this, the *Grip Publishing Company* is making a speciality of publishing and handling books selected with special reference to the wants of Ontario teachers. Have you ever read carefully our various announcements in the advertising columns of the JOURNAL? If you have not, please do so. It can do you no harm, and may do you some good. If you find there just the book you want, let us know. If you want some particular book not found there, again let us know, and we will do the best we can for you. We shall always be grateful for any hints that may help us to know and meet the real wants of our patrons.

## For Friday Afternoon.

## A GRIEVOUS COMPLAINT.

THE following selection from St. Nicholas may be recited by a small boy whose pockets, made extra large for the occasion, have been crammed with the articles named. As he slowly recites the second verse he should draw the cookies, apples, knife, pencil, strings, etc., from his pockets—*School Education*.

"It's hard on a fellow, I do declare!"

\* \* \*  
"In every one of the suits I wear  
The pockets are most worn out.  
They're 'bout as big as the ear of a mole,  
And I never have more than three;  
And there's always coming a mean little hole  
That loses my knife for me.

"I can't make 'em hold but a few little things—  
Some cookies, an apple or two,  
A knife and pencil and bunch of strings,  
Some nails and maybe a screw,  
And marbles, of course, and a top and ball,  
And shells and pebbles and such,  
And some odds and ends—yes, honest, that's all!  
You can see for yourself 't isn't much.

"I'd like a suit of some patent kind,  
With pockets made wide and long;  
Above and below and before and behind,  
Sewed extra heavy and strong.  
I'd want about a dozen or so,  
All easy and quick to get at;  
And I should be perfectly happy, I know,  
With a handy rig like that."

## THE LAST CLASS.\*

## THE STORY OF A LITTLE ALSACIAN.

BY ALPHONSE DAUDET.

[Translated from the French for the EDUCATIONAL JOURNAL.]

ON that morning I was very late going to school, and very much afraid of being scolded, the more so because Mr. Hamel had told us that he would question us on the participles, and I didn't know a thing about them. For a moment I had an idea of missing school and running off through the fields.

The weather was so warm, so clear! You could hear the blackbirds whistling at the edge of the wood, and in the Rippert meadow, behind the saw-mill, the Prussians who were drilling. All that was much more tempting than the rule about the participles—but I had the strength to resist, and I ran very quickly towards the school.

Passing before the town hall I saw that there were people gathered around the bulletin-board. From there, for two years, had come all our bad news, battles lost, requisitions, orders of the Government; I thought without stopping:

"What more is there?"

Then, as I was running across the square, Wachter, the blacksmith, who was there with his apprentice busy reading the proclamation, cried to me:

"Don't hurry so much, youngster; you'll get to school soon enough!"

I thought he was making fun of me, and I entered Mr. Hamel's little yard quite out of breath.

Generally, at the beginning of school, a great uproar would be made that could be heard out in the street, the desks opened, shut, the lessons said out loud and by altogether while we stopped up our ears to learn better, and the big ruler of the master tapping on the tables.

"A little silence!"

I counted in all that bustle to get to my bench without being seen; but, on that very day everything was quiet, as on a Sunday morning. Through the open window I saw my comrades already settled in their places, and Mr. Hamel passing and re-passing with that terrible iron ruler under his arm. I had to open the door and enter in the midst of this great calm. You may think how red I was, and if I was afraid?

Well, no. Mr. Hamel looked at me without anger and said to me very gently:

"Go quickly to your place, little Frank; we were going to begin without you."

\*The teacher of English will find that this story read aloud to his class will afford an excellent exercise for pupils' "reproduction," or, with the change of the scene from Alsace to Eastern Ontario, an excellent subject for imitation.

I bestrode the bench and sat down at once at my desk. Then only, somewhat recovered from my terror, did I notice that our master wore his handsome green frock-coat, his fine frills, the embroidered cap of black silk that he put on only on the days for inspection and the distribution of prizes. Besides, all the room had something extraordinary and solemn about it. But what surprised me the most was to see at the end of the room, on the benches that usually remained empty, the people of the village seated and silent like ourselves, old Hauser with his cocked hat, the former mayor, the former postman, and then other people besides. Everybody there appeared sad; and Hauser had brought an old worn primer which he held wide open on his knees, with his large spectacles put across the pages.

While I was wondering at all that, Mr. Hamel had gone up to his chair, and in the same sweet and grave voice with which he had received me; he said to us:

"Children, this is the last time that I shall have you in school. The order has come from Berlin henceforth to teach nothing but German in the schools of Alsace and Lorraine. The new master arrives to-morrow. To-day is your last French lesson. I beg you to be very attentive."

These few words upset me entirely. Ah! the wretches, that is what they had posted up at the town hall.

My last French lesson!

I, too, who could scarcely write! I should, therefore, never learn! I should have to stay there! How I wished now I had back the time I lost, the classes I missed to hunt birds-nests or to make slides on the Saar! My books, that only just now I found so tiresome, so heavy to carry, seemed to me old friends whom it would pain me very much to give up. I felt that way towards Mr. Hamel, too. The thought that he was going to leave, that I should see him no more, made me forget punishments and blows.

Poor man!

It was in honor of that last class that he had put on his fine Sunday clothes, and now I understood why those old village people had come to sit at the end of the school-room. It seemed to say that they regretted not having come oftener to the school. It was a way of thanking our master for his forty years of good service, and to pay their respects to the country that was departing.

I had got thus far with my reflections when I heard my name called. It was my turn to answer. What wouldn't I have given to be able to recite at full length that famous rule of the participles, quite foud and clear, without a fault! But I got confused at the first words, and remained standing, balancing myself in my seat, with a heavy heart, not daring to raise my head. I heard Mr. Hamel speaking to me:

"I shall not scold you, Frankie, you are to have punishment enough. It is just this. Every day one says to one's self: Bah! I have plenty of time. I shall learn to-morrow. And then you see what happens. Ah! there was the great misfortune of our Alsace—always to put off its instruction till to-morrow. Now, those people have the right to say to you: What! you pretended to be French and you cannot read or write! In all that, my poor Frank, you are not the most guilty. We have all our good share of reproaches to make one another. "Your parents have not been anxious enough to see you educated. They preferred to send you to work on the farm or in the mills that they might have a few cents more. And have I myself nothing to reproach myself with? Have I not often had you watering my garden instead of working? And when I wanted to go trout-fishing, did I ever hesitate to give you a holiday?"

Then from one thing to another Mr. Hamel began to speak to us of the French language, saying that it was the finest language in the world, the clearest, the most steadfast, that we must keep it among us and never forget it, because when a people falls into slavery, as long as they preserve their language, it is as if they kept the key of their prison.

"Who keeps his language keeps the key  
That from his chains will set him free."

—F. Mistral.

Then he took a grammar and read us our lesson. I was astonished to see how I understood. All he said seemed to me easy, easy. I believe, too, that I had never listened so well, and that he had never

put so much patience in his explanations. One might have said that before going away the poor man wished to give us all his knowledge, and to get it all into our heads at once.

When grammar was over, we had our writing lesson. For that day Mr. Hamel had prepared for us new slips on which was written in a firm, round hand: *France, Alsace, France, Alsace*. That resembled little flags floating all around the room hanging to the bar of our desks. You ought to have seen how every one applied himself, and the silence! You could hear only the scratching of the pens on the paper. Some May-bugs entered for a moment; but nobody paid any attention to them, not even the little ones, who were busy tracing their strokes with a heart, a conscience, as if that, too, were French. . . . On the roof of the school birds were cooing softly, and I said to myself as I listened:

"Are they going to make them sing in German, too?"

From time to time, when I raised my eyes above my page, I saw Mr. Hamel motionless in his chair, gazing at the objects around him, as if he had wished to carry away in his eye all his little school-house. . . . Just think! for forty years he had been there in the same place, with his yard facing him and his school-room just the same. Only the benches and desks were polished, rubbed by use; the walnut trees in the yard had grown, and the hops that he himself had planted, now garlanded the windows up to the roof. How heart-rending it must be to that poor man to leave all those things; to hear his sister, too, who was going and coming in the room above, busy shutting their trunks! for they were to set out on the morrow, to go away from the country for ever.

All the same he had the courage to carry on school till the end. After writing, we had our history lesson, then the little ones sang their BA BE BI BO. Down there at the end of the room, old Hauser had put on his spectacles, and, holding his spelling-book in his two hands, he was spelling the letters with them. We saw that he also was intent; his voice was trembling with emotion, and it was so funny to hear him that we all wanted to laugh and to cry. Ah! I shall remember that last class.

Suddenly the church clock struck twelve, then rang the Angelus. At the same instant, the trumpets of the Prussians who were returning from their drive, burst out under our windows. Mr. Hamel rose, quite pale, in his seat. Never had he appeared so tall.

"My friends," said he, "my friends, I—I—"

But something was choking him. He could not finish his sentence.

Then he turned towards the blackboard, took a bit of chalk, and, summoning all his strength, he wrote as large as he could:

"France for ever!"

Then he stayed there with his head leaning against the wall, and, without speaking, he made a sign with his hand:

"It's all over—go."

## "BOYS WILL BE BOYS."

"Boys will be boys." We resent the old saying  
Current with men.

Let it be heard, in excuse for our saying,  
Never again!

Ours is a hope that is higher and clearer,  
Ours is a purpose far brighter and dearer,  
Ours is an aim that should silence the jeerer,  
We will be men!

"Boys will be boys" is an unworthy slander;  
Boys will be men!

The spirit of Philip in young Alexander,  
Kindled again!

As the years of our youth fly swiftly away,  
As brightens about us the light of life's day,  
As the glory of manhood dawns on us, we say:  
We will be men!

"Boys will be boys!" Yes! if boys may be pure  
Models for men;

If their thoughts may be modest, their truthfulness  
sure,

Say it again!

If boys will be boys such as boys ought to be—  
Boys full of sweet-minded, light-hearted glee—  
Let boys be boys, brave loving and free.  
Till they are men!

## Educational Meetings.

THE EDUCATIONAL WORK AT THE  
"CANADIAN CHAUTAUQUA."

BY WILLIAM HOUSTON, M.A.

THE corporation, whose legal name is the Niagara Assembly, carries on within its grounds, popularly known as the "Canadian Chautauqua," a number of purely educational classes, similar to those known all over the United States as "summer schools." These grounds are admirably fitted to become popular as an educational summer resort. They are situated on the shore of Lake Ontario, adjoining the town of Niagara, and in the midst of a locality every spot of which is historical. From the earliest period of French exploration Fort Niagara, on the United States side of the river, was a stopping place of importance on the great westerly journey. It was taken and re-taken during the Anglo-French wars, and near it, in some spot that cannot now be located, lie the remains of General Prideaux, who was killed during its last siege by the British in 1759. Forts George and Missisauga are each within a few minutes' walk of the grounds in different directions. From the adjoining farm on the west Mrs. Laura Secord started on her perilous journey to warn the small force at Beaver Dams of impending danger, the most interesting episode of the war of 1812-15. Seven miles away stands Gen. Brock's monument on Queenston Heights, of which he had just begun the ascent when he fell mortally wounded by a bullet, and under it his remains, with those of his friend, Lieut. McDonnell, lie buried. Seven miles further off, and near Niagara Falls, is Drummondville, the site of the battle of Lundy's Lane. The town of Niagara itself is replete with historical associations, prominent among its attractions being two churches, each founded almost a century ago, and Navy Hall, the former residence of Lieut.-Governor Simcoe during the first few years of his régime in Upper Canada. The beach in front of the grounds cannot be surpassed for surf bathing, and the ever-changing moods of the open lake add an indescribable charm to a spot for which nature has done all that she can do.

The means of access to the "Canadian Chautauqua" are rapidly improving. The great iron steamships, *Chicora* and *Cibola*, make each two trips a day each way between Toronto and Niagara. The Michigan Central Railway makes three trips each way every day between Niagara and Buffalo, connecting at the Falls with the Michigan Central main line west to Chicago. The New York Central makes half-a-dozen trips each day between Lewiston and Niagara Falls, connecting on each trip at the former place with a river steamer for Niagara. The Grand Trunk Railway connects at the Falls with the Michigan Central, and it is confidently expected that a cut-off steam or electric tramway will shortly be constructed between Niagara and St. Catharines. If report speaks truly, a line of steamers will soon be placed on the route between Hamilton and Niagara, completing the connection between the latter and all important points on the eastern part of Lake Ontario.

The term "Canadian Chautauqua" is liable to mislead those who know anything about the New York Chautauqua. There is no striking resemblance between the two in outward appearance. Their programmes are quite different; and the "Canadian Chautauqua," though it enjoys the most friendly relations with the elder institution, is thoroughly independent and self-contained. It is the headquarters of the Chautauqua Literary and Scientific Circle for Canada; it holds its annual Recognition day, and provides in its programme a place for the daily round-table meeting. It embodies in its *ensemble* the fundamental Chautauqua idea, that a summer resort is not necessarily either a place for loafing or a place for dissipation, but may be a place of social, physical, æsthetic and intellectual recreation, enjoyed under religious but not denominational auspices. For the rest the work of the Niagara Assembly is carried on as circumstances seem to require. It is but in its infancy, and what it will yet become remains to be seen. The course of its development will be decided quite as much by its numerous patrons as by its management.

One of the principal features of the Assembly's programme is its educational work. The great aim so far has been to make this practically and professionally useful to teachers, many of whom can ill afford to lose the time and spend the money necessary to secure a course in a regular training school. The session this summer at Niagara was begun and ended within three weeks, but the intention is to lengthen the time to nearly four, as an experiment. The shorter period makes the class programme too crowded, and curtails greatly the time set apart for physical training and recreation. Every subject is regarded from the teacher's point of view, that is to say, it is presented in such a way as to be an example in method to the members of the class. Much of the time given to every subject is taken up in the discussion of the best ways of presenting it, and every instructor on the grounds is expected, when questioned as to his own methods, to be ready to justify them by convincing reasons. The following sketch will give some, but a very inadequate, idea of the work done:

1. DRAWING.—This subject was taught by two thoroughly trained and expert teachers, Mr. Robert Holmes and Mr. Walter Scott, of Toronto. Mr. Holmes is a well-known artist, a leading designer for purposes of illustration, and a teacher of long standing in mechanics' institutes and other art classes. Mr. Scott is a graduate of South Kensington, and has been the teacher of his subjects in the Toronto Art School. His forte is the geometrical, as Mr. Holmes' is the artistic, side of the Departmental programme. Between them all the fifteen subjects comprised in the primary, advanced and mechanical courses were taught, and all were represented by successful students at the official examination with which the session closed. It is needless to say that still better work will be done next season, as accommodation and appliances improve, and more students offer themselves.

2. MUSIC.—Mr. A. T. Cringan, the well-known Tonic Sol-fa teacher, of Toronto, had charge of this subject, and it could not have been confided to better hands. Mr. Cringan is himself a phenomenal teacher, and no other teacher can attend his classes without getting hints on pedagogy which will help him to deal more effectively with any subject on the school programme. He taught both the Tonic Sol-fa and the Staff Notation, and taught both a primary and an advanced class, as well as a class in the pedagogy of music. Those who desired more practice than could be obtained in the classes had abundant opportunity to get it by joining the chorus organized under the thoroughly competent direction of Mr. Arthur Depew, of Toronto.

3. MATHEMATICS.—W. J. Robertson, M.A., mathematical master of St. Catharines Collegiate Institute, and joint author with Dr. Birchard of the High School Algebra, had charge of this subject, giving such aid to students as they needed or desired. The membership of his class was not large this year, but this made the work all the more advantageous to those who attended it. It is part of the design of the management to make mathematics still more prominent than heretofore, to meet a growing demand for aid to those who have to teach this difficult subject.

4. HISTORY.—Mr. Robertson gave some instruction in this subject, and was prepared to give more, had there been any time for it. The congested condition of the programme presented an insuperable obstacle, which a better arrangement of timetable next year will overcome.

5. ENGLISH.—Prof. S. H. Clark, of Toronto, gave two courses in reading, one introductory, the other advanced; the former in connection with the Fourth Reader, the latter in connection with the High School Reader. Mr. Clark adopted the modern view of his subject, keeping it free from the fettering influence of rules, and making the art of good reading as much a matter of induction as an art can be. He is himself an accomplished elocutionist, an enthusiastic student and a skilled teacher, holding easily a foremost place amongst those engaged in this line of work in Ontario.

My own work under this head was chiefly devoted to the æsthetic study of Longfellow's "Evangeline," to which we gave some ten or twelve hours. The time was too short to do more than make a good beginning, but, brief as it was, it sufficed to enable us to arrive at some useful theories and give some useful exemplifications of

method. The object of the poet, the plot and structure of the poem, the general character of the rhythm, the imagery, the persons or characters, the tone-coloring, the uses made of natural scenery and of human emotions, with other matters too numerous to specify, here engaged our attention and aroused our interest. The discussions were of the most unconventional, and therefore most unrestrained, kind, and each member of the class was made to feel that he had as good a right to hold and express his own views as any one else had. An effort, not entirely unsuccessful, was made to disentangle purely æsthetic study from matters connected with biography, bibliography, history, geography and linguistic science, keeping all of these in due and strict subordination to the main purpose, that of arriving at a just æsthetic appreciation of the poem as a work of art. The result of the experiment tended to deepen a conviction I have long held, that the more completely the teacher of literature succeeds in effecting this separation and subordination, the more valuable and more enduring will be his influence for good on his pupils. It is my intention to take up next year Tennyson's "Ænid" and Shakespeare's "Merchant of Venice," giving twice as much time to each as I was this year able to give to "Evangeline." I purpose also to give a fuller course on the practical and the scientific treatment of English than I had time to give this year.

6. KINDERGARTEN WORK.—Miss Louise N. Curry, who is the practical superintendent of this work in the Toronto Public schools, is herself one of the most accomplished kindergartners. For three weeks she had a class of children in training for an hour and a half each day, and all teachers who desired to see how the work was carried on had ample opportunity to do so. It is intended to make this course also more thorough and more useful next year.

7. PHYSICAL EXERCISE.—This department of work was under the direction of Capt. Thompson, the efficient director of the same work in the Toronto Public schools. The course included club-swinging, ring exercise, military drill, calisthenics and swimming. The results of a few weeks' training in these exercises are quite wonderful when both teacher and class are in earnest. Capt. Thompson had able coadjutors in Miss McGillivray, of Chicago, who taught the Delsarte system of gesture, and Miss Harding, of Toronto, who taught free calisthenics.

This is, of course, a mere outline of the educational work attempted and more or less successfully carried through. A long step in advance was taken this year alike in variety and thoroughness, and, in view of the growing attendance, it is the purpose of the management to go still further next year. Botany will be added to the list of subjects, and probably also a commercial course, including especially book-keeping, writing and phonography. In connection with commercial work a chance will be given for teachers to make themselves acquainted with the nature of money, and with the various devices which together make up what economists call the "mechanism of exchange." It is possible that some language teaching may be attempted; it is certain that it will be, if a sufficient number of students intimate that they desire it. If any foreign languages are taught, I have no doubt that the work will be done on the inductive plan, of which Prof. Harper, of Yale, and his coadjutors, in the College of Liberal Arts, have made such effective use at the New York Chautauqua, and which seems destined to revolutionize the methods of teaching classics, modern languages and Hebrew in America. There is no reason why Canada should lag behind in this matter, and whatever the other educational institutions may do, the "Canadian Chautauqua" proposes to keep fully abreast of the advance guard in the introduction of useful methods.

Lastly, it is the intention of the management to introduce next year a system of "University Extension" lectures. This term is applied in the New York Chautauqua programme to each course of lectures that is intended to expound a single theme or develop a single line of thought. We had a little of this last season, but it will be indefinitely increased next year. One course of lectures will be given on Canadian history, dealing with the early settlements on the Atlantic Coast, race rivalries between French and English, British supremacy, the present condition of the race pro-

blem in Canada, and the outlook for the future. Another will deal with the origin and development of the Constitution of Canada, exhibiting the successive changes of form, with the causes that produced them, and giving some idea of the theory and practice of the Constitution as it is, and of its relation to the Constitutions of England and the United States.

I have not dealt in this sketch with other features of the general programme of the Assembly, such as Sunday-school work, English Bible study, and free popular entertainments, consisting of lectures, readings and concerts. These will all be continued next year, and will be kept on the same high level of excellence as in the past, if not placed on a still higher one.

## ❁ Question Drawer. ❁

1. WHAT is the prescribed limit of work for High School Entrance Classes?

2. What is the cause of the moon's presenting the several appearances it does?

3. What did the English receive for Heligoland?—L.B.C.

[1. See advertisement in JOURNAL. If fuller information is wanted, write to the Education Department. 2. The question is too indefinite. To answer it fully would require too much space. Consult any good text-book on Geography. 3. She received virtual control of Zanzibar on East Coast of Africa. See Editorial note in JOURNAL of September 1st, page 114.]

1. PLEASE give the address of a Toronto book store that keeps School Children's Songs?

2. Where could I get the First Lessons in Tonic Sol-Fa?—A READER.

[No doubt any of the book stores advertised in our column has or would procure them. See advertisements on pages 141 and 142 of last JOURNAL.]

1. Page 181, 2nd stanza, 2nd Reader. Explain: Till I think of the Bishop of Bingen, In his Mouse Tower on the Rhine.

2. Would you have Entrance pupils use Gage's or the New and Improved copy books?

3. (a) Give a general idea of teaching history to Entrance pupils. (b) How *much* should be taught.

4. Outline a method for teaching "The Parliamentary System" to 3rd Class.

5. Would singing be an effective help in curing pupils of the habit of reading without inflection? What other means besides regular practice would you suggest?—SUBSCRIBER.

[1. The allusion is to the famous tower of Bishop Hatto, which stands on a rock in the middle of the Rhine, near the town of Bingen. In this tower, according to an old legend, the Bishop was devoured by rats in the year 969. The tower was really built in the 13th century. 2. That is a matter of opinion. Either will no doubt serve the purpose. 3. (a) Perhaps some teacher of experience will kindly give us a short paper on the subject; (b) The regulations prescribe outlines of English History; the outlines of Canadian History generally, with particular attention to events subsequent to 1841. 4. Will some successful teacher kindly give us his method? We should suggest forming a miniature parliament and passing a few bills, the members to study up the subject and the teacher to direct proceedings for a few sittings. 5. We doubt it. The best method in our opinion, and that without which all others must fail, is to require the pupils to understand what they read. In order to do this question them carefully, have them sometimes state the subject and argument either in writing or orally, have different pupils read the same sentence or paragraph, and then ask the class whose inflections and emphasis best brought out the meaning, etc.]

1. WHAT kind of copy book should candidates for the next Entrance Examination use?

2. What is the price of the text book on Agriculture?—F.E.C.

[1. See answer to "Subscriber." 2. Twenty-five cents.]

1. WHAT is the Latin for "Speak no ill of the dead."

2. Is Lanark considered one of the inland counties.

3. Whether is it Professional or non-Professional Teachers' Certificate that is meant in the semi-annual report?

4. What is meant by saying Cobourg is made a "harbor of refuge" by Dominion Government.

[1. *De mortuis nil nisi bonum.* 2. It certainly is inland. 3. What semi-annual report and in what part of it? Please be more definite. 4. We are not aware that it means anything more than that the Government, acting on the advice of those best qualified to judge, enumerates it among the places in which vessels may find refuge in a storm, and on which public money may be expended.

Do the Separate Schools of Ontario receive any part of the funds granted by the Local Legislative of Ontario, and known as the "Government Grant"?—T.B.S.

[Yes, their proportion.]

1. GIVE the names of the canals in the St. Lawrence river, and also the names of the rapids they were constructed to evade.

2. Give names of the canals between the Hudson and Richelieu rivers.

3. Is there a canal between either Lake Erie or Lake Ontario and one of the rivers in the Eastern part of the U.S.? If so, what is its name, position and length? Give names of any other canals in that district.

4. Is there a railway bridge across the St. Mary's river near Sault Ste. Marie? If so, what line of railway crosses it?

5. Give names of the five most important railways of North America, and tell between what places the route of each lies.

6. Give full notes which will serve as a guide to a third class in their preparation of the chapter in Canadian History, entitled "How we are governed."

7. Give the names of the Lieutenant Governors of the Provinces of the Dominion.—T.C.H.

[1. Starting from Montreal the first canal reached is the Lachine (eight and a half miles in length), overcoming the St. Louis Rapids; next the Beauharnois Canal (eleven and a quarter miles), overcoming the three rapids known as the Cascades, the Cedars and the Coteau; next the Cornwall Canal (eleven and a half miles), overcoming the Long Sault Rapids; next a short canal (three-quarters of a mile), overcoming Farran's Point Rapids; next the Rapide Plat Canal (four miles), overcoming the Plat Rapids; next the Galop's Canal (seven and five-eighths miles), overcoming rapids at that point. 2. The River Richelieu and Champlain system commences at Sorel at the confluence of the rivers St. Lawrence and Richelieu, forty-six miles below Montreal, and extends along the latter river to the basin of Chambly; thence by the Chambly Canal to St. John's; thence to Lake Champlain, at the southern end of which connection is made by the Champlain Canal with the Hudson. The Chambly Canal is twelve miles long. 3. The Erie Canal connects Lake Erie with the Hudson river. We cannot give its exact length. There are numerous other canals in New York State, in fact it has more than 900 miles of artificial water-ways, but we have not space to name or describe them here. 4. Yes, a fine international bridge connecting a branch of the C.P.R. with United States' roads. 5. The Canadian Pacific, connecting Halifax and Vancouver; the Grand Trunk, connecting Portland, Me., with Chicago, via Montreal and Sarnia, and the Intercolonial connecting Halifax and Montreal, are the three most important in Canada. The United States are crossed in

every direction by a net-work of railways, which would have to be described as systems rather than lines. The trans-continental roads, the Central Pacific and the Northern Pacific are the longest, but we could not undertake to say which are the most important. 6. We have not space. Will try to have a paper on the subject in an early number. 7. Nova Scotia, Hon. Dominic Daly; New Brunswick, Hon. S. L. Tilley; Prince Edward Island, Hon. J. S. Carvell; Quebec, Hon. A. R. Angers; Ontario, Sir. Alex. Campbell; Manitoba, Hon. J. C. Shultz; British Columbia, Hon. Hugh Nelson; North-West Territories, Hon. Joseph Royal.

I WOULD have my children able at each moment from morning to evening, to read on my face and to divine upon my lips that my heart is devoted to them; that their happiness and their joys are my happiness and my joys.—*Pestalozzi.*

To purchase heaven, has gold the power?

Can gold remove the mortal hour?

In life can love be bought with gold?

Are friendship's pleasures to be sold?—

No: all that's worth a wish or thought,

Fair virtue gives unbribed, unbought.—*Anon.*

It is an almost forgotten fact that the supreme object of a child's education is the child himself.—*Supt. Henry Sabin, Iowa.*

## EXTRACT FROM DOCTOR HUNTER'S PAMPHLET.

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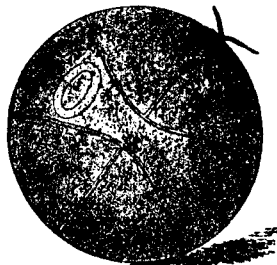
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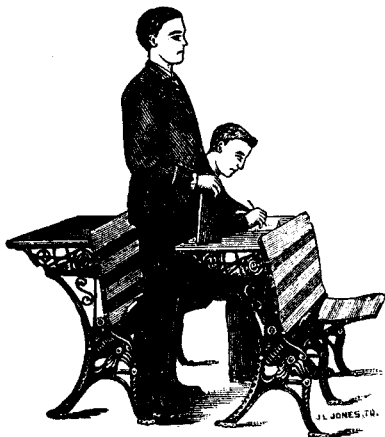
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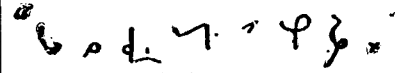
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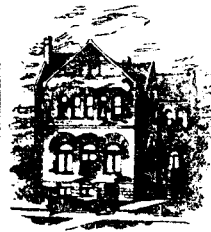


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11.15 A.M. to 12.30 P.M. .... Geography.  
2.00 to 3.30 P.M. .... History.

SECOND DAY.

- 9.00 to 11.00 A.M. .... Arithmetic.  
11.05 to A.M. 12.15 P.M. .... Drawing.  
1.15 to 3.15 P.M. .... Composition.  
3.25 to 4.00 P.M. .... Dictation.

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