

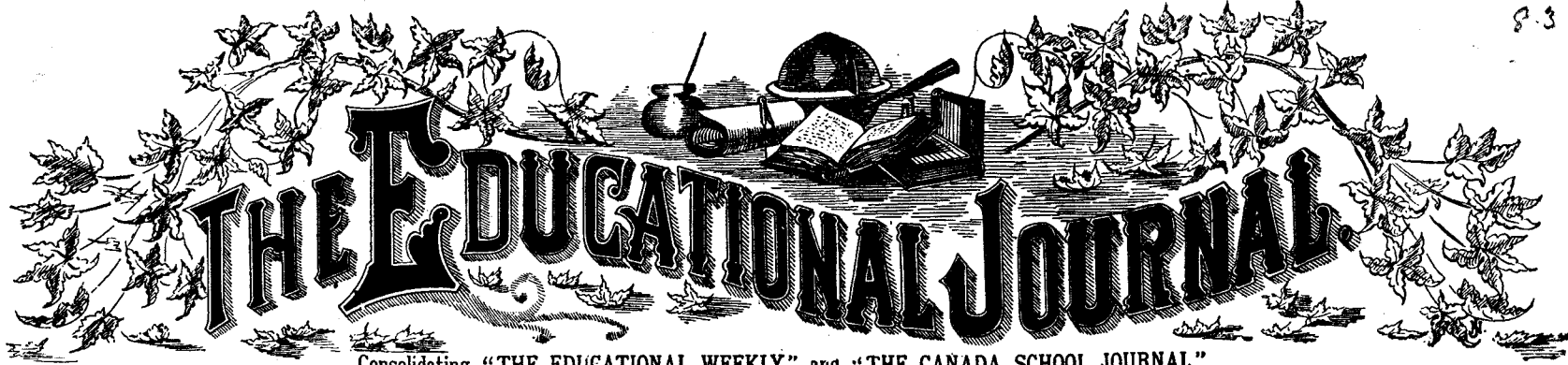
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No. 1.

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## Editorial Notes.

WE have not yet received the report of the committee who are examining the time-tables, and consequently are unable to make the promised announcement in this number. In all probability we shall be able to do so in the next.

It is to be feared that the Truancy Act is not very vigorously enforced. The number of truants reported in 1891 was 1,161, and 3,483 in 1892. Yet there seems to have been more effort to enforce the act in 1892, as 144 complaints were entered in the latter year and only 15 in 1891.

COMPLAINTS are still made by some of our subscribers of delays and irregularities in the receipt of the JOURNAL. We are unable to account for this, but will do our best to ascertain and remove the cause. Meanwhile we hope that all our subscribers will let us know by postal card when they fail to receive the paper within, say, a week of the date which it bears. We can usually supply missing numbers, and we are anxious to learn promptly of any failure in our mailing or other arrangements, or in the Post Office delivery.

IN consequence of the multitudinous sections into which the Educational Association is now subdivided, and which hold their sessions simultaneously, we are unable to have reports specially prepared by reporters of our own, as we should prefer. We are, therefore, obliged to fall back upon those published in the daily newspapers,

making the best compilation in our power. This year's session having taken place concurrently with the opening of the Dominion Parliament, whose proceedings largely absorbed the attention of the dailies, we find the material at our disposal less abundant than usual. We are indebted mainly, though not exclusively, to the *Globe* for the report which we submit elsewhere. Other city dailies have been utilized to some extent. On the whole, we hope that our account of this important educational gathering will be found tolerably satisfactory. We hope to be able to publish several of the valuable papers read, within the next few weeks. Mr. MacMillan's, on "Some Defects in Our Educational System," will appear, by special request of the Association, in an early number.

A GOOD deal of disapprobation is being evoked by the provisions of the new tariff in respect to books. The duty is changed from an *ad valorem* duty of fifteen per cent. to a specific duty of six cents a pound. It is probable that the Finance Minister supposed that this change would work in favor of the importation of books of high character and permanent value, while discouraging that of trashy novels and other worthless literature. In the opinion of prominent publishers and book-dealers the actual effect of the new duty will be very different. The Minister cannot have been well-informed in regard to the shape in which most of the best and most useful literature, such as the cloth-bound editions of the English and other classics, the great mass of Sunday-school books, etc., are imported. It is calculated that the new tariff will have the effect of at least doubling the tax on these and other kinds of unobjectionable and useful literature. It is likely that the pressure of public opinion will compel the Government to change or modify this and other features of the new tariff.

WE have given up a page of this number to a selection of appropriate songs and recitations for Arbor Day, May 4th. We had hoped that some of our readers who have successfully observed the day in former years, would have sent us some experiences and suggestions for the benefit of all, but none have yet come to hand. Perhaps none are needed. Every teacher can decide for himself and herself what

shape the exercises of the day had better take in order to meet the conditions of the special school, and its grounds and surroundings. In most cases the teacher, with a little tact, will be able through the children and otherwise, to arouse such enthusiasm in at least some of the parents, as to secure their co-operation with teams and tools. In most country schools young trees, shrubs, wild plants, etc., can in this way be procured in abundance. The tactful teacher will at the same time consult and direct the taste of the boys and girls with regard to the form and amount of decoration most suitable for the particular locality. That teacher will make a serious mistake, and lose a fine opportunity, who fails to make such use of the holiday as to have the school-room, or rooms, made tidier and prettier, the grounds and surroundings more tasteful, and the whole aspect of things more inviting, than ever before.

IN connection with the reference in the speech of the new President of the English National Union of Teachers, to the deplorable condition of many of the rural schools in England, the following from a late number of the *Schoolmaster*, is suggestive as well as amusing:

The five gentlemen who have just settled down to administer school board affairs at Moulton, a village near Northwich, do not seem likely to err on the side of extravagance, and probably if they were disposed in that direction the funds in the Board's exchequer would not allow them to carry their desires into operation. They begin by advertising for a school cleaner at 5s. per week, and receive amongst the applications the following:

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SIR,—I want to apply for caretaker for the new school. I am very clene, honest, good-looking, carefull, and hard-working. If you sees fit to give me the place, I will do it for half-a-crown, for I think 5s. is to much. I will find coal mysel, seein as how you want to save poor folks' money. If you think I will do, I will be very glad to clene the gentlemen's boots, and find my own brushes.

I am yours,

ONE SHORT OF HALF-A-CROWN."

"P. S.—Man wants but little here below,  
Nor wants that little long,  
But five bob a week for cleaning a school  
Is coming it rather strong."

The Board evidently thought the application was "writ sarkastic"; the appointment passes to another, and the local poet goes back to his Muse.

## Educational Meetings.

### ONTARIO EDUCATIONAL ASSOCIATION.

THE thirty-third annual convention of the Ontario Educational Association opened in this city on March 27th, continuing three days. About 800 members of the Association were in attendance, representing every part of the Province. All the officers were also present as follows: President, Alexander Steele, M.A., Orangeville; Vice-Presidents, S. F. Lazier, LL.B., Hamilton; I. J. Birchard, Ph. D., Toronto; A. McMillan, Toronto; T. Kirkland, M.A., Toronto; Arthur Brown, Morrisburg; Miss Laidlaw, London; Secretary, Robt. W. Doan, Toronto; Treasurer, W. J. Hendry, Toronto.

The first meeting was devoted chiefly to registration and organization of the various departments. In the afternoon the Association met in sections, when addresses were given before the different departments by members who had been assigned special subjects for their consideration. In the evening a public meeting of the general Association was held, the President occupying the chair and delivering the annual address, his subject being, "The Relation of Higher Education to National Development." He spoke for an hour and a half, and covered his subject most exhaustively, touching on all those elements which go to the formation of a true national character and which develop or retard the impulses which distinguish a people still in the formative condition. He dealt severely with the strong mercantile feeling which he held distinguished the people of the Dominion, and which, should it continue to progress in the way it had done in the past, would sap any patriotic spirit left in the people. He instanced many other evil results flowing from the predominance of this spirit.

At the conclusion of Mr. Steele's address, Dr. G. Stanley Hall, of Clark University, Massachusetts, delivered a short, but highly appreciative discourse on "Experimental Psychology." He dwelt at some length on the character of American college life, and deplored the loss in the students of this age of that exuberance of spirits which distinguished the students of some generations ago. In concluding an address replete with sound practical advice and wisdom, gathered from experience, he urged that there were two things which should be cultivated in students—health and a good emotional glow. He held that that emotional glow, that exuberance of spirits, was the raw material out of which all great mental and physical work is created.

For want of space we are able to give only brief summaries of the proceedings in the various departments.

#### MATHEMATICAL AND PHYSICAL.

About fifty persons were in attendance at the first meeting of this section. The President, Prof. McKay, read his inaugural address, choosing as his subject the attacks recently made on the study of mathematics, but particularly on that of arithmetic. After a discussion, the following resolution was adopted unanimously: "That this, the Mathematical Association of the Province of Ontario, emphatically protest against the proposal now under discussion by the Senate of the University of Toronto, to limit the requirements in arithmetic for matriculation examination to those demanded for the primary examination, and that a copy of this resolution be forwarded immediately to the Registrar of the University, for the consideration of the Senate."

Mr. R. A. Gray, of London, read a paper on "The Place of Geometry in Our Educational System."

At the second meeting Prof. Dupuis, of Queen's University, read an able paper on "Geometry," and Dr. McLellan gave an address on the "Psychology of Numbers."

Messrs. Robertson, of St. Catharines, and DeLury were appointed a committee to confer on the University matriculation matter and report to the College and High School Department.

At the third meeting of the Mathematical and Physical Association, the chair was taken by W. J. Robertson, the Vice-President. The report of the joint committee proposed at the morning meeting of the College and High School Departments was submitted. After some considerable discussion the following motion was carried:—"Seeing that the Joint Committee on Examinations has no control over the primary

examinations in our secondary schools, the Mathematical and Physical Association does not approve of the majority report which was adopted at the meeting of the College and High School Department, held this morning." Mr. DeLury then read a paper on some discoveries in Euclidean geometry. The election of officers resulted as follows:—Hon. President, Prof. Alf. Baker; President, A. T. DeLury, M.A.; Vice-President, R. A. Thompson, M.A., Hamilton; Sec.-Treas., Fred F. Manley, M.A., Toronto; Executive Committee, R. A. Gray, B.A., London; T. W. Standing, B.A., Tilsonburg; A. H. McDougall, M.A., Ottawa; J. Davison, M.A., Guelph; C. A. Chant, B.A., Toronto. Mr. F. F. Manley, was elected as Representative on the Board of the General Association.

On motion to reduce the amount of history for the entrance examinations, an amendment was passed that British history should be eliminated from the entrance examination, the idea being clearly understood that British history should still be taught, but not for examinations, as teaching British history for the entrance examination never developed a patriotic spirit toward Great Britain; while if the subject could be taught without the examination in view the highest spirit of patriotism would be developed.

Mr. Hughes gave a number of valuable suggestions on his subject, "Self-expression." He pleaded for the development of the individuality of the child, the self-consciousness of his individual power, not of his weakness. He should be asked to make his own problems and invent his own plans. His executive ability should be directed and cultivated, not repressed, nor should he be kept "doubting," but doing. And only his wanting to do what was wrong should be repressed. More oral work there should be; and writing thoughts, not copying words. Rapid reading to secure the thoughts, not to say the words, would assist the pupil in this direction. Mr. Garvin, of Peterboro', opened a discussion on vertical writing, upholding the system from his success with it in the Peterboro' Public Schools. A resolution was passed asking that in the opinion of this Association, vertical writing should be introduced in our Public Schools. In the afternoon Mr. Brown's paper on entrance examinations was discussed at length. A committee was appointed to lay before the Minister the resolutions adopted by this Association at this session. Mr. Palmer presented the report of the committee on the Chairman's address. Resolutions were adopted asking that much longer experience should be required from teachers before they should be allowed professional certificates; and that every child is entitled to all the training which our Public Schools can give and that the schools of the masses should receive more aid from the Government.

#### MODERN LANGUAGE.

At the meeting of the Modern Language Section, the following papers were read: "Certain Peculiarities of Blank Verse," Prof. W. J. Alexander; "The Modern Language Master's Aim," Mr. C. Guillet, B.A.; "Has Canada a Literature," Mr. T. G. Marquis, B.A.; "The Gouin Method," Miss J. H. Robson; "The High School Course in French and German—its Scope and Aim," Mr. A. W. Wright, B.A.; "Notes on Current German Literature," W. H. VanderSmisen, M.A.; "The Use of Pas with certain Verbs," J. Squair, B.A.; "Romance, Philology, and Literature in 1893," J. H. Cameron, B.A.

Mr. Marquis dwelt upon the literary aspect of his subject, and instituted comparisons between the work done here and elsewhere in the departments of history, romance and poetry. The conclusion of the paper was that Canada could not yet be said to have a literature.

Mr. Wright criticized severely the departmental regulations because of their indefiniteness. The University regulations were somewhat better, but the real guide was the examinations. These were criticized at some length, and the speaker held that it would occasionally help examiners if they were themselves examined.

The election of officers resulted as follows.—President, J. Squair; Vice-President, D. R. Keys; Secretary-Treasurer, W. H. Fraser; Councilors: W. J. Alexander, Geo. E. Shaw, Miss. E. Balmer, W. J. Sykes, and A. W. Burt.

#### CLASSICAL SECTION.

At the meeting of the Classical Section Prof. Dale, who presided, spoke a few words of welcome, and then called upon Mr. F. W. Shipley,

who read an excellent paper entitled, "My First Year's Experience in Teaching Classics." The value of the paper lay in its frank and vivid statement of the difficulties that all men encounter at the start, who have anything of the true teaching instinct. The paper was discussed by many of those present. Mr. W. M. Logan's paper on "Some Words that will not be Parsed" called out a very animated discussion. In the absence of Mr. J. Colling, the President read his paper on "A Better Method of Teaching the Gerund and Gerundive." Mr. J. J. Bell then opened a discussion on the general condition of classical study in the schools. The discussion which followed brought out some curious details in the construction of school time-tables, options, etc.

#### TRAINING SECTION.

Mr. T. Kirkland, M.A., presided at the meeting of the Training Department. At the first meeting the following resolution was passed:

"That the percentage required for pass at professional examinations for County Model Schools be uniform throughout the Province, and that such percentage be fixed by the Education Department."

The report of the Committee on Professional Reading was received and adopted. Mr. Wm. Scott read an admirable paper on "Lesson Plans," and illustrated it by reference to history and arithmetic. The paper occasioned considerable discussion. Mr. Stanley Hall, of Worcester, Mass., delivered an address on "Child Study," which, the speaker said, had a triple value, (1) it should lead to accurate observation on the part of the teacher; (2) the pupil would be immeasurably benefited, inasmuch as he would be thoroughly understood by his teacher; (3) it would have a strong scientific value. The paper was discussed by the meeting, and a large number of those present took part. The opinion was unanimous that Dr. Hall had outlined the proper course for the training of children.

The Model School Section organized, with Mr. Alexander in the chair. Mr. Rannia, of Newmarket, spoke on "Model School Text Books," and the subject was referred to a committee for consideration. Mr. W. Wilkinson, of Brantford, read an excellent paper on "How May the Non-professional Standing of Model School Students be Extended?"

#### THE KINDERGARTEN DEPARTMENT.

This department opened on Tuesday morning with an address from the President, Miss Laidlaw, upon the increase of kindergartens during the past year, and the necessity of teachers knowing the mothers and homes of the children. She said that there were eighty-five kindergartens, 200 teachers and 8,056 pupils in the kindergartens of Ontario. Miss Mackenzie, of London, read a paper on kindergarten extension and enthusiasm as a factor in that extension. The paper was fully discussed. This was followed by a paper from Miss Savage on "Drawing," which was also discussed. At the Wednesday's session Miss MacIntyre gave an interesting talk on "The First Year's Training." A committee was appointed to consider and report on this matter. Mrs. Hughes gave an excellent and instructive talk on creative development of occupations, with assistants, illustrating the subjects with paper folding, weaving, and drawing.

The election of officers resulted as follows:—President, Miss MacIntyre, Toronto; Director, Miss Laidlaw, London; Secretary, Miss F. Bowditch, Hamilton.

Mrs. Newcomb gave a paper on "Transition Class," which was discussed. Then followed reports of committees, question drawer, and votes of thanks to retiring officers.

#### THE INSPECTORS' SECTION.

At the meetings of this section, the following papers were read: "Grammar and Composition in our Public Schools," Dr. W. E. Tilley; "Are Grammar and Arithmetic as well Taught in our Schools now as formerly? If not, why not?" Mr. A. Brown; "The Relation of the County Board of Examiners and the Public School Inspector to the Model School," Mr. W. McIntosh; "Deformity in Children Caused by Faulty School Desks and Seats," Dr. Bremner; "The Literary and Professional Qualifications of Inspectors and Model School Masters," Inspector Garvin; "Have we a Sufficiently High Ideal of the Work to be Done in a Public School," Inspector Deacon; "How Shall we Secure Uniformity in the Extension of Third Class Certificates?" Mr. John Dearness.

The papers gave evidence of much thought

and careful preparation, and elicited interesting discussions. Mr. H. R. Sanford, of New York, Director of Institutes, briefly explained the method of grading adopted in his State, his remarks being highly appreciated.

Hon. Geo. W. Ross gave an informal address on the training of teachers, the state of the schoolhouse, outbuildings and grounds, and the importance of having these matters carefully looked after by the Inspector. The Hon. Minister of Education emphasized the great value of the work done by the Teachers' Institutes, and urged that every encouragement be given the teachers to attend the meetings of their institutes and take an active interest in the work done thereat.

Inspector Dearnness presented the report on the extension and renewal of the third-class certificates. It was resolved that in the opinion of this section all third-class certificates should be limited to the county in which issued, and especially should this be done in the case of renewals and extensions.

A resolution was passed recommending that the municipal grant to rural schools be \$100 for each assistant teacher, instead of \$80 as at present.

"Should the number of trustees in rural sections be increased to five" was a question which was discussed and ordered to be placed on the programme of 1895 for further action.

The following officers were elected:—President, G. D. Flatt, Picton; Secretary, N. Gordon, Orangeville; Director, N. W. Campbell, Durham.

PUBLIC SCHOOLS.

At the first meeting of the Public School Department, Mr. A. McMillan, who presided, read a very interesting paper on "Some Defects in our Public Schools." [This paper will appear in full in an early number of the EDUCATIONAL JOURNAL].

At the second meeting Miss Agnes C. Purvis read a paper, "Subject Lessons from the School of Experience." The writer claimed that teachers should endeavor to study child-nature. They should also always work with some definite aim in view.

Mr. R. H. Cowley, M.A., of Ottawa, read an interesting paper on "The Normal School as a preparation for Public School Work." He said that Normal School Work should be purely professional. The tendency of our Ontario system of education had been to specialize the functions of each branch, but all branches should be unified. He divided the functions of a Normal School into three: (1) The aim to give a true view of Public School work; (2) to prepare the teacher for this work; (3) to be a centre for educational progress. After the discussion of this paper the following resolution was adopted: "That in the opinion of the Public School Department, the Normal School term should be lengthened to one year."

At the third meeting Mr. C. B. Edwards read a carefully prepared paper on "What Should be Taught in Canadian Public Schools," which elicited an interesting discussion. Mr. Edwards plead earnestly for teaching which would incite a love for agriculture, and the employments in which Canadians for the most part must be engaged. The cultivation of the observing powers and a love of nature by teaching elementary science and botany informally should be aimed at, rather than teaching the mentally unsuitable subject, English grammar. Physiology and Temperance, while our Governments license the sale of liquors, might with better grace, it was thought, be left out of the curriculum. Pope did not say the proper study of children is man. We should have more supplemental reading, less difficult problems in arithmetic, and more attention to the elementary rules.

Mr. Brown, of Watford, in his paper on "Entrance Examinations," deplored frequent changes in the regulations, especially the last change in History, the lack of a text-book in Composition, and the existence of a text-book in Arithmetic, such as the present one. The amount of Literature was too great, and should be confined to one author, and no questions should be placed on the papers with which only a mature mind could deal satisfactorily.

At subsequent meetings papers were read on "The Relation of Municipal Councils to Public and High Schools," by Mr. G. A. Aylesworth, of Newburgh, Ont.; and on "The Report of Committee on Industrial Education," by Mr. Geo. Dickson, M.A., Toronto.

Hon. Geo. W. Ross briefly addressed the asso-

ciation on the necessity of considering the unity of our school system and the participation of benefits enjoyed by one department by all the other departments, and the necessity of impressing the views of the association on the people of the country and the country's representatives, who would then be more likely to give them what they wanted.

Inspector Hughes also delivered an address on "Self-Expression v. Repression." He claimed that the development of self-consciousness of power should be the highest duty of the school. The receptive, reflective, and executive powers should be the basis of cerebral growth. There was far too much restraint placed on children, who should have proper environments and companions suitable to their age. The Kindergarten system was admirably adapted to develop self-expression.

"Vertical Writing" was a subject introduced for discussion by Mr. Garvin, of Peterborough. Some of the teachers had given the system a trial, and were favorably impressed with it. The following resolution was submitted: "That in the opinion of this association the vertical system of handwriting is more desirable than the Spencerian system, and should be introduced into our Public schools as soon as possible."

The following officers were elected: Mr. McQueen of London, President; D. Young, Secretary; Mr. Cowley, Director, and Mr. Musgrove, Mr. McMaster and Mr. Keith, Executive Committee.

HIGH SCHOOLS.

At the meetings of this section papers were read as follows:

"Should Township Grants to Rural Public Schools be made \$200 in place of \$100 each," by Mr. Farewell; "The High School Curriculum," by Col. Cubitt; "The Truancy Act and Night Schools," by Mr. Hastings of Toronto; "Fifth Form Work in Public and High Schools," by J. H. Burritt; "Written Examinations," by Wm. Houston.

The recommendation made by Col. Cubitt in his paper that the number of subjects taught in High Schools should be reduced, was carried unanimously. Mr. Houston in his paper claimed that written examinations tended to pervert the ideal of education, as there was oftentimes too much studying for the sake of the examination and not for the sake of the study itself. He advocated the abolition of competition by examinations entirely. He regarded it as impossible to test a man's ability by an examination. He thought it was possible to approximate it by this means, however.

Dr. G. Stanley Hall delivered an able address on the subject of "Child Study." He advocated a closer adherence to the psychological routine of study, and stated that more attention should be paid to the regular development of the faculties of children, and said that the child was merely the man in parvo, and that all the faculties which were present in the adult were present in an undeveloped state in the child. It was necessary, however, to develop those faculties which were naturally stronger first.

The election of officers resulted as follows: President, John Ball Dow, B.A., Whitby; First Vice-President, Thos. A. Hastings; Second Vice-President, Jas. H. Burritt, Pembroke; Secretary-Treasurer, George Anson Aylesworth, Newburgh; Executive Committee, the past President, and Rev. Dr. Alex. Jackson of Galt, Messrs. W. H. McLaren of Hamilton, J. B. Fairbairn of Bowmanville, J. R. McNeillie of Lindsay, A. Werner of Elmira, and S. W. Brown of Dunnville.

COLLEGE SECTION.

Mr. I. J. Birchard, Ph.D., presided at the meeting of the College and High school department. Mr. J. A. McLellan, LL.D., was elected chairman for the ensuing year, and Mr. J. Squair, B.A., secretary. Mr. L. E. Embreey, M.A., Parkdale, read a paper on "The Qualifications of Specialists," in which he stated his belief that the specialist in any department should be an honour graduate in that department, and should also have two years' experience in actual teaching. "Post-Graduate Courses in the University of Toronto" was the title of a paper read by Mr. J. Squair. Post-graduate courses might be desirable, Mr. Squair admitted, but he thought the finances of the University would not permit of their establishment. The joint committee, composed of two members from each of the following sections: The Modern Language Association, Natural Science Association, the Classical Association, the Mathematical and Physical Association, and the College

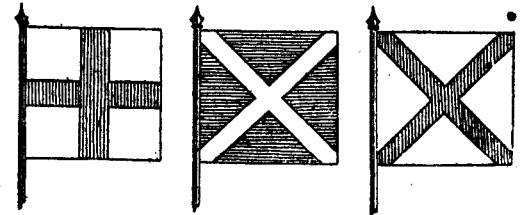
and High School department, presented its report respecting the proposed division of subjects at matriculation examinations. By a vote of 6 to 4 the committee recommended the examination to be so divided that arithmetic, grammar, history, and geography and physics should be taken up in one day; and the other branches of study on another day. After a brief discussion the department accepted the recommendation of the committee by a vote of 42 to 24.

Hints and Helps.

UNION JACK.

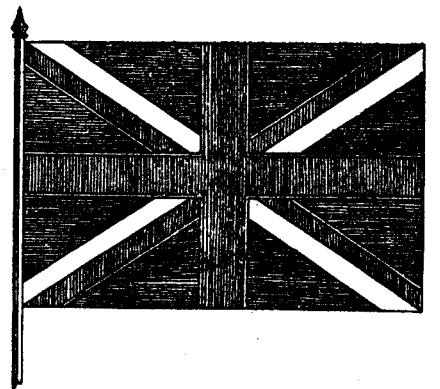
LET the school children know something about the British national banner and the story of its origin.

Britain owes its renowned Union Jack, as in part also its name, to King James the First. The flag of England was, previous to his reign, a red cross—that of St. George—on a white field; the flag of Scotland a white diagonal



cross—that of St. Andrew—on a blue field. That one flag might be formed for the united countries of England and Scotland, the king, in 1606, ordered the red cross of St. George bordered with white to represent its white field, to be so placed on the flag of Scotland that the two crosses should have but one central point. This flag was first hoisted at sea on the 12th of April, 1606, and was first used as a military flag by the troops of both nations on the ratification of the legislative union of England and Scotland, on the 1st of May, 1607.

On the parliamentary union of Great Britain and Ireland the red diagonal cross of St. Patrick was placed side by side with the white cross of St. Andrew so as to form one cross, the



white next to the mast being uppermost, and the red in the fly, while to it on the red side a narrow border of white was added to represent the white field of the flag of Ireland, and upon these was placed the bordered cross of St. George as in the previous flag. The three crosses thus combined constitute the present Union Jack.—*Educational Review.*

MAXIMS.

1. Cleanliness is next to Godliness.
2. Order is heaven's first law.
3. A place for everything and everything in its place.
4. Well begun is half done.
5. He who does his best does well.
6. Reward is in the doing.
7. Lay up something for a rainy day.
8. Honesty is the best policy.
9. An honest man is the noblest work of God.
10. Good health is better than wealth.

It should be the duty of all teachers to instruct their pupils during their whole school course in their duties toward their family, their country, their fellows, themselves, and God.—*M. Janet.*

# The Educational Journal

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

J. E. WELLS, M.A., EDITOR AND PROPRIETOR.

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## Editorials.

TORONTO, APRIL 16, 1894

### A SIGNIFICANT FACT.

THE following paragraph in the Report of William Houston, Esq., M.A., the Director of Teachers' Institutes for the Province of Ontario, as given in the Annual Report of the Minister of Education, is suggestive:

In connection with those parts of Institute programmes assigned to others, I have been much impressed by the ability with which the topics have been treated, whether they related to methods, to educational policy, to school management, or to the profession of teaching. I may add that I have been somewhat surprised at the little importance attached by the teachers in these meetings, where the programmes are controlled very largely by themselves, to matters relating to the betterment of their own condition. I heard but two brief discussions of the salary question during the year, while the greater part of the time at every meeting was taken up with discussions of the best methods of using the subjects of the school curriculum, so as to secure the maximum of benefit to the pupils, and to make the teacher's work as efficient as possible.

This is, indeed, a noteworthy fact. Let any one contrast it with the course of discussion and procedure which are characteristic of most meetings of organized societies representing the members of any business or profession, and he cannot fail to be struck with it. In almost every case the main subject of thought and speech will be found to be closely related to the increase of the emoluments of the occupa-

tion, the formation and strengthening of monopolies, etc. This is true, as a rule, not simply of trades unions, mercantile associations, bankers and business men's organizations of all classes, but even of societies representing the learned professions, such as the medical councils, the legal fraternities, and so forth. Self-protection, creation and defence of monopolies, and, generally, increase of profits, are the watch-words which bring the readiest responses at these meetings.

In seeking the cause of the difference, it is not necessary to assume that teachers are unselfish and philanthropic above all others. Still less can we suppose that they are, or have reason to be, satisfied with their financial conditions, and do not feel the need of increased remuneration. It is due largely, no doubt, to the fact that they know but too well that the conditions under which their work is carried on are such as to leave little ground to hope for successful results from any measure of the kind that they could adopt. So long as the highway of entrance into the profession is so broad, and so many of those who enter do so simply as a temporary expedient, the possibility of united and successful effort to raise the standard of dignity and emolument by means of concerted action is very small indeed.

But there is also, we believe, a better reason for the peculiarity. There is undoubtedly a degree of enthusiasm in the work of the profession, as such, which is scarcely to be found in any other. This may result largely from the fact that the grades both of excellence and of reward in the profession are wider than in most others. Combined with this is the fact that the comfort, the success, and the usefulness of the teacher depend so largely upon his efficiency in his work. There is, too, a more active process of change going on in the profession than in any other with which we are acquainted. Old habits, old maxims, old methods, old theories and aims, are being continually challenged, often superseded. Every true teacher knows well that if there is any limit to this work of development, that limit is still in the far-off future. The profession is just now in a stage of the most active development. The man or the woman who does not strive to keep up with the advance movement, or at least to keep from falling far in the rear, is sure to come to grief. Hence the strongest motives press upon the teacher from every side, prompting him to study closely the very best methods, and to strive to master the very best systems which have been discovered. The true teacher must be very wide awake. And he is in a large degree both enthusias-

tic and unselfish. He has fewer distracting varieties in his life, and more inducement to perfect himself in his work than the members of most other professions.

### FROM SLOUGH TO HILL-TOP.

THE following chapter from the experience of one of our readers is so pleasing that we set it down here for the encouragement of any young teacher who may be in the same unhappy position in which the writer of it was for a time, in respect to the practical work of his or her profession. "Barda" writes:

Did you expect any answers to a question asked in an editorial in one of the late numbers of the JOURNAL: "How many of the teachers under whose eyes these paragraphs may fall are really enjoying their work?"

I, for one, should like extremely well to answer it, if my egotism would not shock you and your readers.

I should like to say that I find my work more and more delightful all the time. I must confess that I did once almost hate it, and consider it drudgery, and would gladly have quit it entirely but for the necessity of earning a living. Being unprepared for any other occupation, I kept at it, honestly trying to do my best, but dreading the beginning of each new term and gladly counting its days away.

The cause of the change? Well, there are several causes. My lot of late has fallen among people who have shown their interest in the school and in their children's improvement, not by seeking every possible occasion for fault-finding, but by making use of every opportunity for uttering a word of commendation and encouragement. Oh! if all parents but knew how much lighter and happier the latter course makes the teacher's work!

A fair salary, no doubt, has had its effect in producing the change.

But the main reason is, I believe, that I have learned to really love all the children, as pupils and as individuals; not just one here and there—the prettiest, the most attractive, the most obedient—but every one, down to poor, dull Martin, who is sent to school labelled "Dunce," and who takes some months to discover that it is really possible for him to learn and remember anything; and trying little Johnny, whose face is never clean, and who will screw it into unimaginable grimaces when pretending to think. Yes, I have even learned to love and sympathize with those provoking, peace-disturbing, noise-making boys of that most trying age—from twelve to sixteen—whose full confidence and co-operation I so long vainly endeavored to secure, and who so long tried my inmost soul by their cheerful indifference to learning (book learning, at least) and their skill in evading attempts to interest them in self-improvement.

And the result? Why, they work without being compelled to, work because they want to know, work because they want to be manly men, and forget that there are any troublesome rules to be kept (and

there are not many) because they have no time to spend in breaking them.

And why have I written all this? Just because I think it possible that some young teachers may be even now in the Slough of Despond, and fearing that there is no way out. And there is not, except you be assisted by the man whose name was Help, who plucked Christian out of the Slough.

Was not that a delightful transformation? How many of our young readers are in the frame of mind described as that of "Barda," at the outset? It is, unhappily, by no means uncommon to hear young teachers, and sometimes those who are no longer young, say as "Barda" did, that they hate teaching? They will be found chiefly among the class—far too large—of those who have engaged in it because they had no other way of earning a living or a little money with which to bridge over some difficult part in the road to some other occupation. It is always to be regretted that so many who enter the profession have no intention of continuing in it one moment after they can see the way clear to some more congenial pursuit. But even granting that you do not expect to remain in it more than a year or two, or a very few years, at most, it will be vastly better, both for yourself and for your pupils, that you should learn to like it and be successful in it, than that it should be a time of misery and martyrdom for both teacher and pupils. And, then, the best passport which one can carry with him in entering another business or profession is a record of success in the one he is leaving. No one wants to recruit forces from the failures or the grumblers of other camps.

We wonder whether there are many among the readers of this JOURNAL who really dislike the work of teaching. It is not probable. The very fact of subscribing to an educational paper or magazine creates a presumption that the person so subscribing does not mean to be one of the grumblers and failures in the profession. As a rule those will be found, we venture to say, among those who have not enthusiasm enough in the profession to subscribe to a periodical devoted wholly to its interests. We do not say this simply with a view to our own interests, as publisher of such a paper, though of course we like to have the subscribers, and could not continue to publish it had we not a goodly number of them. We say it because we believe it to be the truth, and an important truth. The causes of dislike to and failure in the profession of teaching, as in any difficult and arduous profession, are many. A person may be naturally indolent and consequently dislike hard work of any kind. Mental laziness is quite as common

and quite as mischievous as physical laziness. Some are afraid of responsibility, and there are few more responsible positions than that of the teacher. Some want more freedom, more time for pleasure-seeking, etc. But we have no doubt that by far the most frequent and effective cause of dislike of teaching is—*not knowing how*. The teacher is not master of his business. He is haunted by a sense of failure. Each morning marks the beginning of a new struggle upon which he enters with reluctance, often with positive fear and trembling. Too often the evening brings with it a consciousness of at least partial defeat. The children have been idle or unruly, and his best efforts have failed to overcome the difficulty. Perhaps he (or she) has lost temper, or at least failed in self-control, and has said or done something which he knows to have been a mistake, and which he would now give much to unsay or undo. We need not enlarge. There are few, even of those who are the most successful and happy in their work, who will not readily understand from their own experience what we mean.

No one can enjoy a work of any kind of which he does not feel himself to be master. On the other hand, few who have thoroughly mastered their business, no matter what it may be, fail to enjoy it. These two things, mastery and enjoyment, act and react upon each other. It is sometimes difficult to know which is cause and which effect. One who enjoys his work is pretty sure to make himself master of it, and *vice versa*. But we confidently lay this down as the most valuable practical hint we can give to any teacher who may be in the position in which "Barda" for a time found herself—that of feeling it to be a drudgery, and almost hating it—make yourself master of your profession. Determine to understand thoroughly and practice successfully its two branches, the art of teaching and the art of governing. When you shall have reached the point at which you can feel certain in your own mind that you know how to teach and how to govern; that your mode of teaching and governing are right and successful; your day of enjoyment in the work will not be far off.

Let us just advise, further, that more stress be laid upon the teaching than upon the governing, for the latter is largely the outcome of the former. A school well taught is pretty sure to be a school well governed, for if the teaching is good the pupils will become interested in their work, and to get the children interested in their work is nine-tenths of the art of good government. It is the idle brains which create the disorder, the idle hands which do the mischief.

#### TEACHERS AT OXFORD.

ONE of the hopeful signs of the time in the Mother Country is the breaking down of the exclusiveness which used to hedge in the great seats of learning. A pleasing instance of the change that is coming over the spirit of these institutions was the receiving of the National Union of Teachers as the guest of Oxford University, two or three weeks since.

Over a thousand teachers assembled in the Great Hall of the new Examination Schools of the University, where they were received by the Vice-Chancellor, Dr. Boyd, Principle of Hertford College, and other University magnates. The Vice-Chancellor, in welcoming the Union, said he had himself once taught six weeks, at a time in an elementary school during the illness of the master, and precious hard work he found it. Elementary education had plenty of friends nowadays. It was wonderful how many people became interested in elementary education when money for it came out of other people's pockets! They had been doing their best at Oxford to adjust their curriculum, so that those proposing to become elementary teachers might come to the University first and get their degree. A young friend of his had done this, and would in a short time be able to earn a better stipend than he would have done as a curate.

We may refer again to a passage in the reply of the new President of the Union, Mr. Ernest Gray, who is a master under the London School Board in West Ham and a candidate for Parliament in that borough.

We beg leave, just now, to call attention to the passage in the Vice-Chancellor's address, in which he speaks in the most matter-of-fact way of an adjustment in the curriculum, "so that those proposing to become elementary teachers might come to the University first and get their degrees." We fear that a proposition that our elementary teachers should take university degrees as a preliminary to entering upon their work would provoke derision. Yet it would be a grand thing for both teachers and schools if such a course, or some approach to it, were practicable. Of course it is not practicable at present, but in these days of university-extension courses and other facilities for self-improvement, we see no reason why very many public school teachers might not, by industry and perseverance, complete at least good special courses in such subjects as English Literature, History, Philosophy, Science, or even Mathematics, or Latin. The fact of being engaged in such studies would do much to promote contentment and proficiency in the work of the school-room, while the fact of having completed them would put a powerful lever into the hands of teachers for bringing about a much needed raising for of salaries.



## English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

## THE DIVISIONS OF LYRIC POETRY.

LYRICAL poetry is essentially the poetry of personal emotion. The child that rejoices in the sunshine dances and sings its pleasure. The man who grows conscious of his many feelings—love of home, of wife, of country, of God—sorrow for loss, defeat, failure—joy in nature, wine, friends—finds pleasure in the expression of these feelings in a certain form of poetry which is called Lyric.

Lyrical poetry is, then, based on personal emotion. Its duty is to express that emotion in such a way that we, hearing it, may ourselves sympathize with and take pleasure in the feeling of the person whose emotion is depicted.

Since all intense feeling lasts but briefly, it is necessary that the lyric poem should be compared with the epic or narrative poem—short. Since it must express the subtlest and most various changes of the mind in the briefest possible time, it is necessary that it shall have at its disposal every possible device of metrical art to express and awake the feelings. These three characteristics: (1) Its basis of intense personal emotion; (2) its brevity; (3) its variety of metrical form, are, in the rough, the characteristics of lyrical poetry.

The divisions of lyrical poetry may be made according to subject-matter, in accordance with the theme: lyrics of love, of country, of nature, of grief, of wine, etc. It is more common, however, to classify lyrical poetry according to the form, though not without a certain regard for the substance.

The sacred lyrics are: (1) the hymn; (2) the ode. The hymn, as we know from our church hymns, is primarily the simplest poetical expression of sacred emotion. When the hymn shows greater complexity, contains some development of the theme, accompanied by a greater exaltation of feeling, we have the ode, which has been defined as any strain of enthusiastic and exalted lyrical verse directed to a fixed purpose, and dealing progressively with one dignified theme. In these respects Milton's "Hymn on the Nativity," (H.S. Reader, p. 67 ff) is an ode rather than a hymn.

Examples of the patriotic lyric are easily found. The "How Sleep the Brave," of Collins; "Ye Mariners of England," of Campbell; "The Isles of Greece," of Byron; at once recur to the mind. As with the sacred song, we may here have the more elaborate and stately ode, as in Coleridge's "Ode to France."

The lyrics of love are, of course, the most numerous, though lately the lyrics of nature are much favored by the poets. A love song, brief, quaint, with pretty figures of speech, intended specially for song—best for part-song—is called a madrigal. Here, too, we may find odes, such as the "Epithalamium," or marriage ode, of Spenser, and Collins' "Ode to Evening," and perhaps Burns' "To a Daisy."

The lyrics that spring from and depict the emotion of grief may be the simple lyric, such as "Break, break, break," of Tennyson, or very complex, such as Shelley's "Adonais," or Milton's "Lycidas," which last two may be termed odes. Loosely speaking, however, they are elegies—that is, a somewhat elaborate poem of grief. Here we should class, too, Gray's "Elegy."

A similar division may be seen in the verses on wine, banquets, etc., generally termed Anacreontic verse, from the Greek poet, Anacreon. Examples of this kind of lyric are frequent in Moore's poems.

Sometimes a narrative element enters into combination with the lyrical, resulting in the ballad, which tells a brief story, usually with an emotional catastrophe in lyrical measure.

A favorite form for the expression of brief lyrical emotion is the sonnet, within whose

fourteen lines, compactly bound together by strict rhyming laws, with an exposition in the first eight lines ("octave") and the application in the last six ("sestette") lie many of the strongest and noblest expressions of lyrical emotion. The difficulty of its form has always made the sonnet have a peculiar fascination for the poets. The structure may be studied in Keats' "On Chapman's Homer," [H.S. Reader, p. 222]; Aldrich's "England," [p. 419.]

French verse forms, such as the "Triplet," as in Dobson's "Circe" [H.S. Reader, p. 426] and "Ballade," as in the same author's "Ballad to Queen Elizabeth," [H.S. Reader, p. 424] are, with the "Rondeau," very favorite forms with the writers of society verse (*vers de societe*) to-day, and easily show their difficult and charming structural beauty from a study of the rimes and refrains of the examples referred to.

The chief divisions of lyrical poetry are, then: (1) The simple form of *song* and *hymn*; (2) the more elaborate *ode*; (3) the short but variously elaborate *sonnet*, *triolet*, *ballade*, *rondeau*; (4) the ode of marriage or *epithalamium*; the ode of grief or *elegy*; (5) the combination of narrative or epic poetry with lyrical in the *ballad*.

## ENTRANCE LITERATURE.

## LVI.—THE HONEST MAN.

GEO. HERBERT.

BY A. M. MACMEHAN, PH. D.

## I.—BIOGRAPHICAL NOTE.

THIS is an extremely difficult and rugged piece of verse. The style is much condensed, the transitions in thought are abrupt and in some cases violent; every line is packed with meaning. Young pupils cannot be expected to profit by it, without very patient and thorough explanation. In order to teach it as it should be taught, the teacher should know something of his other poetry, his life, character, and the literature of which Herbert forms a part. "The Poems of George Herbert," Camelot Classics Series, (Walter Scott, London and Newcastle, 1886), costs about twenty-five cents; and contains not only a good selection of his poetry but the invaluable life of the author by Izaak Walton. It will be found to be most helpful to the conscientious teacher or student.

George Herbert (1593-1633) belonged to one of the most famous families in England. His eldest brother was Lord Herbert of Cherbury, soldier, statesman and religious philosopher; his mother, like Goethe's, was one of those notable women to whom their talented sons owe so much. Herbert was educated at Westminster school and at Cambridge, that home of English poets. In his youth he was a courtier, and received from James II. an appointment worth £120 a year. Dissatisfied of further preferment and urged by his mother, he entered the Church; in 1626 he was made Prebendary of Layton Ecclesia, and in 1630 he became parish priest of Bemerton near Salisbury. Before his induction, he married Miss Jane Danvers, on a very short acquaintance. His health had long been weak and he was carried off while yet a young man by consumption.

Herbert was a devout Christian and a zealous adherent of the Church of England. His poetry is devoted to the expression of distinctively Christian thought and to the praise of the church he loved so well. At Bemerton, he and his household spent much of their time in the devout practice of religious observances. He was passionately fond of music, and he was kind to the poor of his parish. Of his personal appearance Walton says: "He was for his person of a stature inclining towards tallness; his body was very straight, and so far from being cumbered with too much flesh, that he was lean to an extremity. His aspect was cheerful, and his speech and motion did both declare him a gentleman; for they were all so meek and obliging, that they purchased love and respect from all that knew him."

Herbert is to be classed as an Elizabethan poet of the second period, when quaintness was beginning to characterize poetry rather than strong feeling. The antithetic turn in l. 25, the repetition of the same word in two senses as in l. 35, the habit of using metaphors and figures—are all characteristic of the period. An understanding of Shakespeare's diction will help very much in teaching this poem of Herbert's.

The following characterization of his poetry by Mr. Saintsbury may prove helpful. "He expresses common needs, common thoughts, the everyday needs of the Christian, just sublimated sufficiently to make them attractive. The fashion and his own taste gave him a pleasing quaintness, which his good sense kept from being ever obscure, or offensive, or extravagant. The famous "Sweet day, so cool, so calm, so bright," and many short passages which are known to every one, express Herbert perfectly. The thought is obvious, usual, in no sense far-fetched. The morality is plain and simple. The expression, with a sufficient touch of the daintiness of the time, has nothing that is extraordinarily or ravishingly felicitous whether in phrasing or versing. He is, in short, a poet whom all must respect; whom those who are in sympathy with his vein of thought cannot but revere; who did England an inestimable service by giving to the highest and purest thoughts that familiar and abiding poetic garb which contributes so much to fix any thoughts in the mind, and of which, to tell the truth, poetry has been much more prodigal to other departments of thought by no means so well deserving."—*Elizabethan Literature*, London, 1887, p. 373.

## II.—NOTES AND COMMENTS.

1. 1.—*Who is the honest man?* "Honest" means here much the same as "just" in the Bible; the man of perfect character, the ideal man. The poet seems to have had two models before his mind in writing, the xv. Psalm, which begins with a question, "Lord who shall abide in thy tabernacle?" and contains as answer a description of such a man; "He that walketh uprightly, etc.:" and second, the famous ode of Horace (Bk. iii. 3).

"Justum ac tenacem propositi virum  
Non civium ardor prava jubentium," etc.

"Neither the fierceness of the mob insisting on evil deeds, nor the face of the threatening tyrant, nor the southerly storm, the turbulent master of the restless Adriatic, nor even the strong hand of Jove himself with his thunder, can swerve from his fixed resolve the man who is just and constant in mind. Though the round world should crash together the ruins would overwhelm him, still unfeared."

1. 2.—*good pursue*. Possibly an unconscious modification of I. Pet. iii., 10, 11: "seek peace and ensue it."

1. 3.—*himself most true*.

"To thine own self be true;  
And it must follow as the night the day,  
Thou canst not then be false to any man."  
—*Hamlet*, I. 3.

1. 5.—*Unpin*. The meaning is difficult. Johnson in his dictionary quotes this stanza to illustrate the meaning of *unpin* = "unbolt." In old ballads, "pin" often means bolt of a door. The ordinary meaning is to take out the pins,—of a dress; and so cause disorder. Either will give sense. "Fawning," servility and flattery cannot "unpin," insidiously prevent—"force" cannot "wrench," violently prevent—the honest man from performing the duties he owes to all.

1. 7.—*so loose and easy*. Metaphor from the wearing of the cloak; in Herbert's time, a necessary part of male costume. He may have had the fable of the Traveller and His Cloak in his mind. His "honesty" (principles) are not readily departed from. "Ruffling," boisterous; a "ruffler" at this time, was a bully.

1. 8.—*glittering look it blind*. A sudden change of metaphor. The honest man cannot be blinded by the sight of splendor, into ignoring the difference between right and wrong. The idea of "look" is staring impudently "it" (honesty

out of countenance; or dazzling till "it" (honesty) loses its sight.

1. 9.—*sure and even trot*. Again a sudden change. Metaphor from riding in company. The "honest" man keeps his even pace: the world does not. "He that believeth shall not make haste." *Isa. xxviii, 16*.

1. 13.—*the thing*. The most general meaning of this vague word; here, all the circumstances relating to each trial (l. 11); "weight," consider, the honest man considers what will be the force of his example in every important act of his life.

1. 14.—*into a sum*. All being summed up. The metaphor is taken from adding up accounts. The honest man is praised in this verse for avoiding rashness.

1. 15.—*What place or person calls for*. When all things are considered fully, he discharges the duty binding on him, either on account of his own personal dignity or from his social position. "He doth pay" carrying out the idea of "sum;" satisfies the claims made upon him by "place or person." "When thou vowest a vow unto God, defer not to pay it; for he hath no pleasure in fools: pay that which thou has vowed."—*Eccles. v. 4*.

1. 16.—*work or woo*. Force or persuade. This verse praises him for being straightforward; not doing anything underhand. Same idea as in ll. 4, 5.

1. 17.—*sleight*. Anything like a trick. In his poem "Nature." Herbert rimes "deceit" with "straight," as in this case. He does not always rime exactly: but here "deceit" is pronounced "desate," and probably, "sleight," "slate." The pronunciation of the day was like present day Irish.

1. 19.—*fashion*. In its literal meaning of "make," outward appearance.

"By Heaven I will,  
Or let me lose the fashion of a man."  
*Henry VIII., iv., 2.*

The very look, dress, etc., of the honest man is consistent with his actions and speech.

1. 20.—*All of a piece*. Consistent, not piebald: metaphor from cloth: not patched of different colors and materials.

1. 21.—*melts or thaws*. Yields, gives way.

1. 22.—*temptations*. Different from "trials," line 11, which are situations in which it is hard to know how to act. "Temptations," opportunities and inducements to sin; "close," not far away, but present, real, immediate.

1. 23.—*in dark can run*. Is active, effects its purpose. We say of wits: they run. It is of course not literal darkness that Herbert means. The "honest man" man is virtuous, not only when the eye of the world is on him, but when he might sin in secret, secure from observation.

1. 25.—*And is their virtue*. This jingle on words is characteristic of Herbert's time. Again, "sun" is not to be taken in the literal sense; it is the ordinary circumstances of life which regulate the everyday life of ordinary men; public opinion, Mrs. Grundy. Public opinion is the virtue of ordinary people: that is, they are good only because they are afraid of what people will say. The "honest" man's sun is "virtue." Virtue "writeth laws" for him; i.e., regulates all his actions as the actual sun regulates the daily actions of mankind.

1. 26.—*to treat*. Deal with. Herbert considers that special allowance must be made for women. He classes them with sick and passionate persons, as not being so open to reason as the rest of mankind. This idea is becoming obsolete, as far as women are concerned.

1. 29.—*defeat*. Because others fail in their duty, or in their obligations towards him, the honest man does not, for that, come short in his duties or obligations.

1. 30.—*part*. Metaphor from the theatre. The character which an actor represents in a play is called his "part."

1. 31.—*procure*. "Cause," "bring it about that."

1. 32.—*bias*. Metaphor from the game of bowling, still in use. The bowl being not perfectly round does not run on the grass straight to the mark but makes a curve. "The wide world runs bias." Affairs in general do not go as he wishes them to go.

1. 33.—*to writhe*. To impotently fret under these vexing circumstances. Impatience is shown by jerking or twisting movements of the limbs. This interpretation requires the comma, not after "bias," but after "will." Punctuated with a comma after "bias," as in the Reader, we interpret "to let his limbs or less worthy impulses and desires escape from the control of his spirit or higher Nature." Nothing can make the honest man tamely share the evil, he will try to remedy it.

1. 34.—*the marksman*. Another of Herbert's rapid changes. The "honest" man is a *sure* marksman; he is certain of hitting the mark, i.e., of fulfilling his purposes in life. That is the reward of constancy.

"Justum ac tenacem propositi virum."  
The just man who holds to his purpose.

1. 35.—*Who still*. This fashion of jingling words is peculiar to Herbert's time. See l. 25. The first "still" means "constantly," the second "in the future as now and before."

### III.—QUESTIONS.

To make this lesson profitable, it should be taught most minutely. Every point should be discussed carefully; for the thought is difficult for young persons to grasp. Such questions as the following would serve to bring out the meaning of each verse:

To whom is the question in l. 1 put? Who answers it? [Compare for similarity of structure, Ps. xv.] What is the meaning of "honest?" What is the first mark of the honest man? What is the meaning of pursuing good? How can a man be true to himself? The meaning of true? What idea does fawning call up? The meaning of unpin? Of wrench? Write the verse in prose order, expanding it in order to bring out the meaning. [This last exercise for each verse, will fix the thought in the minds of the class: but it should only be attempted after the most careful exposition, otherwise the pupils will be confirmed in error, not in right ideas].

How can honesty be loose or easy? The meaning of honesty? What is a metaphor? The meaning of "look it blind?" What is the honest man praised for in this stanza? To how many things is honesty compared in this stanza? The meaning of trials? of stay? of thing? of sun? What is the metaphor in l. 14, 15? What virtue is attributed to the honest man in this stanza?

Does "work or woo" convey the same idea as "force nor fawning?" What is the difference between "trick" and "sleight?" The meaning of "fashion" here? How can "words and works, and fashion" be said to be "all of a piece?" and "clear and straight?"

To what is the honest man compared in l. 21? To what is his goodness compared? How can the sun write laws? Does virtue write laws for the honest man? Does "run" carry out the idea of "sets not?" How can the "sun" be the "virtue" of "others?"

The meaning of "treat"? of "treat with?" of "treaty"? What does the honest man "allow for"? Is there any difference in the thought of l. 29, and of l. 30? What good qualities of the honest man are brought out in this stanza?

The meaning of "procure?" of bias? "on the bias?" Why is the world called "wide?" The meaning of "from his will?" The difference between "will" and "wish?" What idea in "writhe?" Parse "share" and "mend." The meaning of "marksman?" of the two "still's" l. 35? In conclusion review carefully and point out the separate qualities which char-

acterise the ideal *honest* man. Show whether these ideas are embodied in the modern idea of honesty. This lesson might be used to show how language is constantly changing, or as an introduction to Elizabethan literature.

## ENGLISH IN THE SECONDARY SCHOOLS OF THE UNITED STATES.

(Concluded.)

### II.—THE STUDY OF ENGLISH IN THE HIGH SCHOOL.

THE Conference is of opinion that the study of English should be pursued in the high school for five hours a week during the entire course of four years. This would make the total amount of available time not far from eight hundred hours (or periods).

The study of literature and training in the expression of thought, taken together, are the fundamental elements in any proper high school course in English, and demand not merely the largest share of time and attention, but continuous and concurrent treatment throughout the four years. The Conference therefore recommends the assignment of three hours a week for four years (or four hundred and eighty hours in the total) to the study of literature, and the assignment of two hours a week for the first two years, and one hour a week for the last two years (or two hundred and forty hours in the total) to training in composition. By the study of literature the Conference means the study of the works of good authors, not the study of a manual of literary history.

Rhetoric, during the earlier part of the high school course, connects itself directly, on the one hand, with the study of literature, furnishing the student with apparatus for analysis and criticism, and, on the other hand, with practice in composition, acquainting the student with principles and maxims relating to effective discourse. For this earlier stage, therefore, extending through the first two years, no assignment of hours to rhetoric has been deemed advisable, and an assignment of one hour a week in the third year (a total of forty hours) is thought sufficient for any systematic view of rhetoric that should be attempted in the high school. It will be observed, however, that if the teacher has borne in mind the practical uses of rhetoric in the first two years, he will have conveyed the essentials of the art (with or without references to a text-book) before the systematic view begins, so that this view will be a kind of codification of principles already applied in practice.

The history of English literature should be taught incidentally, in connection with the pupil's study of particular authors and works; the mechanical use of "manuals of literature" should be avoided, and the committing to memory of names and dates should not be mistaken for culture. In the fourth year, however, an attempt may be made, by means of lectures or otherwise, to give the pupil a view of our literature as a whole and to acquaint him with the relations between periods. This instruction should accompany—not supersede—a chronologically arranged sequence of authors. In connection with it a syllabus or brief primer may be used.

To the subject of Historical and Systematic (or Formal) Grammar, one hour a week in the fourth year (a total of forty hours) may be assigned.

In the present state of text-books and teachers, the study of the History of English Language cannot, perhaps, be generally or even extensively introduced into the high schools. It is the opinion of the Conference, however, that certain parts of that study may be profitably undertaken during the last year of the high school course, and that some systematic knowledge of the history of the language is of value to the student who goes

no farther than the high school, as well as to the student preparing for college.

It is obvious that without a knowledge of Anglo-Saxon and Middle-English nothing can be accomplished by a study of the history of sound change as exemplified in derivation, word-composition, and inflections, nor can any great good come from an illustration of modern syntax through the syntax of stages of the language with which the student is unfamiliar; but, although these important branches of the subject must necessarily be reserved to a later period, it appears evident that certain other branches of the study might be pursued to advantage even by pupils who have no knowledge either of the earlier stages of English or of any foreign tongue. The Conference has in mind the following topics:

1. *The History and Geography of the English-speaking people*, so far as these illustrate the development of the English language.

2. *Phonetics*.—Though we do not recommend any study of details in the historical development of English spelling, we think it essential that every high school scholar should possess a clear idea of the general causes which have given English the peculiar value of its vowel symbols, and made them essentially different from the system of other languages. Such study would prevent, for example, acquiescence in the common error of regarding the vowels in *rid* and *ride* as the short and the long of the same sound.

3. *Word-Composition*.—The historical study of inflections and of word-composition should not be included in this scheme. But some elementary treatment of prefixes and suffixes and of word-composition may come in incidentally. The purpose of including it, however, is rather to illustrate principles of historical development than to acquaint the pupil with a body of details.

4. *Elements of the English Vocabulary*.—This branch of English study is already pursued in some secondary schools as an independent subject, with the aid, perhaps, of such a book as Trench's "On the Study of Words"; but the view of the Conference is that it would be better to include it as a part of the systematic treatment of the history of the language. The extent to which the study of the sources of English words can be carried in any school or class will depend on the acquaintance the pupils possess with Latin, French, and German. This subject should be so pursued as to illustrate the political, social, intellectual, and religious development of the English race; and the knowledge thus obtained will be profitable to youth only in proportion as it links itself with other knowledge derived from their general reading or from their other school work.

5. *Changes in the meaning of words*.—A systematic study of development in the meaning of words should not come in as a distinct part of this plan. Such study should, however, of course, be included incidentally in the interpretation of literature.

The teacher must, of course, be familiar with the more important facts of historical English grammar, and be able to use them in connection with the study of any branch of English, whenever they serve to explain difficulties or to fix grammatical principles. In addition to those parts of historical grammar that have been more specifically mentioned above, the following may be noted, as illustrations of the topics of this subject that may receive attention in high schools, so far as the advancement of the pupils in general linguistic study renders it advisable, and so far as time and opportunity can be found for such work: Dialects and literary language, authority and usage, decay of inflections.

It is the opinion of the Conference that the best results in the teaching of English in high schools cannot be secured without the aid given

by the study of some other language, and that Latin and German, by reason of their fuller inflectional system, are especially suited to this end.

The Conference wishes also to emphasize in the case of high schools what has been already said with regard to schools of lower grade; that every teacher, whatever his department, should feel responsible for the use of good English on the part of his pupils.

The question of requirements for admission to college was carefully considered by the Conference, and a definite scheme of examinations devised for recommendation to American colleges. These recommendations concern all scholars in high schools, for the Conference is of opinion that the high school course in English should be identical for students who intend to go to college or to a scientific school, and for those who do not, and that the requirements in English for admission to college or to a scientific school should be so adjusted as not to contravene this principle. The practice now too prevalent of maintaining one course in English for pupils who intend to go to college, another for candidates for admission to a scientific or technical school, and a third for pupils whose schooling ends with their graduation from the high school, cannot be defended on any reasonable grounds. There is no good reason why one of these three classes of students should receive a training in their mother tongue different either in kind or in amount from that received by either of the other two classes.

The Conference is also convinced that the cause of secondary education would be materially helped if the requirements for admission to college, in English as in other subjects, were to be made uniform in kind throughout the country. Uniformity in amount is certainly not practicable and probably not desirable.

The specific recommendations of the Conference as to English requirements for admission to colleges and scientific schools are the following:

1. That the reading of certain masterpieces of English literature, not fewer in number than those at present assigned by the Commission of New England Colleges, should be required.

2. Each of these should be, so far as possible, representative of some period, tendency, or type of literature, in order that alternative questions like those suggested in § 5 (below) may be provided. The whole number of these works selected for any year should represent with as few gaps as possible the course of English literature from the Elizabethan period to the present time.

3. Of these books a considerable number should be of a kind to be read by the student cursorily and by himself. A limited number, however, may be read in the class-room under the immediate direction of the teacher.

4. In connection with the reading of all these required books the teacher should encourage parallel or subsidiary reading and the investigation of pertinent questions in literary history and criticism. The faithfulness with which such auxiliary work is carried on should be constantly tested by means of written and oral reports and class-room discussion, and the same tests should be applied to the required books read cursorily (see § 3).

5. The Conference doubts the wisdom of requiring, for admission to college, set essays (e.g., on the books prescribed, as above, § 1) essays whose chief purpose is to test the pupil's ability to write English. It believes that there are serious theoretical and practical objections to estimating a student's power to write a language on the basis of a theme composed not for the sake of expounding something that he knows or thinks, but merely for the sake of showing his ability to write.

Therefore, so long as the formal essay remains a part of the admission examination, it is recommended that questions on topics of literary history or criticism, or on passages cited from prescribed works, be set as an alternative. These topics and passages should be such as (1) to bring out the knowledge of the pupil with regard to the subjects suggested in § 4, and (2) to test his ability to methodize his knowledge and to write clearly and concisely. The questions set should be so framed as to require answers of some length.<sup>1</sup>

6. The Conference is of opinion that, in the hands of any but a highly intelligent teacher, exercises in the correction of bad English may do more harm than good, and therefore the Conference believes that the correction of specimens of bad English should not form a considerable part of the admission examination,<sup>2</sup> though it is not prepared to recommend the exclusion of such specimens. Care should be taken that those selected are really offences against good English (not merely against good style) and further, that they are such offences as experience has shown young writers are prone to commit. Obscure sentences and nonsensical or puzzling combinations of words should be avoided.

7. The admission of a student to college, so far as English is concerned, should be made to depend largely on his ability to write English as shown in his examination books on other subjects (such as history). If the candidate's translations from foreign languages are used for this purpose, the examiner should remember that vagueness and absurdity in such translations often result from ignorance of the foreign language rather than from incompetent knowledge of one's mother tongue, and that, further, the art of translation is a very difficult art even to a writer who is at home in both the languages concerned. A student who, in general, writes well enough, may, from either or both of these causes, appear to very poor advantage in an exercise in translation.

8. Though it is clear that the power to write a language can be obtained only by unremitting practice, yet, in the opinion of the Conference, such practice may properly be accompanied and illustrated by a course in elementary rhetoric. This course should include not only the principles of clearness, force, and good taste, but the principles of the arrangement of clauses in the sentence and of sentences in the paragraph. The teacher should bear in mind that any body of written English, of whatever length, is an organic unit, with principles that apply as well to the arrangement of the minor elements as to the grouping of the larger divisions of essay or book. Especial care should be taken that rhetoric is not studied by itself or for its own sake. Its connection with the pupil's actual written or spoken exercises should be kept constantly in view. The Conference therefore does not contemplate an examination in formal rhetoric as a requirement for admission to college.

9. There should be no division of the admission examination in English. When a college or scientific school allows a division of admission requirements into "preliminary" and "final," English should be a "final" subject.

10. The relative importance of the English language and literature as a subject among other requirements for admission to college is about one in six; but the Conference feels strongly that no student should be admitted to college who shows in his English examination and in his other examinations (as in § 7) that he is very deficient in ability to write good English.

May 13th, 1893.

<sup>1</sup> Not less than a page of the examination book.  
<sup>2</sup> Say not more than one-fifth.

CORRESPONDENCE.

ENQUIRER.—A lesson on "The Honest Man" appears in this number.

M.J.—See article on Lyrical Poetry in this issue. The papers on the "Lady of the Lake," you will find very helpful.

W.J.D.—The lark is a "bird of the wilderness" in contrast to the domesticated birds, not as living specially in wild districts; hence as the emblem of a life less trammelled, less confined, than that the poet has to lead.

E.R.—"The thirteenth boy remembered it, but the forty-eighth forgot, etc." "The stranger wished the lad a good morning." In "The Dandelion," "telleth her beads," calls up the picture of a quiet, innocent girl, praying in the fashion of a Roman Catholic, marking off each prayer said by slipping on one bead of her rosary. "Asks not for love," is satisfied with her lot and would not wish the passions of mankind. "Counts her gold," thinks how rich she is in the beautiful golden radiance that nature has bestowed on her.

J.N.H.—(1) See article on Lyrical Poetry in this issue. (2) The figure in "The isles of Greece!" is Apostrophe; in "Dash down your cup," etc., Exclamation. In "But all, except their sun, is set," there is a double sense in "set," termed Zeugma. "Except" is here a position governing "sun." "That," in st. 3, is a conjunction joining "I dreamed" and "Greece might be free." "Sung" and "sprung" are less usual than "sang" and "sprang," for which reason perhaps the poet used them in st. 1 of "Isles." For other questions see Miss Lawler's article on the lesson. (This we are obliged to hold over for next number.—EDITOR JOURNAL). (3) An article on "Herve Riel" will appear shortly and answer your questions fully.

Science.

Edited by W. H. Jenkins, B.A., Science Master Owen Sound Collegiate Institute.

LESSONS IN OBSERVATION.

How many farm boys of ten and twelve years of age know the black weevil, the codling moth, or the striped cucumber beetle, when they see them? Probably not one out of twenty; yet they are quick to discern potato bugs, grasshoppers, or butterflies. Fewer still know what the little mounds beside a worm-burrow are, or the black knot on cherry and plum trees. Still fewer know what the little cottony nests on fences and in crevices of boulders contain, or that caterpillars will turn into butterflies. The country boy is quick to observe, is filled with curiosity about animal life, yet knows very little, for lack of direction, of the wonderful life changes that are going on around him.

Teachers often complain of the difficulty of getting young students to write compositions. The fault very probably arises from the misdirected efforts of the teacher. Unsuitable subjects often beyond the capacity and comprehension of their pupils are assigned, or a stupid object-lesson is given to furnish material, and after the pupils are stuffed to the satisfaction or knowledge-limit of the teacher, they are expected to reproduce what they have been told. Train children to observe carefully and you will have abundant material for composition lessons, and, best of all, it will be their own thoughts expressed in a natural way. The best teachers are rapidly coming to the conclusion that much of the formal English is best taught indirectly rather than by specially formulated lessons, and to secure the best expression of thoughts lessons in natural science should be begun at the earliest stages and made subsidiary to language training.

THE STUDY OF NATURAL HISTORY.

"BETTER a child should learn to handle one animal, to see and know its structure and how it lives and moves, than to go through the whole animal kingdom with the best text-book under the best teacher, aided by the best charts

ever made. The former would have learned what real knowledge is and how to get it, while the latter would have simply learned how to pass his school examination."

The above is from the pen of Alpheus Hyatt, of the Boston Natural History Society. It is undoubtedly the only way to acquire a permanent knowledge of the life-forms by which we are surrounded, yet Canadian teachers are expected to gallop through the whole range of vertebrate and invertebrate animals in a year's course, with students who have had little training in the power of observation. Worst of all, the new course in botany and zoology, to come into effect in a year, is constructed so as to take advantage of certain accessible illustrated texts!

PHYSIOLOGY AND TEMPERANCE.

EXAMINATION PAPER.

1. (a) How can it be shown experimentally that exhaled air is injurious to animal life? (b) How can you find out the quantity of air you can take into your lungs at one breath? (c) What common facts show that water-vapor is exhaled during respiration?
2. How does alcohol taken into the stomach affect respiration which is carried on by the lungs?
3. Make a drawing of the stomach and name the openings to and from it. Where in the body is it situated? What is the use of the stomach? What effect does alcohol have on the inner coat of the stomach?
4. What is digestion? What effect do the teeth have on the food? the saliva? the pancreatic juice? the bile?
5. Account for a person feeling warm after taking a glass of brandy. Why does the heart beat faster when alcohol is taken?
6. Briefly describe the heart, telling its size, shape, divisions, which divisions contain pure blood, which impure blood. Why is the left ventricle much thicker than the right ventricle? How is the blood conveyed from the heart to the various parts of the body?
7. Why is it you cannot stick a pin in a person without his knowing it was done.
8. Why does a drunken man stagger?

NOTES.

THE amount of ammonia in the air is thirty parts per thousand million of air.

Many leguminous plants are capable of absorbing free nitrogen and are unique in this respect.

The total amount of nitrogen in the air is four million billion tons.

There are from one half-million to one million of bacteria per gramme of soil.

Van Helmont believed frogs, slugs, leeches, etc., were produced by the odor from morasses.

A celebrated experiment, but a wrong conclusion: Van Helmont planted a tree weighing 5 lbs. in 200 lbs. of dried earth; watered it with pure rain water for 5 years, being careful to allow no dust to fall on the earth. At the end of the time he pulled up the tree, shook off the earth, which when dried was found to weigh 199 lbs. 14 oz. He concluded that the only plant food was water.

ANSWERS TO CORRESPONDENTS.

STUDENT asks why will ten cells give no stronger electric current than one cell?

It will depend upon how the cells are arranged and what the external resistance is. Ohm's law states that the current strength is equal to the electro-motive force divided by the total resistance. If now we suppose the ten cells to be connected by short, stout wires, the external resistance is almost nothing and may be neglected. Suppose the cells are arranged in series, then with one cell the current will be

$$\frac{E. M. F.}{r}$$

where E. M. F. equals the electro-motive force per cell and r equals the internal resistance. With ten cells the current would be

$$\frac{10 E. M. F.}{10 r}$$

which is the same as one cell. Arranged parallel the current would be for 10 cells

$$\frac{E. M. F.}{r \times 10}$$

TEACHER, B—ville. Questions—(1) Do leaves inhale gases through the stomata?

A.—No; the stomata simply regulate the amount of moisture expired.

(2) Can I make a platinum wire red hot by using a battery?

A.—Yes, a double grenet cell, freshly charged, will render a fine platinum wire an inch long almost white hot.

ENQUIRER, Seaforth.

Question.—Will you kindly give a short account of when, where and how the grasshopper deposits its eggs.

Answer.—The eggs are deposited generally towards the end of the summer in a burrow excavated by the horny ovipositors, in hard, compact soil. The eggs are laid in four rows of about seven each, together with some mucous matter which binds them together. The burrow is then filled with mucous matter so as to prevent water entering. The eggs may hatch the same fall if the weather is favorable or may remain in the burrow till July.

I. A. M., Greenbank.

You will find a series of questions in another column.

For Friday Afternoon.

APRIL.

LIZZIE WILLS, TORONTO.

O'RE the wind-blown fields so bleak and bare,  
There passed one morning a maiden fair.

Her face was bright as a spring-time dream,  
Her hair was golden with sun-light's gleam;  
She sang as she walked, her song was sweet  
As when voice of brook and bird's notes meet.

She had in her hand a bunch of keys—  
Of various shapes and designs were these.  
I wondered much as she passed me by,  
Who she was, and where going and why.

The words of her song fell sweet on my ear,  
They were soft and low but wondrous clear.  
"I, April, open the doors of spring.

The key of each door hangs on my ring.  
I open the clouds; the gentle rain  
Descends and softens the frost-bound plain,  
And soon over earth's brown face is seen  
A veil that's woven of grasses green.  
Each fettered stream is set free by me,  
His fetters yield to my magic key.

"I ope the doors of earth's donjon-keep,  
Where the flowers lie locked in slumber deep.  
I softly call, O ye flowers so dear!

Wake up, wake up, for the spring draws near.  
Hush! Listen! you'll hear their dancing feet,  
They're coming, coming the spring to greet.

The south wind comes when I open the gate,  
And the birds return, each with its mate.  
I, April, open Spring's every door  
To light, life, beauty, when Winter's o'er."

IN APRIL MOOD.

EVALEEN STEIN.

THE SUNSHINE.

ON SLENDER stems the nodding wind-flowers blow,  
And blood-roots grow,

Where high the hedges fling their lacing frets  
Along the lanes; while softly sifting through  
Tall plummy weeds and silver spider-nets,  
The golden sunbeams filter down below,  
Until I know

Not any sweet mid-summer sky is blue  
As is the earth to-day with violets!

THE SHOWER.

The April rain-drops tinkle  
In cuckoo-cups of gold,  
And warm south-winds unrinkle  
The buds the peach-boughs hold.

In countless fluted creases  
The little elm leaves show,  
While white as carded fleeces  
The dogwood blossoms blow.

A rosy robe is wrapping  
The early red-bud trees;  
But still the haws are napping,  
Nor heed the honey-bees.

And still in lazy sleeping  
The apple-blossoms are bound;  
But tulip tips are peeping  
From out the garden ground.

And yonder, gaily swinging  
Upon the tossing vane,  
A robin red-breast singing  
Makes merry at the rain!

—Chicago Current Topics.

## Arbor Day Exercises.

## THE TREE PLEDGE.

THE following pledge and song, by H. Butterworth, which we find in the *Journal of Education*, were prepared for American schools, but the sentiments are equally suited to loyal Canadian boys and girls. They may be used with effect in connection with the tree-planting. Each tree may be planted in commemoration of some noble deed. If the children can choose suitable deeds to be commemorated, so much the better: "We, the pupils of the—school, plant these trees to-day in testimony to our love for our country, and also in commemoration of good deeds done in the past. The tree is the emblem of life, the expression of the earth's beauty, the pledge that the present generation has in mind the welfare of the future. He who plants a tree or a bush, or even a flower, works with God to beautify the garden of the world.

They will also teach us persistence in duty, for by the mere act of putting these trees into the ground we pledge ourselves to take care of them in the future. They remind us that a good act done needs more good acts to make it productive. We who are here to-day make ourselves their gardeners for as long a time as we live in their neighborhood.

In planting trees in commemoration of noble deeds, we feel that we are ennobling the world, and planting the seeds of future heroism and self-sacrifice. The trees are our pledge that the men who performed the deeds which are commemorated here shall not have performed them in vain."

Song: [Tune—"God Save the Queen."]

(As this song is sung the pupils will pass around the trees, depositing their floral offerings.)

All hail the festive morn,  
When honor, native born,  
Leads beauty forth  
In light's all-radiant hours,  
'Neath freedom's bannered towers,  
To plant the groves whose bowers  
Shall bless the earth.

The happy Dryads sing,  
The birds mount on the wing  
In warbling air.  
All nature joins to praise  
The planter of the bays,  
Whose gifts shall festal days  
To others bear.

A noble patriot he  
Who plants for man the tree  
In freedom's mould,  
The earth for him shall bring  
A brighter sun and spring,  
And happy futures ring  
Their bells of gold!

Rise, happy trees, arise,  
Fed by the earth and skies,  
The deed reward.

Who most for others live,  
From life the most receive,  
So to the earth we give  
The trees of God!

## TRIBUTE TO NATURE.

(TUNE: *God Save the Queen.*)

BY MARY A. HEERMANS.

OF nature bright and free,  
Of grass and flower and tree,  
Sing we to-day.  
God hath pronounced it good,  
So we, his creatures, would  
Offer to field and wood  
Our heartfelt lay.

To all that meets the eye,  
In earth or air or sky,  
Tribute we bring.  
Barren this world would be,  
Bereft of shrub and tree;  
Now, gracious Lord, to Thee,  
Praises we sing.

May we Thy hand behold,  
As bud and leaf unfold,

See but Thy thought;  
Not heedlessly destroy,  
Nor pass unnoticed by,  
But be our constant joy,  
All Thou hast wrought.

As each small bud and flower  
Speaks of the Maker's power,  
Tells of His love;  
So we, Thy children dear,  
Would live from year to year,  
Show forth Thy goodness here,  
And then above.

## A HYMN OF PRAISE.

(AIR: *Auld Lang Syne.*)

THE winter storms have passed away,  
And spring-time now is here  
With sunshine smiling all around,  
And heavens blue and clear.  
The gifts of nature brighten earth,  
And make her garden gay;  
They give a cheery greeting bright  
On this, the Arbor Day.

The flowers have risen from their sleep,  
And, decked in colors gay,  
They lift their smiling faces bright,  
On this, the Arbor Day.  
They shed forth all their fragrance rare,  
And loving tribute pay,  
And give of all their little wealth  
On this, the Arbor Day.

The birds with gladsome voices sing  
Each its melodious lay,  
And music swells each little throat  
On this, the Arbor Day.  
The trees put forth their greenest leaves,  
On this, the Arbor Day,  
And welcome now the chosen tree  
Which we shall plant to-day.

—*Arbor Day Manual.*

## OUR ARBOR DAY.

(CONCERT RECITATION BY YOUNG PUPILS.)

ALL the birds and bees are singing;  
All the lily bells are ringing;  
All the brooks run full of laughter,  
And the wind comes whispering after.  
It is May!  
It is our Arbor Day!  
Hurrah! hurrah for our Arbor Day!

Look, dear children, look! the meadows,  
When the sunshine chases shadows,  
Are alive with fairy faces,  
Peeping from their grassy places.  
What is this the flowers say?  
It is May!  
It is our Arbor Day!  
Hurrah! hurrah for our Arbor day!

See, the fair blue sky is brighter,  
And our hearts with hope are lighter;  
All the bells of joy are ringing;  
All are grateful voices singing;  
All the storms have passed away;  
It is May!  
It is our Arbor Day!  
Hurrah! hurrah for our Arbor Day!

—*Selected.*

## PLANTING TREES.

Charles:

IF we are all to choose and say  
What trees we'd like to plant to-day,  
Seems to me none can be  
Half so good as a Christmas tree!  
For surely even a baby knows  
That's where the nicest candy grows.  
Candy on a Christmas tree!  
That's what pleases me!

James:

Planted out 'twould never bear—  
But after all why should we care?  
The richest thing is what we bring  
From sugar-maples in the Spring.  
So now I'll set a maple here,  
For feast and frolic every year.  
Sugar from a maple tree!  
That's what pleases me!

Robert:

I shall plant an apple tree,  
That's the best of all for me;  
And each kind to suit my mind  
On this one with grafts I'll bind,

Ripe or green, the whole year through,  
Pie or dumpling, bake or stew,  
Every way I like 'em best,  
And I'll treat the rest.

—*Youths' Companion.*

## BIRD VOICES.

MINNIE T. HATCH, IN FOREST FESTIVAL.

THE robin came from the thicket  
With the living flame on his breast;  
He sat on the tree just planted  
And sang, "Here I'll build my nest!  
For the happy children below me  
Look up and laugh and shout,  
To see the branches swaying  
And the scented blossoms come out."  
The bluejay flew from the cedar  
When she heard the marching tread  
Of the little folks on the greensward  
With the clear sky overhead.  
"What are those people doing?"  
Said the tiny brown-gowned wren;  
"And why do they drag the saplings  
From the hillside and the glen?"  
"I know!" said the wee gray owl,  
As he peered from his hole in the oak,  
And the white dove stopped her cooing  
And thus to the birdies spoke:  
"Man plants the trees for shelter  
From rain, and the blazing sun,  
And sits 'neath the shade at evening.  
When the hard day's work is done."  
And the merry groups of children  
Toss back their curly hair,  
And dance 'neath the soft green branches  
For life is gay and fair.  
Oh, the birds, the bees and leaflets,  
The Spring-time and the May!  
The blossoms, the song and sunshine,  
That come with Arbor Day.

## A TEACHER'S WEAKNESS.

NOTHING can be more unwise than for a teacher to fly into a passion in the presence of his pupils. Such folly is disastrous to good government, and nearly always ends in mortification and self-abasement to the teacher, who is deserving of all the humiliation he thus brings on himself.

The following laughable incident describes the embarrassing position in which a teacher placed himself by not bridling his tongue when he should have done so:

"I left my pencil lying on my desk a moment ago," said an irritable teacher in one of our city schools. "I cannot find it now."

Nothing was said by the pupils.

"I am very sure I left it right here," said the teacher, hastily turning over books and papers on his desk.

"Perhaps it is in one of your desk drawers," suggested a pupil.

All of the desk drawers were pulled out angrily.

"No, it isn't here, I knew it wasn't. I left it right here on this desk just before this class came up to recite," conveyed the delicate insinuation that some member of the class had taken the pencil.

The teacher searches again in all his pockets and says sharply—

"I'm positive that some one in this room knows where that pencil is. I want it returned to this desk immediately."

No one moves.

"I will have that pencil again if I have to search every desk in this room. Have you got it, Harry Johnson?"

Because Harry Johnson was the most mischievous boy in the school was a poor excuse for the teacher's accusing question, and it was little wonder the boy angrily replied—

"No, sir; I haven't."

"Well, some one has, and that's all there is about it. And it has been deliberately stolen from this desk."

At that moment a grinning little urchin held up his hand.

"If you please, teacher, the pencil is sticking behind your left ear."

But the teacher had lost that day what he could never find again—the respect of his pupils.—*Home Supplement.*

VITAL moral training cannot end with emotion or desires; it must issue in right action.—*E. E. White.*



## Primary Department.

## THE MORNING TALK.

RHODA LEE.

WE do not say that the success of the day depends on a right beginning, but we do say that bright, interesting and inspiring opening exercises are a very great help. We should try to have a certain freshness and novelty about these exercises; not "the same old soup," and the verses that, repeated day after day, have lost all their beauty and attractiveness and are now but a meaningless jargon. It is very easy to slip into a certain order of opening exercises and hold to it, but it is a great mistake. We can easily teach a sufficient number of hymns and songs to admit of considerable variety, while in the matter of Bible verses, maxims, "memory-gems," etc., we can be adding constantly to our stock, and thus preserve the interest.

But in the time allotted to opening exercises the morning talk should always have a place. This admits of endless variety but requires considerable thought and preparation. A story generally paves the way to the talk. Sometimes it is a Bible sketch, a bit of history, a little poem, something from the field of science, or simply a story from some child's magazine. It is a good plan to make a collection of topics and material for morning talks. A large envelope in the cover of my school Bible contains my collection of last year. This, of course, I am using this term, adding occasionally to the supply. Every story has a definite object or teaching. They deal with such subjects as honesty, courage, gratitude, unselfishness, thoughtfulness, truthfulness, politeness, etc. In selecting topics we must consider the special needs of the class of children we have.

"Kindergarten stories and Morning Talks," by Sara E. Wiltse, published by Ginn & Co., Boston, is a book containing a number of excellent stories and a great many very good suggestions along this line.

In the higher classes ask the children to suggest the topics, allow a day or two for thought and investigation and then discuss the subject. Make the morning talk one in which the children will express themselves readily and without restraint. It is possible for teachers and scholars to get very near to each other at this hour. Increased sympathy and co-operation are certain to be the outcome.

## BABY MAY.

ONCE there was a baby May Flower, that came out on the mother stem in the autumn, so as to be all ready for spring. She had some very warm clothes to wear through the winter, though perhaps you would call them only husks and scales. But Baby May thought they were fine and warm, I can tell you.

She wanted to see the world, so she raised her little head.

"O mother," she said; "what are these tall, straight things? They touch the blue above us."

"The tall trees are our friends," said her

mother, "but I think they do not touch the sky. I have heard that is far away."

One day the May Flower saw the autumn leaves whirling through the air. She hid her face on her mother's shoulder, and asked, "Will the sky fall, too?"

"No," said her mother, "the leaves fall every autumn, but I have never seen the sky fall."

By and by the leaves had all fallen, and they lay thick over the heads of Mrs. May Flower and May.

"I don't like this," said May, "I want to see the sky." She worked and worked to get her head above the leaves, but she could not.

"O Woodchuck!" she cried; "please take these leaves away, so I can breathe."

But the woodchuck was fast asleep.

"O Squirrel!" called Baby May; "please uncover my face so I can see the sky."

So the red squirrel came and danced about through the leaves, and uncovered the May Flower.

One night it grew bitterly cold. The water froze in the brook, and poor May nearly froze, too. She drew close to her mother, crying with cold.

"I wish the snow would come," said her mother.

The next morning when Baby May waked, she found a white blanket over her, soft as a feather, but oh, so cold!

"What is this?" she whispered, shivering.

"This is the good snow to keep us warm," answered her mother. "It will keep off the cold wind, and keep us warm and well all winter. Go to sleep, now. I will wake you in time for spring."

And Baby May nestled closer, and went fast asleep.—*Primary Educator.*

## PHILIP'S GARDEN.

PHILIP picked a handful of daisies and stuck them up in the ground to make a daisy garden. But the next morning his poor daisies were all withered.

"Why didn't they grow?" he asked.

"Because," said sister Jane, "you have taken away their mouths, and they can't eat or drink."

She told him the story of how the plant gets its food, and the next time he made a garden, he didn't leave the poor flowers without any mouths.—*Primary Educator.*

## WHAT EYES ARE FOR.

SAID the Master Cloud Painter one day to his men, "Do your best to-day. Make the most beautiful sunset that ever was seen; red and gold where the sun goes down, and lovely pink clouds all over the sky."

Such a beautiful sunset as there was! And would you believe it? There was one little girl who walked all the way down street, and never once saw it!—*Primary Educator.*

GIVE self-control, and you give the essence of all well-doing in mind, body and estate. Morality, learning, thought, business, success.—the master of himself can master these.—*Buxton.*

It is of less importance to have the child reason as a philosopher on the nature of his actions, than to prepare him to fulfil as an upright man all the obligations of life.—*Compayre.*

## Book Notices, etc.

*Rational Memory Training.* By B. F. Austin, M.A., B.D. The Journal Publishers, St. Thomas, Ont.

This volume consists of a series of articles on the general subject of Memory, its practical value, its physiological basis, its phenomenal powers, etc., and on the causes of defective memory, and the use and abuse of mnemonic systems, in which is included a brief but valuable treatise on the best way of cultivating and strengthening the memory on philosophical and pedagogical principles. But the really valuable part of the work is to be found in the chapters which deal with the methods of improving memory by cultivating its auxiliary forces, such as attention, association and arrangement of ideas, and so forth. The four sound principles of memory training, viz.: Those which require us to observe carefully, understand thoroughly, arrange methodically, and reproduce frequently, are discussed and illustrated with a clearness which can scarcely fail to make the book practically useful to those who will carefully study and apply its teachings.

\*\*

*Psychology, Descriptive and Explanatory.* A Treatise of the Phenomena, Laws, and Development of Human Mental Life, by George Turnbull Ladd, Professor of Philosophy in Yale University. New York: Charles Scribner's Sons, 1894.

Professor Ladd's reputation as an author, especially in the domain of Psychology, is so well established that it is necessary only to call attention to the fact that he has published a new work on that subject to insure the attention of students of that science. The large volume of nearly seven hundred pages now before us is designed, to use the author's own words, "to give a clear, accurate, and comprehensive picture of the mental life of the individual man; and also to explain this life as it appears in the light of all the resources of modern psychological science, and with the idea of "development" as essentially characteristic of this as it is of all life, constantly in mind." The book is new, not only as containing no little of fresh matter drawn from the voluminous literature of the subject, very much of which is inaccessible to the general reader, as well as from the author's own private notes and from other experimental sources not available in published form, but also as to its divisions and mode of treatment of the subject. It abandons the old theory of faculties, with the artificial divisions based thereon, and treats of the formation and development of faculty as itself the chief thing that psychology has to explain. After the introductory chapters, which treat of the definition and problem of psychology, and of the method, sources, and division of the science, the subject is treated under three general heads, viz.: Most General Forms of Mental Life, the Elements of Mental Life, and the Development of Mental Life. We must content ourselves with the briefest mention of two particulars which have specially attracted our attention. The first is in the chapter on Will. The treatment of the Will we are always disposed to make a test point in a psychological work. Here we find ourselves in hearty agreement with him as, after a critical and acute examination, he concludes that "it can scarcely be too emphatically said: *There is not a fact known to physiological or experimental psychology that makes any less unique, mysterious, and impressive, but necessary, that assumption of inexplicable spontaneity, of self-activity determinative of following psychoses and bodily movements, which belongs to the consciousness of making a deliberate choice.* The other point is of special importance both to teachers and to private students of psychology, among the latter of whom many of our subscribers may, we hope, be reckoned. It is, in substance, that for the purposes of both, granted a reasonable degree of mental maturity, a tolerably full treatise of this kind is preferable from every point of view to the psychology "primers" which "talk down to them and have everything put into exact verbal form for them conveniently to commit to memory." In most subjects studied in advanced schools, and in psychology in particular, the cut and dried text books are rapidly disappearing.

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### EXERCISE IN COMPOSITION.

WRITE the following sentences so as to form a continued narrative:

A fish lived in a large pond. He was a careless fish. He was not a year old. He was quite large. He could swim faster than his brother and sister fishes. He knew all the cool, shady spots. The flies came buzzing over the water. He would spring and catch them. He would eat worms, too. His mamma warned him about the hooks. (Tell what she said.) One day he saw a worm. He saw the hook. (Tell what he thought.) Took hold of the end of the worm. The worm began to move away. (Tell what the fish said.) The fish gave a jump. The fish felt something sharp in his mouth. He swam this way and that. He went out of the water. And came down in a boat. That was the last of him.—*Georgia Teacher.*

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May 1. Applications from candidates for the High School Entrance, Commercial and Public School Leaving Examinations to Inspectors due.

May 3. Inspectors to report to Department number of candidates for same.

May 24. Applications for the High School Primary, Junior and Senior Leaving Examinations and University Pass and Honor Matriculation Examinations to Inspectors due.

May 25. Inspectors to report to Department number of candidates for same.

## Examinations.

April 23. Art School Examinations begin.

April 26. Toronto University Examinations in Law begin.

May 1. Examinations for Specialists' Certificates (except Commercial) at Toronto University begin.

June 27. High School Primary Examination in Oral Reading Drawing, Bookkeeping and Commercial course begin.

June 28. High School Entrance Examinations begin.

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