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# The Educational Journal.

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## The Educational Journal.

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
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J. E. WELLS, M.A. *Editor.*  
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## Editorial Notes.

TEACHERS interested in mathematics will not fail to read Mr. Robertson's letter in another column. The questions it raises are worthy of careful consideration, and now is the time to give the Senate Committee the benefit of the results of such consideration.

"THE worse the material, the greater the skill of the worker." This is one of the great axioms which the late Edward Thring said had been given him by his experience in the National schools in the suburbs of Gloucester. The maxim is one that should be laid to heart by every teacher. The temptation to neglect the dullards, and to give an extra amount of attention to the bright boys and girls, is very great. To do so is unjust and wrong. To fail with the dull ones is to prove oneself deficient in the higher qualifications for the teacher's office.

IN our "School-Room Methods" will be found a very creditable story written by a girl of thirteen in the Otterville Public School, based upon the topic, "Tell about a man who could not catch his horse in the pasture," given in a previous number of the JOURNAL. This will be found a most useful and entertaining exercise for Friday afternoons. We advise other teachers who may not have tried it to do so. The ability to think and express one's thoughts in speech or writing, we regard as the best of all tests of educational training, for young or old. Of this power the well-worn educational maxim is emphatically true, "We learn to do by doing."

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

"WHAT is wanted is conscience in the Common school—conscience properly developed and instructed," says one of the religious week-

lies. There is much truth and force in the remark. It would be well if every teacher were to ask himself frequently the question, What am I doing to develop conscience in my school? The way to develop it is to appeal to it, not in the way of formal harangue, but naturally and directly as occasion arises. Do you think it right to do so and so? You want to do right, do you not? Was that thing you did, right? By the habit of making such appeals to the sense of right in pupils, they are led incidentally to regard the question of the right and wrong of an action as the most important of all possible questions. That is the highest function of the true teacher.

THE report of the annual meeting of the Modern Language Association, on another page, will be of interest to very many teachers. We are just preparing for press as the meeting closes and have no space for extended comment. We should like, however, to express our warm approval of the recommendation of the Senate Committee which prepared the draft curriculum for Junior Matriculation, to require an original essay as a test of the candidate's ability to think for himself and to express his thoughts in good English. The proposal to have this essay based on certain books to be previously read, is, to our thinking, fairly open to the objections urged by members of the Association, and the change recommended is a very desirable one. There can be no difficulty in naming a short list of subjects for option, some of which must be fairly within the knowledge of any intelligent student.

"THE four W.'s—Worry wears worse than work." This brief but valuable alliterative lesson is sent to the New York *Independent* by the venerable Frederick Merrick, of Ohio Wesleyan University, "who is completing his eightieth year, and whose life is bright with peace and hope." Perhaps the members of no other profession needs to con this lesson more closely, or lay it to heart more closely, than teachers. The worrying teacher destroys his own vitality and mental power, and at the same time is in great danger of nagging and exasperating his pupils. Happy the man or the woman who knows the art of carrying a sunny face, a cheerful voice, and a quiet, self-reliant and inspiring manner into the school-room. The first and indispensable step towards this achievement must be self-conquest. He that ruleth his own spirit will ordinarily find little difficulty in ruling those of his pupils. His own serenity of mind will distil its influence, like the falling dew, upon the minds of the little ones.

By an oversight we omitted to note in our last that the fourth annual meeting of the Modern Language Association of Ontario was to be held in the buildings of the Education Department, on the 26th and 27th ult. The Association will be in session as we go to press. We wish it a successful meeting.

THE first end of all education is to fit its possessor for the more faithful and effective discharge of every duty of life of whatever kind. The second is to raise him to a higher plane in his aims, pleasures and enjoyments. The man or the woman whose executive powers, fully developed and trained, are employed in some good and productive life-work, and whose motives, feelings, tastes, and habits, are all lofty and refined, is the peer of any other man or woman in the universe. In the presence of such a patent of true nobility, all the artificial distinctions of society are petty and ignoble. Let the teacher not forget to impress this great truth on the minds and hearts he is moulding.

Not only teachers of history, but all who are in any way interested in the study of history, among our readers, will do well to read the racy article on Biographical History in this number by Mr. B. F. Bolton, Ottawa. We dare say all will not agree with some of the views so forcibly presented, but it can hardly be denied that there is, to say the least, a good deal in them. Mr. Bolton wields a free lance, and may rather ruthlessly spear some of our historical idols. But the main point he makes in regard to the study of history is worthy of attention. Biography is not necessarily history. That which is best worth attention in every age is the very thing which is too often relegated to the background or altogether omitted—those industrial movements and conditions, those phases of the life and thought of the common people, and those subtle relations of effect to cause, which escape our notice while our gaze is fixed upon two or three prominent figures in the foreground.

THE jubilee of Queen's University, a week or two since, was a very interesting event. It will no doubt infuse new energy into an institution which has of late years shown abundant evidence of vigor. Queen's is one of several colleges in Canada which have had an infancy of struggle and a youth of feebleness, but are now developing into the strength of a self-reliant manhood. The storms which shook the saplings but caused them to strike their roots more deeply, and so had much to do with giving firmness and stability to the growing trees. Queen's is especially fortunate in having at its head a man of exceptional versatility and energy. Principal Grant's personal force has done much to secure the rapid growth which has marked its later years. We are of the number of those who think it all the better for higher education in Canada, that its students are not all to be cast in the same mould. We therefore heartily congratulate

Queen's and its Principal on the grand success already attained, and hope that that success may be continued and enlarged, as it bids fair to be, in all the future.

Two of Her Majesty's judges sitting as a Divisional Court, have decided that according to the law of England it is not criminal, that is, it is lawful for a master to punish a pupil by caning him on the hand. The question came up on appeal from the decision of a magistrate who had pronounced caning on the hand improper, as being "necessarily attended with risk of serious injury to the hand." Thirty years ago caning on the hand was so much the common form of punishment in English schools that, as the *Educational Times* says, "any one who in good faith questioned the propriety of this mode of correcting the faults of youth, would be set down as an amiable *dilettante*, whose mind had taken on an unhealthy habit of *a priori* quibbling." Great progress has been made in England within these thirty years. "The cane has ceased to be an indispensable emblem of authority" in the schools. "Corporal punishment," says the influential journal above quoted, "has not only been dispensed with in many of our schools, but where it has been retained, it is for cases in which all other resources have proved ineffective."

THE *Educational Times* (Eng.) does not view with entire satisfaction the "development of foot-ball into quite a national amusement," and its growing substitution at Oxford and Cambridge, during the colder part of the year, for the older and finer exercise of rowing. Foot-ball is, it thinks, "far better for boys than for men—for school than for college. At the best it is rough, and the roughness of men is worse than the roughness of boys." Our contemporary fails, it seems to us, to take into view the very important point that physical development is a necessity for all, and that foot ball is much more available for the many than rowing. Every thoughtful reader must agree with the *Times* in lamenting the growth of professionalism in foot-ball.

"The professional in cricket," says the *Times*, "from the nature of the game, and the kind of practice required for it, may be fairly said to be a necessity. But we have never been able to see his value in rowing; and we regret exceedingly that still another pastime should be turned into a money-getting pursuit. The money element in games seems to us to spoil all their spontaneity and generous spirit, and to turn a free and manly desire to excel into a calculating trade. The spirit of which we complain has already invaded our schools—where, heaven help us! there is pot-hunting and scholarship-hunting enough already."

This professionalism in amusements is also one of the most powerful stimulants of the evil spirit of gambling, which is working so banefully on both sides of the Atlantic. We hope Canadian teachers of all grades will set their faces like a flint against whatever tends in that direction.

### *Educational Thought.*

HEAVEN is not reached by a single bound :  
But we build the ladder by which we rise,  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round.

I count these things to be grandly true,  
That a noble deed is a step towards God ;  
Lifting the soul from the common sod  
To a purer and a broader view.

We rise by the things that are under our feet,  
By what we have mastered in greed and gain,  
By the pride deposed and the passion slain,  
And the vanquished ill we hourly meet.

We hope, we resolve, we aspire, we trust,  
When the morning calls to life and light ;  
But our hearts grow weary, and ere the night  
Our lives are trailing in the sordid dust.

Wings for the angels, but feet for the men ;  
We must borrow the wings to find the way ;  
We may hope and resolve, and aspire and pray,  
But our feet must rise, or we fall again.

Only in dreams is the ladder thrown  
From the weary earth to the sapphire wall ;  
But the dreams depart, and the visions fall ;  
And the sleeper awakes on his pillow of stone.

"CHILDREN possess an unestimated sensibility to whatever is deep or high, in imagination or feeling." Over this the teacher can ponder long and profitably. There is a profound meaning in those few words. A child's life is not composed of school lessons. It is not a piece of white paper either; nor is it a block of marble that may be chiseled into a form to suit this or that one.—*N. Y. School Journal.*

IN some homes, and in some school-rooms, there is too much open warfare against evil. Much mention, much tirade, much punishment, simply emphasizes its existence. What is often in the thought becomes in the course of time an act. It is a law of our being. The impressive mind of a child, compelled to receive constant images of one sin or another as it is inveighed against by mother or teacher, becomes so clouded with images of sin that he fails to perceive good for himself, but simple does the evil presented to him. It is not a matter of marvel, but a logical sequence, that the more he is talked with about his fault, and the more he is punished, the worse he becomes. He can scarcely help it.—*Miss A. H. Young, in Ohio Educational Monthly.*

THE spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the school-room. Lichens will grow on rock and stunted oaks are found in high latitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child-life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child-heart that we reach and move that delicate yet mighty engine, the child's will. Whom the child loves, he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by the striving becomes good and beautiful and true. Let love reign.—*Morgan.*

THE power to think for one's self has too little standing in the schools; and we do not insist enough upon the appreciation of the worth of the school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of children to ignorance.—*The Century.*

*Special Papers.*

## BIOGRAPHICAL HISTORY.

BY B. F. BOLTON, OTTAWA.

WE hear a great deal about teaching history from the lives of those men who have made history, or at least have the credit of having made it, and we are told by some that this is the only true and effectual method of teaching history. We are told that the lives of these men being mastered, the histories of the countries they have lived in are learnt. This does not appear to us to merit the acceptance it generally secures. There are biographies and biographies, and the choice between these two totally different studies requires such nice powers of discrimination that some who have imagined they were studying history for a considerable portion of their lives, have awakened to the fact that they were merely finding out that Dr. Johnson bit his finger-nails, took snuff in enormous quantities, and had a pet cat; that Pope wore corsets; that Peter the Great married the depraved wife of a common soldier; that Marlborough was a miser; that Bacon was guilty of corruption; that Charles V. celebrated his obsequies in life. Now, no one can call this history, however interesting it may be; and exclusive study of this character leads a student to forego all the pleasures of comparison of nation with nation, epoch with epoch, custom with custom. He becomes so infatuated with looking into the libraries, cabinets and parlors of great men, so delighted with the details of the frizzling of Madame Pompadour's hair, so transported with joy at learning the particulars of Jane Shore's disgrace, that he forgets to enquire as to the how, why, when and where of these occurrences. He looks upon it with a nineteenth century eye, a nineteenth century sense of enjoyment. He forgets to ask if at that time these great events of history he so religiously condemns were considered *faux pas*. He forgets that vice in one age may be so divested of its vicious attributes in another as to be considered virtue. He forgets, in the fact that contents him, to enquire was it a fact by accident or perforce. He becomes so zealous in the pursuit of historical individuals that he loses sight of all connection between them and the times they adorn for him. Thus gained, his knowledge of the history of a country or period must of necessity be disjointed, fitful. His mind presents the picture of ignorance embracing the conceits of history, while the jilted substance is seen in a fast receding background. Here and there he recognizes as familiar acquaintances, a few years, a decade or so, but of a national history, as a whole, he has little knowledge. An artist sits down to paint a landscape. He puts in a wood here, a sheet of water there, a patch of sky beyond the hill he has in this corner. Will that wood, that pond, that patch of sky, that hill, make a landscape? That which is not beautiful and pleasing must accompany what does possess these alluring attributes. That which interests must mingle with what has not the power of interesting; just as life bears with it thought of death, as hope of Heaven is fraught with fear of its not being attained. All well enough to know what a warrior and statesman the Black Prince was, but because his son could only succeed in making the crime committed in his murder almost a justifiable one, are we to pass over that part of English history as it often is passed over? Shall we say that the history of Julius Cæsar, as told in his commentaries, is the history of the whole Roman Empire, and ignore all other chronicles of that period which have not for their object the glorification of Cæsar. But thus it is, we let those whom we fix upon for their good deeds (or possibly only great deeds) as worthiest of our admiration—I had almost said adoration—blind us to all else of seemingly less importance, yet of the same value to history as the balance-wheel hidden by the case is to the time-piece. Dunstons, Becketts, Richelieus, Coeur de Leons, King-Makers, Hotspurs, Douglasses, crafty place-seeking priests, and ignorant soldiers, engross our attention, while the people, their government, their states, civil and religious, engage the minds of those who study not history biographically. We mount these fellows on heaven-piercing pedestals, at the base of which we fall in abject adoration, and draw the young entrusted to our care (if we are teachers) into the same reverential postures.

"Princes, potentates, and powers," unless they are peculiarly diseased, peculiarly ferocious, peculiarly tyrannical, or peculiarly murdered, go a-hunting for admirers. Peoples rise to marvellous greatness or fall to wonder-waking abjectness, governments achieve great victories, domestic and diplomatic, or make equally great failures, but these are as nothing to the victories or defeats of great soldiers, to the feats performed by the morally depraved and disfigured, who, bold, unscrupulous, ambitiously confident, grasp the reigns of Phœbus' steeds and place earth in peril of a modern collapse. We think Charles I. a martyr. We hold him up before our class as such. We look as closely as we can at his private life, admiringly note his intercourse with his family, proclaim him a father all other male parents may take as a model, expatiate upon the evidences of his deep religious convictions, compose odes to Vandyke for leaving us such a relic of this regal saint, but shut our eyes to the contrast between his domestic immaculacy and his public villany (some call it). Then we turn to Cromwell—fanatic—hypocrite—regicide—tyrant ten times as absolute as Charles—then reluctantly admit his decency as a soldier, his claim as a friend to Protestantism, and even go so far as to say that we cannot deny he did contribute some little toward gaining England the place she holds among nations—but he was a hard, cruel, inconsistent rebel. And thus it goes; deifying our favorites, slandering those who are not so fortunate. We never fall out with our heroes. Wallace's sword is never over our head, Bacon's eye never rests on our pocket, Frederick the Great covets no Silesia of ours, Earl of Chatham's invectives are never hurled in our direction, our name does not appear in English Bards and Scotch Reviewers, our homes are not burnt, our blood is not spilled, our nationality is not blotted out by a Bonaparte, a Wellington, a Marlborough, a Julius Cæsar, an Alexander the Great; and since we suffer not, we applaud these for the suffering they have inflicted on others. We descant upon British prestige, the balance of power, the Eastern question, laws made and laws broken in order to drag forth the names of men connected with them, and then losing sight of the connection, hang to the men as a leech might, and pour forth our eloquence upon genius, upon talent, upon God-given powers of mind and body. *Trash!* Emergency is parent to half the genius earth has ever seen, and the other half is the illegitimate offspring of imitation. Had laws not been needed, Alfred the Great had not enjoyed his agnomen, or perhaps had been as great a subverter of the British Constitution as poor, priest-ridden James II. Had Henry VIII. been a trifle less addicted to falling in love with the ladies of his court, we had never heard of Cranmer. Had Elizabeth been married Sir Walter Raleigh might never have known there was a potato in America, never have enjoyed a long pipe and a Virginia weed, and had thus escaped that historical drenching given him by his concerned servant. Hence it appears to us that genius has had less to do with making our heroes than brute strength, a "fortuitous concurrence of circumstances," and perhaps an aptitude to see and grasp opportunity. Again, we learn to distinguish between famous and notorious men. In one age they are all brave, strong, everything that is good; in another they are brave, strong, everything that is bad. Here legislators abuse what are called talents of the highest order to the production of infamous laws, warriors fight in unjust causes, poets sing of unworthy objects, kings are known to the world by their grossness, their debauchery; there we rejoice in an Habeas Corpus Act, a Magna Charta; still further ennoble a Tell by our desire for an opportunity to emulate him; read in reverence a Paradise Lost; contrast the virtues of Edward VI. (a poor example, but about the best) with the kingly characteristics of other "viceroys of God." Now this is as it should be if we but remember ourselves and our age when rendering judgment. Is the world in one of her periodical spells of prudery, or is she in her normal condition? Are we letting our calm judgment exercise itself, or are we venting fanaticism? For you know every now and then we become fanatic and make scapegoats of certain sinners to purge our consciences of the accusing recollection of too great leniency in connection with greater scoundrels. Are we in this state when we are reviewing our historical Beelzebubs and Michaels, or was the world

in this state when they lived? But we do not look at the state of the world. We do not care about the morals of the world. We leave *O tempora! O mores!* for those who can find nothing more grievous to bewail. We are engaged in the study of biographical history, and we (the world's state having influenced us) think that since this man in some measure thought as we would have him think, and acted as we would have him act, he deserves to get drunk on nectar and gorge himself on ambrosia. But that man in a different age, a different period in education, a different era in morality, a different sphere of life from that ever occupied by ourselves, and under circumstances we are unable to form a just idea of, acted somewhat after his own mind, and as far as we know, somewhat originally, and we are ready to pillory him—gods, what a vandal!—what an infamous hound!—sure he must have been born under the influence of the Goddess of Fame when she was wearied of sponsorship and lax in the performance of sponsorial duties. And there are the judgments we form; Lord Bacon, we say, was a great man, and for his natural greatness deserves all the more his terrible disgrace for worldly weakness. We really believe that had he lived in the United States in 1889, for the good of that modern Utopia (God's country, they call it), he would have paid an unlimited visit to Canada. Bruce was a great, a good, a patriotic man. Had he lived two or three centuries later, his natural discernment, military as well as diplomatic, would have told him it was a mistake to make two nations of England and Scotland, and had he seen this, had he declared his seeing, would we have called him traitor?

Macaulay says that the purpose of government is to compel people to supply their wants by industry rather than by rapine. The history of a people leads us to the history of industry, and thence we are led to the government that compels this; yet, when we come to the government we have still the people and the industry with us. We note the relations between these. We find them almost inseparable. Then the industries of different ages must not be lost sight of in the study of history. It may be said that in biography we look closely after the industries and we cannot deny it. We study the industrious villian of John, the industrious treachery of Philip Augustus, the industrious fanaticism of Mahomet, the industrious thirst for power of Sylla, the industrious ambition of Alexander the Great, and to the different ages we fasten these industries as the advertisements of the morals and governments of these ages. We look no further than hero worship allows us. As the effulgence of the sun blinds us to the glories of the other lights of heaven, so our heroes arrogate to themselves the attributes of the ages in which they lived, bidding us accept them as patterns of past bravery, justice, loyalty, virtue, ambition, crime, and we of this intellectual age, of this educated age, affecting to despise the past and all its institutions, obey their behests. We bow to them, we look through funnels at them, that no side-view may rob our idols of a glance; we pray by them, try to shape our lives by them, curse by them, bless by them, teach their worship to our pupils, yet forget blood spilled, chastity outraged, innocence slaughtered, nations enslaved, the sayings of God perverted, humanity brought to the level of brutes.

Unbend your knees, ye hero-worshipping teachers. Look not to the hero, but to the cause of his heroism, for there is a cause, and that an earthly one in every case. Think not for a moment God ever conferred upon man that which would make him cruel as Richard I., deceitful as Frederick the Great, vain as the Earl of Chatham. Look to earth, to time, to education, to opportunity, if you must keep to biography.

"Lives of great men all remind us  
We can make our lives sublime,"

is all very well, but *times of great men* deserve more attention from a teacher's standpoint, and he who looks upon the former as his only work may see growing such unhealthy fruit as over-weening ambition, unscrupulous craft, inhuman desire for notoriety; and need I say, this is not the fruit we wish to see mature.

WHAT you keep by you, you may change and mend;  
But words once spoken can never be recalled.

—Roscommon.

## Educational Meetings.

### THE MODERN LANGUAGE ASSOCIATION.

THE fourth annual meeting of this Association was held in the Normal School buildings on Thursday and Friday, the 26th and 27th ult. Professor Goldwin Smith, Honorary President of the Association, occupied the chair. Sir Daniel Wilson, one of the honorary members of the Association, was seated among others on the platform.

Professor Goldwin Smith, in a pleasing and instructive opening address, referring to the tendency to replace the classics with modern literature, described himself as appearing, frequently, somewhat in the character of a mourner over the old system, and a reluctant captive gracing the triumph of the new. He was brought up at an exclusively classical school. It was an exclusively classical school with a vengeance. At Eton, in his time, classics alone were taught—even mathematics was an extra. Classics were taught, too, in an irrational manner. The pupils were set doing exercises in Greek and Latin, and the highest object was to write Greek and Latin verse. It is curious, he said, that we are forcing the classical studies to share their reign with other studies just at a time when we are beginning to understand them. There was never before a time when an attempt was made to fully understand the life and spirit of the ancients. Milton's Latin verse was fully equal to any of the ancient poets, but he made no effort to understand the lives of the Roman people.

Referring to the study of modern authors, he said that the way to become acquainted with these authors was to read them, not to read about them. Criticism in our day had overlaid the great writers in an alarming manner. Indeed, criticism is now, not an effort to explain an author, but to say new and clever things. Mr. Smith reviewed briefly the wide river of English literature, speaking not only of the brimming flood itself, but of the springs from which the contributory streams have flowed. Tennyson, he said, is a kind of mirror held up before all the arts and sciences of the age. Browning, too, is a creature of this age, so far as we can penetrate his mysteries. Really, he said, while all must feel the loss to letters in his death, still he thought that his admirers should be congratulated on the fact that the mysteries in which they delighted are now safe from—what they were always liable to while he lived—the danger of explanation.

A. F. Chamberlain, M.A., followed in a paper on "The Teaching of the Romance Language and its Relation to the Subject of Comparative Philology." The argument was that the Romance languages should be more freely taught than at present, on account of the important bearing they have on the development of literature.

At this juncture, on the motion of Mr. G. A. Chase, of Toronto Collegiate Institute, a committee composed of Messrs. Houston, Skyes, Burt, Tytler, and the mover, was appointed to examine the curriculum of Toronto University as to the modern language work for the matriculation examinations.

Mr. G. E. Shaw, B.A., followed with a very practical paper on "The Partitive Relation in French." He complained in opening, of the inaccuracies and obscurity of French grammar, and endeavored to shed some light on the partitive.

After it had been read there was some discussion as to having these papers printed, and a committee consisting of Messrs. Chase, Squair, and Vander Smissen, was appointed to look into the question of cost, etc.

L. E. Embree, M.A., President of the Association, opened the evening session with his annual address. Its subject was "The Evolution of the Treatment of English," and he devoted much attention to "The Ungenerous Treatment of the English Language by English-speaking People." The classics, he said, had predominated for centuries, and even up to the last quarter of the present century. In this respect Canadians had been following in the footsteps of the Mother Country. He referred to the manner in which this pre-eminence of classics was continued in early Canadian schools, and told how English was only finally admitted when connected with history and geography as a sort of distant, poor relation, an unnatural union that even yet is not dissolved. There are still prejudices and in-

difference to be overcome. English is still suing *in forma pauperis* in some quarters; in others the study of English prose is regarded as too childish for advanced students. Judging by the schedule of marks in the curriculum of the Provincial University the value of English is supposed to be two-thirds of that of Greek or Latin, nor is English yet required in all the years of the University courses. He appealed for a much better place in the schools for the living English tongue, which, he declared, seemed predestined to become the universal language of the world.

Prof. A. J. Bell, M.A. Ph.D., of Victoria University, Cobourg, read a technical paper on "The Relation of the French Case with *de* to the Latin Genative." In his introductory remarks he protested mildly against the hard things that had been said about the Latin language. He vindicated its educational usefulness, holding that the study of Latin is of especial value in philological research.

Following this, F. J. Steen, B.A., spoke on "Modern Languages in Schools." In his remarks he made several observations in favor of a grammatical rather than a colloquial knowledge of language. This contention gave rise to a discussion, in the course of which considerable difference of opinion was elicited.

The first paper at the Friday's meeting was an interesting one by Mr. A. Stephenson, B.A., on "The Beginnings of Speech." The writer dealt with the manner in which children acquire language. Child language, he held, is at first neither synthetic like Latin nor analytic like full-grown English, but flexionless and clear of particles like Chinese. Very young children do not use the plural or the possessive sign or the tense forms. Nouns and adjectives are the first words learned; and pronominal words, prepositions, and conjunctions are acquired slowly.

The following officers were elected:—  
Honorary President—Goldwin Smith.  
President—G. E. Shaw, B.A.  
Vice-President—W. Tytler.  
Secretary-Treasurer—J. Squair, B.A.  
Council—Messrs. G. A. Chase, Prof. Keys, W. H. Fraser, A. W. Burt, L. E. Embree, Prof. Vander Smissen, Prof. Bell, and Inspector Seath.

Mr. G. A. Chase presented the report of the committee appointed to consider the modern language portion of the matriculation curriculum suggested by the Senate of University College. The report proposed the replacing of certain texts on the draft curriculum by other and more modern works.

This report led to some discussion, particularly with regard to the proposed use of certain texts presented for general reading by students as a basis for the essay which it is proposed to require as a test of the student's power in original composition and facility in the use of good English. The proposal itself, as explained by Mr. Houston, Chairman of the Senate Committee which prepared the draft curriculum, seemed to meet with general approval, but Mr. Stevenson and others objected to basing the composition upon certain prescribed texts as likely to lead to a mere attempt at the reproduction of the thoughts of the book. Mr. Stevenson suggested that the essays should be based on subjects within the probable range of opportunities of observation possessed by the candidate. A resolution was subsequently carried laying stress upon the value of originality in the essays to be required.

Hon. G. W. Ross, Minister of Education, was made an honorary member of the Association.

At the afternoon session Mr. James Cappon, M.A., read an elaborate paper on "The Subjects and Methods of the Teaching of English," full of valuable suggestions to the teaching profession. The central thought of his paper was that the main object of the teaching of English is to acquaint the pupils with the true beauty and meaning of the authors they read. Referring to the course laid down for junior matriculation, he objected to the placing of Blackmore's "Lorna Doone" and Scott's "Talisman" on an apparent level with the works of Ruskin, Tennyson, and the great names of the century; though, as a whole, he was well-pleased with the list of works suggested.

Mr. A. H. Gibbard, B.A., read an excellent paper on the fruitful subject of "French Canadian Poetry." At the outset he claimed that the teachers in the National Schools should become acquainted with all phases of our own literature. "In doing this," he held that "it would be a serious over-

sight were we to confine our interest solely to the literature written in the English language. This young nation embraces two peoples, differing in language, customs, and characteristics, and it should always be our care to strive to unite these two elements more closely than can be done by merely political ties, or, as might be the case, political bonds." He gave a brief sketch of several of the better known French-Canadian poets, pointed out that the spirit permeating all their poems was intensely Canadian, and intelligently loyal to Britain, and asked with emphasis why we might not have some Canadian literature, especially French Canadian literature, on our High School and University programmes?

Prof. D. R. Keys, M.A., presented an admirable historical sketch of the progress of modern languages in Canadian Universities. Expressing his regret that the Huguenots were not allowed to settle in Canada, he remarked that had it not been so, Geneva, the University of Calvin, would doubtless have had many fair daughters on American soil, and our Presbyterians would have had no objection to the presence of French in the public schools. King's College was founded at Windsor, he pointed out, one hundred years ago, when no professor in English was dreamed of. McGill College was in the same position at the outset, but was given a chair in English in 1856, and English was taken up at a somewhat earlier date in Toronto University. Prof. Keys reviewed the growth and present status of the study of modern languages in the American Colleges, and pointed out the encouraging manner in which their importance had been recognized of late.

After considerable discussion on the report of the Committee on the draft curriculum for Junior Matriculation, a general resolution was adopted referring the whole question back to the Committee, with instructions to ask that for each year a different author be selected, and that all selections be from among modern authors.

At the closing session in the evening a resolution was adopted asking that the same rule apply to French and German as to English—*i.e.*, that no author be repeated during the five years. Another, proposing that French and German be made compulsory subjects at matriculation for all students except honor men in classics, was likewise carried.

Prof. W. J. Alexander, Ph.D., read a paper intended to draw attention to and illustrate some of the points in which the study of language at the present day differs from that of some thirty years ago. In general the new philology differs from the old (1) in a more accurate analysis of the materials of the science; (2) in much greater stringency in its deductions and proofs, in demanding an exhaustive scientific treatment of questions instead of the *a priori* assumptions of former days; (3) in a tendency to limit itself to more elementary inquiries and to observed facts, and to recognize that for the present the attempts to solve questions as to the prehistoric condition of language are premature.

Mr. A. W. Burt, B.A., gave an address on the elementary teaching of modern languages, tracing the evolution of the improved present-day methods of teaching them.

Mr. E. A. Chase presented the final report of the Committee on the draft course for Junior Matriculation, which recommended that no literature be required of pass candidates except that belonging to the present century; that no author be used more than once during the five years; that the following list of works be chosen from in replacing the older texts on the draft:—Dickens' "Tale of Two Cities"; Bulwer's "Harold" or "Last of the Barons," or "Last Days of Pompeii"; Carlyle's essay on "Burns"; Lamb's "Essays of Elia"; Huxley's Essays, short stories from Aldrich or one of Parkman's shorter works; that Scott and Wordsworth be substituted for Byron and the second selection from Tennyson; that sub-divisions 1 and 2, of the English subjects be changed to read syntax and etymology within reasonable limits; that in honor matriculation the Prologue to the Canterbury Tales be substituted in each year for the selections from Milton.

The report was adopted and all resolutions incorporated therewith.

No man ever did a designed injury to another without doing a greater to himself.—*Henry Home.*

*Examination Papers.*

EDUCATION DEPARTMENT, ONTARIO—  
MIDSUMMER EXAMINATIONS, 1889.

THIRD CLASS TEACHERS.  
BOTANY.

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

NOTE.—Candidates will take the first four questions and any one of the last three.

1. Describe fully and accurately the plant submitted, and illustrate your description by a floral diagram.
2. Illustrate by drawings the forms and the venation of the foliage leaves of the plant submitted.
3. Classify and name the plant. Mention some common Canadian plants which are related to it.
4. Draw a cross section and a longitudinal section of the ovary, and name the parts shown in your drawing. Make your drawing on a scale of one inch in diameter.
5. Show in what points an onion bulb differs from a potato tuber, and in what points they are similar.
6. Compare the floral envelopes of Hepatica, Aster and Bellwort (*Uvularia*).
7. What is meant by placentation? Give four examples of Canadian plants in which different forms occur, and illustrate by drawings.

LATIN GRAMMAR AND COMPOSITION.

Examiners { J. E. HODGSON, M.A.  
JOHN SEATH, B.A.

NOTE.—Candidates will take A and either B or C.

A.

1. State the general rules for (a) natural gender, and (b) grammatical gender.
  2. Decline the following combinations: *partes tres, Garumna flumen, extremis finibus, privata edificia, quibus itineribus.*
  3. Give the degrees of comparison of the adverbs corresponding to the following adjectives: *longus, facilis, parvus, maximus, gravis, audax.*
  4. Conjugate the verbs of which the following are parts: *incolo, fiebat, permoti, suppeteret, comburunt, perumpere, didicisse, intulerint, subvexerat, emi.*
  5. Distinguish: *reliqui, reliqui; cecidi, cecidi; idem, idem; populus, populus; veni, veni; duci, duci.*
- Express in Latin the following dates: March 27th, April 5th, May 10th.
7. Translate into Latin:
    - (a) Dumnorix married the daughter of Orgetorix.
    - (b) The daughter of Orgetorix married Dumnorix.
    - (c) Ambassadors came from the Ædui to Cæsar to ask aid.
    - (d) Cæsar had caused bridges to be built in order that his soldiers might cross the rivers more safely.
    - (e) When the general was informed of these things, he ordered the state to furnish hostages.
    - (f) Cicero, the most eloquent of Roman orators, was born near (*apud*) Arpinum, lived (*ago*) the greater portion of his life at Rome, but visited Greece and spent six months at Athens.

B.

Translate into Latin using *direct* narration:

In olden-days (*olim*) their slaves formed a conspiracy against the Scythians (*Scythae*) and joined battle. They fought a long time. At length one of the Scythians said: "What in-the-world (*tandem*) are we doing? We ourselves are being killed whilst fighting our slaves; besides, if we kill them we shall have fewer. Therefore let us throw-aside (*omitto*) our spears and arrows (*sagitta*) and take our whips (*flagellum*) and make an attack on the slaves. They think now that they are our equals, but when we have taken the whips, they will remember their bondage (*servitudo*)." The Scythians listened (*pareo*) to these suggestions (*dictum*); the slaves at sight-of (*video*) the whips betook themselves to flight.

C.

Translate into Latin using *indirect* narration:

The ambassadors said that they entrusted (*permitto*) themselves and all their possessions to the protection (*fides*) of the Roman people, that they had never combined (*conjuro*) against the Roman people and that they were prepared to give hostages, to execute (*facio*) his commands, to receive him in their towns, and to assist him with corn and other things. That all the other Belgæ were in arms, and that the Germans who live on this side of the Rhine had joined them. So great, too, was their infatuation (*furor*) that they (the ambassadors) could not prevent the Suessiones, who were their own kinsmen (*consanguineus*) and used the same laws and customs, from joining (*consentio*) them.

UNIVERSITY OF TORONTO—ANNUAL  
EXAMINATIONS, 1889.

JUNIOR MATRICULATION.  
EUCLID.

ARTS AND MEDICINE.

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

NOTE.—Candidates for Scholarships are required to take the whole paper. All other candidates (whether for Pass or Honors, Second or First Class Certificates) will take any eight of the questions.

1. Define *right line, right angle, parallel right lines, rectangle, tangent to a circle, angle in a segment*; and give Euclid's axioms concerning right lines and right angles.

Use the axiom, "Two straight lines which intersect one another cannot be both parallel to the same straight line," to prove that straight lines which are parallel to the same straight lines are parallel to one another.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by two sides of the one shall be equal to the angle which is contained by the two sides of the other.

✕ A B and Y A B are isosceles triangles on the same base AB, the line joining X, Y, produced if necessary, bisects AB at right angles.

3. If one angle of a triangle be greater than another, the side opposite the greater angle shall be greater than the side opposite the less angle.

Prove by superposition, that if two right angled triangles have a side and hypotenuse of one equal respectively to a side and hypotenuse of the other, the triangles are equal in all respects.

4. The square described on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides containing the right angle.

Divide a given straight line into two parts, such that the sum of the squares on them may be equal to a given square.

5. If there be two straight lines, one of which is divided into any number of parts, the rectangle contained by the two straight lines is equal to the sum of the rectangles contained by the undivided line and the several parts of the divided line.

If A, B, C, D are points taken in order on a right line, then will

$$AB \cdot CD + BC \cdot AD = AC \cdot BD.$$

6. If a straight line be divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

Give the corresponding algebraical formula.

7. To divide a given straight line so that the rectangle contained by the whole and one part may be equal to the square on the other part.

Find a point in the line produced which divides the line into segments satisfying the above condition.

8. If two circles touch one another internally, the straight line which joins their centres, being produced, shall pass through the point of contact.

What is assumed in the above enunciation?

Two circles whose centres are A and B touch one another internally, and a straight line is drawn through the point of contact cutting the circumfer-

ence in P and Q; show that the radii AP and BQ are parallel.

9. Equal chords in a circle are equidistant from the centre; and, conversely, chords which are equidistant from the centre are equal.

If two equal chords of a circle intersect, show that the segments of the one are equal respectively to the segments of the other.

10. Angles in the same segment of a circle are equal.

Through one of the points of intersection of two circles a line is drawn; show that the part of this line intercepted by the circumferences of the circle subtends a constant angle at the other point of intersection.

11. If a straight line touch a circle, and from the point of contact a chord be drawn, the angles which this chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.

The perpendiculars dropped on the chord and on the tangent from the middle point of either arc cut off by the chord are equal.

LESSONS IN FRACTIONS.

THE teacher hands to each pupil a piece of white paper, all the pieces of uniform size.

T. Fold your papers into halves. Open your papers and fold them into thirds. Crease well. Open your papers. What do you see?

P. I see that three-sixths make one-half of a whole thing.

2d P. I see that two-sixths make one-third of a whole thing.

3d P. I see that four-sixths make two-thirds of a whole thing.

Each pupil, while answering, has illustrated his statement by pointing to the proper divisions, as shown on his piece of paper.

T. Fold your paper into fourths. Unfold them. What do you see?

Frank. I see twelve equal parts of a whole thing.

T. What do you call one of those parts?

Frank. A twelfth.

John. I see that six-twelfths make one-half of a whole thing.

Jennie. I see that four-twelfths make one-third of a whole thing.

Mary. I see that three-twelfths make one-fourth of a whole thing.

T. Can you see nothing else?

Frank. Oh, yes! I see that two-twelfths make one-sixth, and that six of these sixths make a whole thing.

T. You have all done well. Now, I am going to ask you a hard question. Tell me how many whole things, or parts of whole things, one-half, one-third and one-fourth will make. Find out by looking at your papers. When you have found an answer write it on a piece of paper and hand it to me.

All are busily engaged for some time. At last all have handed in their answers.

S. John says thirteen-twelfths, and all the rest say thirteen-twelfths. How many can show me from their papers whether this answer is correct or not? [All hands go up.] Frank may try.

Frank, rising with paper in hand, says, (pointing to the half of his paper, as indicated by a crease), in one-half are six-twelfths, and (pointing to one-fourth of his paper), in one-fourth there are three-twelfths, and (pointing to one-third of his paper), in one-third there are four-twelfths, I have six-twelfths, three-twelfths, and four-twelfths, which together make thirteen-twelfths. That takes all the twelfths on my paper, and one from Bob's paper.

The above lesson was for a class that had been "through fractions," (?) but who could not see the *real things*. Query.—Are there any pupils in the land who can say  $\frac{1}{2} + \frac{1}{4} + \frac{1}{3} = \frac{7}{12} + \frac{1}{3} + \frac{1}{3} = 1\frac{2}{3}$  or  $1\frac{1}{3}$ , but who cannot for their lives illustrate the same by means of objects?—*N. Y. School Journal.*

WORK is not man's punishment, it is his reward and his strength, his glory and his pleasure.—*George Sand.*

If I can put one touch of rosy sunshine into the life of any man or woman, I shall feel that I have worked with God.—*George Macdonald.*

## Primary Department.

### MOVING ONWARD.

ARNOLD ALCOTT.

ANOTHER "New Year" dawns. It is our privilege to live in the brightest and most wonderful century in any era of the world's history.

What awakening aspirations, what impulses, what good resolutions are strengthening and stirring lives at this opening year!

And who will say that we are not the better for entertaining such ideals? We are no better than our ideals. We can be no better than our ideals. Therefore, it follows that, in order to rise to higher levels of usefulness, in order to be brighter, purer and better this year than we have ever been, we must set before us an ideal placed on a higher plane than formerly.

It is refreshing to get on these mountain tops of thought. A little sentimentality "now and then is relished by the wisest men." We feel that it is good to breathe this atmosphere, so free from the trammels of human industry and environment.

However, a little system in this may help us. If we examine our specimen, which is ourselves, we shall find, by comparing it with specimens of a higher order, that perhaps we lack in patience, in painstaking endeavor, in enthusiasm, or perhaps in the habit of speaking in a quiet, sweet, but forcible tone of voice. The latter indicates a person's character more, perhaps, than any other single attribute.

Having become acquainted with our "new ideal," we have made the following resolutions:

1st. That we will endeavor to be like it as soon as possible.

2nd. That, in order to succeed, we must conquer self a little every day; and so we will be better disciplinarians and better teachers than heretofore.

3rd. That, in order to succeed ourselves, we will try to help others.

Our scholars feel an indefinable emotion or impulse in them which says, "I want to be better." And who can help them more than their teacher—excepting mother? What better aid can a child have to become stronger, and nobler, and sweeter than the help offered in a well disciplined, well taught, good moral school?

Since we have determined to be more in sympathy with our work than ever before, we will begin school by bringing into it all the sunshine we can. What right have we to go through this world like thorns, pricking everybody near us. Let us aim rather at being like sunbeams, drawing out and warming all the lives with which we are brought into contact.

Our opening day has come—what effervescence of youthful joy, what brightness in the eyes, what confidences to exchange!

Now, as a sympathetic teacher, I am not going to stop this ebullition, but will endeavor to direct these impulses to good. I will listen to these talks, but will control them by pointed questions, which will develop language.

Now that Santa Claus has visited the homes of the boys and the girls, and since the toys have been thoroughly examined and perhaps even so minutely investigated, that the "sawdust stuffing" of the doll has come to view, we may very appropriately direct our lesson into the following course.

Get your pupils to name various things with which boys play, such as sleigh, skates, top, etc. Then write these names on the board and get your scholars to describe the objects without naming them. The pupils regard this as a game. Of course, you will also talk about toys with which girls play. Again, we may close this delightful lesson by asking our pupils to tell stories about the toys.

During the festive season the boys and the girls have partaken of candies and of oranges, of turkey and of plum-pudding, etc., and this gives us a hint for another variety of language lesson, which we will begin by asking the following somewhat startling question:

"What do you like to eat, Henry? Edna?" etc. The teacher writes what they say, as, pie, candy, nuts, oranges, etc., and then asks such questions as these:

"Where do we get them?"  
"Of what are they made?"

"What is their color?"

"Which grow?" and so on.

A third variety, or more properly an evolution of the former lesson, may be introduced thus:

The teacher places on the board in one column the words, pie, candy, apples, cakes, nuts, oranges, etc.; and in another the words sour, red, sweet, rich, hard, etc., and then she asks her pupils to tell stories containing one word from each column. This, as will be seen, is a splendid plan for review.

The foregoing plans we think will prove helpful. As time goes on we ought to try to have better methods than we have had hitherto. For we remember it is as Miss Martineau has said in her novel of "Deerbrook," that not only the great globe rolls on, but also "the life which stirs and hums on its surface, enveloping it like an atmosphere." We ought to try to keep pace with these young spirits which are stirring and expanding about us.

### HOW A TEACHER GAINS ATTENTION.

RHODA LEE.

THE Christmas holidays were over and the groups of little children on the streets wending their way in one direction, proclaimed quite plainly the fact that school was once more to be opened and work resumed.

Let us look at one party nearing the school gate, books and bags in hand, yet with an air about them betokening more apathy and indifference than one likes to see in healthy, happy children returning after vacation. Conspicuous in this little company was a boy of apparently good possibilities, who is bemoaning in a rather loud voice the hard fate that was driving them back to school. "You should just see the ice on our pond and the jolly toboggan slide we have at our house," he was heard to say, "and here we have to come back to this dull, quiet school."

Just at Dick's side was a little girl who looked as though she might be his sister. At this point she volunteered the suggestion that to-day there was to be a *new teacher*.

Fresh interest now seized the children, and the remarks and surmises concerning the stranger were numerous and varied. But Dick refused to become interested and set his face steadfastly against the thought that there could be anything very pleasant or interesting connected with school.

By and by the bell rang, the pupils marched in, and were soon in their places. What was the matter? Somehow things looked different. Who had been at work? Some bright paper flowers, mixed with evergreen, filled a vase on the table. The British flag waved above the blackboard, and the word "Welcome" in bright letters greeted the wondering eyes. Who had done it? Surely it must have been the teacher, for as she stood before them with her bright face and still brighter "turkey red" apron, she seemed to fit in exactly with the new adornments.

The disinterested youth forgot that things at school were dull and stupid, and looked about him in quite a lively fashion, and when as everything became still, the teacher addressed a bright "Good morning" to the class, he found himself rising to his feet and responding in a most cordial manner.

The new comer then spoke a few inspiring words of welcome, hinting at many new plans for work and co-operation during the new year, and when she had concluded, the scholars one and all might have echoed Sam Weller and said, "she had just given them enough to make them want some more." How they listened to the sketch of the Sunday school lesson, while, as though she could not help it, her hand would move towards the board, and with the chalk she would sketch some rough illustration of the scene that made Dick actually hold his breath, for he loved drawing.

The intense interest and attention displayed by the scholars during the opening exercises continued all the morning.

At the time for the music lesson, which during the last session had been to Dick and many others a tiresome singing and repetition of notes, trees took the place of modulator and staff, and birds fluttered round for notes. The strong-throated robin and the sweet-voiced canary were something new in connection with the music lesson. And so the orderly, interested classes continued until noon came, and instead of the loitering outside the school yard, the scholars seemed anxious for school to re-open, and foremost in the crowd was the

apathetic, listless Dick. Why, the teacher had actually discovered how well he wrote and had praised his steady feet, and Dick was a "new man."

The teacher interested the children; the children could not help being interested in the teacher. Although her manner was quiet and definite, her whole soul seemed to be in everything she did, and all who have tried it know how infectious whole-souled action is.

The work was done more quickly and with better results, because the scholars had the interest and intense attention on which progress depends, for the rapidity with which a thing is learnt and the length of time it is remembered depend on the intensity of the attention given.

She had studied the art, the power of gaining and holding attention. Forced attention is better than none; willing attention is far better than forced. There can be no teaching, no learning without attention. It is surely something that we must cultivate from the very lowest grade.

One of "Uncle Esek's" wise sayings is that "When you have learned to listen you have already acquired the rudiments of a good education."

Certainly the power to attend, to concentrate the whole mental energy on what one is doing or hearing is an *accomplishment* few possess. So closely is attention allied to observation that sometimes they are scarcely distinguishable; and what pleasure, development and education accrue to the close observer. He who has been trained to habits of close attention to his teachers will be a close student and observer of nature. How often we have to rebuke and reprove ourselves for lack of attention and observation.

It is not to be supposed that every boy who is a close observer and thinker will become a Newton, a Franklin or a Humphrey Davy, but it is certain that he will become a useful, talented man, and the pleasure and profit his powers of close observation will bring him will be immeasurable. There are some people who have naturally the power of gaining and retaining attention, but it can be acquired in a measure by all who earnestly desire it.

No matter how well we know the old axioms and warnings concerning this most important basis for teaching, it will do us good to consider them again.

Order is not attention. Attention is the directing of the powers of the mind to sense impressions. But attention is never found minus order.

There is a passive, negative attention in which the scholar is very orderly and apparently listening, but his thoughts, instead of being anywhere within school limits, are coasting down hill on a bob-sleigh. With little children appearances of this kind are very deceptive.

Positive attention may be willing or forced, and as it is our privilege to deal with the little folks, I want to say something regarding willing or attracted attention which is what we desire in the primary department.

Coaxing, threatening or scolding you will find to be of no use in gaining attention.

There must be something about us and something about our teaching that will attract and hold the thoughts of our pupils, shutting out everything but the subject under consideration.

We must not be discouraged if at first the children fail to pay continued attention even to an attractive lesson. The habit must be formed little by little. Knowing ourselves how exhausting prolonged attention is, we should have frequent rest and changes in position. A hearty laugh occasionally in a particularly fascinating and interesting lecture, gives relief and enables us to preserve the intensity of our attention.

I would like to divide the subject of attention into two parts, namely, the duty of the teacher, first at home, and second at school.

We cannot possibly secure attention without preparing the lesson well at home, making it a part of ourselves, so that we have no need of text books or notes. We must know definitely what we are going to do before we enter the school-room. We must cultivate earnestness of voice and thought and endeavor to be quietly *enthusiastic*.

When the children see that the lesson is of enough importance to interest you and arouse your enthusiasm, they will not be left behind. The teacher must also have the sympathy and confidence of her class, and this may be gained in a great measure out of school hours.





## BUSINESS NOTICES.

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

## TO MODEL SCHOOL STUDENTS.

WE are frequently asked for special rates for the JOURNAL to the teacher-students at the Model Schools. In consideration of their position, not being yet in the active work, we have decided to grant them the special rate of \$1.00 a year, provided they subscribe while they are in such institutions. Model School students, therefore, who would like the JOURNAL for 1890 for \$1.00, may take advantage of this offer before the coming Christmas vacation, when they will be entered for the balance of this year and the whole of the next. Perhaps it would be desirable for all such subscriptions from any school to be sent in one order; and if the Principals of Model Schools throughout the Province will take a kind interest in this matter, and act for their students, they will do both them and us a favor.

THE holiday season is, in many cases, the season also for removals and accepting new positions. We trust that no teacher who now gets the JOURNAL, and who changes his location, will forget the formality of notifying us, so that the necessary change may be made in the address. This should be attended to in any case, even if the visits of the paper are no longer desired. Otherwise, under our present rule of not cutting off a teacher's name unless he wishes it, the paper will continue to go to his old address at his risk. A post card is sufficient for all purposes of notification; and this courtesy may save both the subscriber and the publishers much unpleasantness at a later period. It is rather a severe punishment, when our sole offence is that of trusting a subscriber, to be told that the party left the locality months ago, and knows nothing about the paper. A notification in all cases of removal is suggested under every form of business rule. We hope that every teacher who removes may feel that he needs his paper as much in his new location as he did in the old.

*Editorial.*

TORONTO, JANUARY 1, 1890.

## "SCHOOL WORK AND PLAY."

OUR subscribers and friends will please take notice that we cannot supply any more copies of the bound volume of *School Work and Play*. The large edition is entirely exhausted. Be good enough, therefore, not to include this publication in future orders.

## TO OUR PATRONS AND FRIENDS.

THE readers of the EDUCATIONAL JOURNAL will be sorry to learn, as we are to announce, that with the close of the year 1889, Mr. H. Hough, M.A., retires from the position of business manager of the paper, which he has held since its establishment in the present form. To Mr. Hough's untiring energy, guided by the practical wisdom gained in the course of a long and successful experience in journalism, the JOURNAL is very largely indebted for the success it has already achieved and the assured position it has now reached. Those of our readers who have had business relations with Mr. Hough will, we are sure, join with us in acknowledging the business-like promptness and courtesy which have marked his dealings with those with whom he has had such intercourse. Mr. Hough's retirement is a purely business matter,

resulting from his having sold his interest in the Grip Publishing Company, in which he has for some time past been a large stockholder. It is hoped that his new business arrangements may be such as to admit of his continuing to visit, as hitherto, in the interests of the JOURNAL, as many of the Teachers' Institutes as can be conveniently reached.

Notwithstanding the serious loss sustained in Mr Hough's retirement, the EDUCATIONAL JOURNAL enters upon the New Year with renewed courage and bright anticipations. Neither money nor energy will be spared to keep it in the very front rank of journals of its class,—a position which we may say, we hope without breach of modesty, is already accorded it by appreciative exchanges and by its large list of intelligent readers. The aim of the publishers and of all concerned will be to make it increasingly worthy of the approval and patronage hitherto so liberally bestowed.

All communications on matters of business should henceforth be addressed to THE EDUCATIONAL JOURNAL, 26 and 28 Front Street West, Toronto, and will receive prompt attention.

Editor and publishers heartily unite in wishing all subscribers and friends of the JOURNAL a happy and prosperous New Year!

## THOSE AMENDMENTS.

THE answers given by Chancellor Boyd and Mr. Justice Robertson, of the Court of Chancery, to the questions submitted to them by the Minister of Education, touching the interpretation of the much-discussed amendments to the Separate School law, seem likely to give rise to about as much discussion as the original amendments. This is not the fault of the judges, who have given a straightforward answer to each question. Whether it is the fault of the amendments, or of the animus of the critics, we shall not undertake to say. If we were to give our own opinion for what it is worth, after an honest attempt to read the questions and answers without bias, we should say that the only thing that seems to us to be specially open to criticism, in the light of the learned judges' decisions, is the first amendment. The evident intention of the Public School Act is that every citizen shall be taxed as a Public School supporter, unless and until he has given notice in prescribed form that he is a Roman Catholic and wishes his taxes to go to the support of Separate Schools. But by the amendment in question it is clear, in the light of the judge's interpretation, that if the assessor, under a wrong impression or in consequence of erroneous information, puts the name of one who is not a Roman Catholic, or who, being such, does not wish to become a Separate School supporter, in the column of Separate School supporters, and fails to ascertain and rectify his error before the completion of his roll, the said ratepayer may be relieved from the Public School tax and rated as a Separate School supporter, without having given the notice required by the Public School law. This is evidently not as it should be. The assessor should not have power

by a blunder or otherwise to make void the just provision of the School Act, which makes every citizen a *prima facie* supporter of the Public Schools, and requires a formal notification from any one wishing to support Separate Schools. An amendment of the amendment in question seems desirable and necessary.

## CULTURE AND PRACTICAL POWER.

AT the opening of Lansdowne College at Portage la Prairie, Manitoba, on the 11th November, Mr. Nicholas Flood Davin, of Regina, delivered a very eloquent address on the above subject. The address was published in full in an extra of the *Regina Leader*. It also appeared in *The Week* of December 20th. It is well worth reading, as well for the beauty and finish of its style, as for the many good thoughts and suggestions it contains. The following passage will be interesting to those of our readers who have not had an opportunity to read the whole oration.

"The progress of civilization has equalized the physical qualities of man. In years gone by the strong arm ruled. It is the strong head rules to-day. Force is dethroned, and where brute violence wore a coronet which sometimes gleamed with barbaric ornament, intelligence, wearing a diadem in which there is no false glitter, in which every gem is of the purest water, sits an omnipotent queen. A revolution, the most beneficent for man, has taken place, and it is the duty, as it should be the delight, of every citizen to cultivate his faculties. Bacon has said, "Knowledge is power." Knowledge is also pleasure. I think it is Sir Arthur Helps that says a man who goes through life knowing only the trade or profession by which he gets his bread is a poor, stunted creature. There is a close relation between all the arts—between poetry, painting, music, sculpture—and genuine proficiency in any one of these prepares the mind to enjoy the productions of the others. You cannot really awake any faculty of the mind and leave the rest asleep. Happy is it for the uncultured that they know not what they have lost! When a man is destitute of some great physical attribute the most superficial observer recognizes his incompleteness. The blind can never see the purple coursers of morning chase night from marge to marge, or evening steep the landscape in every glorious and tender hue. For the deaf the birds sing, the voice of woman is low and musical, and "the wind, that grand old harper, smites his "thunder-harp of pines" in vain. So far as those who have no sense of smell are concerned, the care of nature in making every flower and shrub and grass odorous is bootless, while to the cripple the rapture of energetic movement is denied. In all these cases men recognize the absence of a faculty which would be cheaply purchased by colossal wealth. But how if we should want the seeing eye and the hearing ear in a more important sense than is covered by any physical deprivation? How if there is a subtle aroma about what has been said by highly gifted men we cannot catch, a flavor we cannot appreciate; if nature and art teem with beauty which is for us as though it never was; how if there is a music in the music which our untrained ears cannot catch? The men of genius come to us each with his mission. One takes us up to the highest heaven of harmony; another purges our eyes that we may see God's glorious works as they are. George Macdonald says Burns' mission was to show men there was poetry immediately around them, at their very door. Now, beauty and

utility go hand in hand in Nature, and the same is true of all things which enable us to know her better. Take drawing and designing—and I was glad in visiting the college to find these will meet with careful attention—they increase the power of observation along the whole line, and develop accuracy in all matters on which the mind employs itself. We are unthankful where we are not dull. If we felt as we ought, we should thank God at the sight of every flower, and send our hearts to heaven up the silver staircase of every starry beam. Think of all the beauty of the world; think of all that is glorious in literature from Homer to Tennyson—of all that is entrancing in song and music from David's harp that could chase the evil spirit from an unworthy king, down to Handel, Beethoven and the other great composers of modern times; think how a great historian like Thucydides or Gibbon or Macaulay makes us live in past ages and under strange climes; think of the joy that the lyric poet can evoke in the heart; think also that the mind thus awakened and nourished is capable of doing better whatever it applies itself to, and then thank God we live in an age when all this may be brought within reach not merely of the rich and the powerful, but of almost every child who has an aptitude and who is blessed with parents and guardians not insensible to the possibilities of the time and to their duty to their wards or offspring. Thank God that pioneers as you are—in a new country—in a small town—you can be not merely the architects of happier fortunes than could be within your reach in more crowded fields, but can have at your very door the means of the higher education for your children, where science, languages, history, the classics, political economy, the arts of commerce themselves, may be mastered, and on terms so moderate as to vindicate the essentially democratic character of the institution."

### Literary Notes.

*Scribner's Magazine* for January begins the fourth year and seventh volume with the promise that during the current year it will follow its well-approved course of printing articles of interest in themselves, by writers who really have something to say; and of aiming that great variety shall be secured rather than that any single undertaking shall monopolize its space. In the interest of timeliness and variety a department has been added where, under the title "The Point of View," an opportunity is given to the best writers for a brief and familiar discussion of subjects of both passing and permanent interest; literary, artistic and general. This should be a useful as well as interesting addition to the attractive features of the magazine.

THE January number of *Lippincott's Magazine* has as the complete novel "Millicent and Rosalind," by Julian Hawthorne, author of "Garth," "Sinfire," "Archibald Malmaison." A feature of especial interest is the publication of the first part of some unpublished manuscript of Nathaniel Hawthorne's—a weird tale entitled "The Elixir of Life." A most interesting article, "The Theatrical Renaissance of Shakespeare," is contributed by Edward Fuller, the dramatic editor of the *Boston Post*, who reviews the extraordinary revival of Shakespeare's plays at our theatres during the season of 1888 and 1889. Other articles in prose and poetry by R. H. Stoddard, Henry Collins, James Whitcomb Riley, Amélie Rives and others, including a composite story by three popular humorists, Robert J. Burdette, Bill Nye and J. Army Knox, make up the number.

AMONG the special attractions announced to appear in the *Atlantic Monthly* for 1890 are, a new serial novel by Margaret Deland, author of "John Ward, Preacher"; a series of papers by Oliver Wendell Holmes; a serial by a new writer, Miss Fanny Murfree, sister to Charles Egbert Craddock; and a series of papers by Frank Gaylord Cook; also stories, poems, travel sketches, essays, papers on education, politics, art, etc., by the best American writers.

LOUIS FRECHETTE, the Poet Laureate of Canada, contributes an interesting historical sketch to the January *Arena* entitled "The Original Blue-Beard." It deals with the life and acts of Gilles de Retz, once a marshal of France and a valiant soldier, but who after years spent in pious hypocrisy, took to murdering children in the most horrible manner. In his trial it appeared that he had butchered more than a hundred and forty little ones. This page from the history of the middle ages is instructive. Mr. Frechette received the prize from the Academy of Paris for the finest poem in French written by one who was not a native Frenchman. The immortals also gave him the title of Poet Laureate of Canada.

### Correspondence.

#### THE NEW CURRICULUM FOR JUNIOR MATRICULATION AT TORONTO UNIVERSITY.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—I wish, through the columns of the EDUCATIONAL JOURNAL, to call the attention of the Headmasters and Mathematical teachers of our High Schools and Collegiate Institutes to the proposed change in the Pass Mathematics for Junior Matriculation at Toronto University. To me, it appears, if this change is carried into effect, the consequences may be of a very important nature. I shall as briefly as possible indicate what objections may reasonably be made to the proposed alteration. I take it for granted that by this time all the teachers in our High Schools and Collegiate Institutes know that the new curriculum requires matriculants in Pass Mathematics to take *Ratio* and Progressions in addition to the present work in Algebra. Further, a careful examination of the curriculum reveals the fact that besides this increased work in Algebra, there is a decided increase in other departments, specially in Classics, English, Physics or Chemistry. The result of thus adding to the amount of work necessary to matriculate in Classics and English, will be to cause less time to be given to Mathematics, and to render it increasingly difficult for students to reach the necessary mathematical standard. Here I assume that students are expected to prepare for Matriculation in the time usually taken now for that purpose. On the other hand, if the framers of the new curriculum intend to force matriculants to take an additional year in preparation, the objection just raised falls to the ground. Other difficulties, however, present themselves. Under the old curriculum the work in Algebra has been found to be greater than that in Arithmetic or Euclid. Yet, the new curriculum makes no change in the Arithmetic and Euclid demanded; but adds what is equivalent to three months' work to a subject which already takes more than its due share of the teacher's time. It may be said that too much time is now given to certain portions of Elementary Algebra—that all that is required is a general knowledge of the simple principles specified in the curriculum. Every mathematical teacher is well aware that it makes a great difference *how* Algebra is taught and *how much* is taught. Perhaps the practice in our High Schools and Collegiate Institutes in Ontario is wrong—perhaps we have aimed at too thorough a knowledge of the groundwork of Algebra. If we have committed an error, it is a pardonable one—one that has materially elevated the mathematical standard of the University, and made teaching at University College easy and sat-

isfactory. I can scarcely believe that increased superficiality is sought—that *quantity* is to usurp the place of *quality*. Whatever may be the intention of the Senate of the University, it is now too late to attempt to degrade the mathematical teaching and standard of our secondary schools to the old level.

Perhaps the most serious difficulty arises in connection with the sundering the harmonious relations at present existing between the Education Department and the University. New candidates for Matriculation take the same work, in the same classes, as those for Second-Class Certificates. The saving of time and labor the present arrangement causes is very great. Besides this economizing of our resources, there is the great advantage given students who wish to matriculate and at the same time obtain Second-Class Certificates. If, however, the Education Department retains its present curriculum for Second-Class candidates, these advantages must be lost. New classes must be formed for intending matriculants, thus doubling the work now required in this single subject. And it must not be forgotten that in many of our High Schools it will be practically impossible to form classes for two or three pupils intending to matriculate. The consequence will be that intending matriculants will find their way to the Collegiate Institutes and High Schools where classes can be formed for this special work. Again it must be admitted that the force of this objection rests on the assumption that the Education Department will fail to bring the requirements for Second-Class Certificates into line with the University requirements for matriculation. We are not aware—perhaps the Senate is not aware—whether the Education Department intends to follow the lead of the University, and make changes as often as, and in the direction, the University Senate desires. One doubt arises—Is the country prepared for such an elevation of the standard of Second-Class Certificates?

Another point may be noted—that is, the new curriculum makes the mathematical standard in Algebra for Junior Matriculation the same as for Senior Matriculation. If the purpose of the Senate is to raise the standard by a year, then we ought to have Trigonometry and the fourth and sixth books of Euclid prescribed. This, however, is not done.

I write in the dark as to the object sought by the Senate in making this change, and it may be that if some light were thrown on the subject by the framers of this curriculum, the apparently objectionable features would disappear.

It is also possible that the merits of this change are apparent to most teachers, and that in this respect the new curriculum is quite satisfactory. Whatever opinions may be held, it is extremely desirable that a full and free expression of them should take place before final action is taken by the Senate. I, therefore, trust that the EDUCATIONAL JOURNAL, as well as the teachers of our High Schools and Collegiate Institutes, will fully discuss the new curriculum, and give the Senate every possible assistance in framing a satisfactory Matriculation standard.

W. J. ROBERTSON.

Collegiate Institute, St. Catharines,  
Dec. 24, 1889.

Two things we should never fret about, first, what we *can* prevent; and second what we *cannot* prevent.

TRUTH is a queen who has her eternal throne in heaven, and her seat of empire in the heart of God.—*Bossuet*.

If to do were as easy as to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces.—*Merchant of Venice*.

A WRITER in the *North China Hera'd* puts the population of China at 380,000,000. Of this number about 1 in 10 is engaged in agriculture, 1 in 100 is a bricklayer or mason, 1 in 120 is a tailor, 1 in 140 a blacksmith, and 1 in 9 a washerman, while about 1 in a 100 is a carpenter. In spite of immigration, famines, floods, and pestilences, the number of inhabitants has been steadily increasing since the beginning of the eighteenth century, at which date the population was 60,000,000.

*Hints and Helps.*

## STORY FOR REPRODUCTION.

## A MOUSE AND AN ELEPHANT.

IT seems that a white mouse in the museum saw a chance to escape from its cage, and took advantage of it and ran out. One of the holes in the elephant's trunk seemed made exactly for the mouse, and into it darted the frightened creature. A spark in a barrel of powder could hardly cause more commotion. The elephant became wild in a second, and, with a terrific shriek, rose on his hind legs, waving his trunk frantically in the air. He tugged at his chains till they nearly snapped; he flung himself about in a perfect agony of fear and madness, and all the time his strange cries rang through the building.

The alarm was taken up by all the other animals, and a perfect Babel of appalling roars, howls, yells, and screams filled the menagerie. The keepers knew that if the elephant were not quieted he would soon burst his chains. It began to look as if a bullet would have to be sent into the mad creature's brains, when the little mouse dropped out of the trunk and ran away.—*Harper's Young People.*

## HINTS ON TEACHING.

## MANNER OF TEACHING.

A TEACHER can secure interest and the attention of his pupils by his manner of teaching. By the teacher's manner of teaching, I mean the personal peculiarities of the teacher as manifested in the act of instruction.

1st. A teacher should be earnest in his work. A spirit of earnestness on the part of the teacher will kindle a flame of interest in the heart of the pupil, and interest is the mother of attention. A teacher who shows no earnestness in communicating knowledge can expect none on the part of his pupils in acquiring knowledge.

2nd. A teacher should have a clear view of the subject; clearness of conception leads to clearness of presentation: and the thought must shine out clearly through the words to attract interest and attention; a hesitating and obscure statement of a fact or principle wears the mind and dissipates the attention. It needs the clear sunlight of truth from the teacher's mind to illumine and attract the mind of the pupil.

3rd. A teacher should not speak too fast. Rapidity of utterance distracts attention, the mind unable to fully grasp the subject loses the relation of facts, and thus becomes confused and wanders away from what has been said or presented. This caution is especially important since rapid talking is the common fault of the teacher.

4th. A teacher's position before a class should be standing.

In this position a teacher naturally manifests more animation and interest in his subject. His attitude and gestures will attract the eye and do much to secure attention. Besides, he has a better command of his pupils and can check the tendency to a wandering mind.

If a teacher is seated when hearing a recitation and his pupils are inattentive, he will find by rising before them that he will instantly recall their wandering thoughts, and fix their minds on the subject he is teaching.

5th. A teacher must be interested in his work.

Interest begets interest; the flame of interest in the teacher's mind will kindle a flame of interest in the pupil's mind. Attention can not be compelled, it must be enticed, and the warmth and glow of the teacher's heart casts a glow of interest around a subject that makes it attractive to the pupil, and thus secures interest and attention.

## TEACHER'S METHOD OF TEACHING.

By the teacher's method of teaching I mean those forms of instruction which he employs in communicating knowledge or conducting a recitation.

1st. A teacher should not use a text book too much.

A book in the hand of a teacher often seems to build a partition wall between the minds of teacher and pupils. The constant reference to the book breaks the spirit of interest that should flow between the minds of the teacher and pupils.

2nd. A teacher should vary his methods. If the pupils know the order of the topics or questions, they naturally allow the attention to wander so long as there is no danger of a question coming to them. When they understand that a question may fall anywhere they keep wide awake so as to be ready when it comes.

3rd. A teacher should vary his methods. Some teachers when they open their schools in the fall have a certain method in conducting a recitation, and that method they pursue during the whole term without once varying it. Of course every teacher has his methods and must have them to conduct a recitation, but he must now and then change them. He should pursue different methods in teaching a certain branch, and then follow the one most in which his pupils are best interested. Different methods should be pursued in teaching different branches, because variety is the spice of life in the schoolroom as well as outside of it. The routine method soon loses its interest and the mind becomes dull and weary.

4th. A teacher should not talk too much. Too much talk wearies the mind and dissipates the attention. There should be frequent questions to awaken thought and allow the pupil to develop knowledge for himself. Such an exercise will do more to secure interest and hold the attention than the most eloquent discussions of the teacher, etc.—*National Educator.*

## LANGUAGE.

CHILDREN must think well before they can write well.

Children should have something to say before they talk.

Children talk best about what they see.

Children will talk about what they wish to more readily than they will talk about what you wish them to talk about.

Children will talk with each other better than with you.

Children will talk with you better than to you.

Children use all parts of speech of their own accord before they are four years of age.

A child's vocabulary will grow as fast as he has any desire to use it.

Any child will talk fast enough if you let him talk as he wants to.

When a child can write easily he likes to write.

The aim to have the child make perfectly formed letters by drawing the lines in the letters, makes it practically impossible for them to enjoy writing.

Never teach penmanship or criticize penmanship in connection with early composition writing. A child's attention must be upon his thought rather than upon his pen.

The correct formation of the letters must be established by his penmanship lessons.

There must be much and frequent writing before it will be enjoyable.

Written language work in every half day soon makes it almost as natural to write as think.

When possible the language work should be incidental rather than formal, a luxury instead of a task.—*The American Teacher.*

## ABOUT SCHOOL HOURS.

To the Editor of the EDUCATIONAL JOURNAL:

I HEARTILY agree with that writer in the JOURNAL of October, who has decided that six hours a day at school are too long for the junior classes. It is, to me at least, a self-evident fact. The days of our forefathers, when little children were supposed to be necessarily in strait-jackets for the greater portion of the time, is past, and we see now that it is worse than useless and absurd to put little children down to a desk, say to them, "Now, we have no talking here, and you must not move around any, either," then leave them there, poring over letters and figures for as many hours—more in a rural school—as they confine the young ladies and gentlemen of our High Schools, thereby rendering them tired, sleepy, stupid, and disgusted with school life. I do not exaggerate. I had a little boy who, according to ancient custom, had been poring over his book and slate as if supposed to be speechless, and almost motionless, go to sleep when the afternoon recess began and sleep soundly

on his desk till the bell awoke him. That proof was perfectly satisfactory to me, so I have adopted a new plan. I have my junior reading classes first in the morning, then some senior classes, then the junior classes in arithmetic. Then I have still about twenty minutes until recess, so I send the little ones out and leave them out until after the regular recess is over. I use the same plan in the afternoon. It pleases the children very much, and seems to make them much brighter and more enthusiastic over work and "school" than they were before. Of course, when out I insist upon their going to the other end of the playground, and so they do not disturb those inside. I find it causes no disturbance, and is an almost invaluable aid.

I would like much to hear the opinions of fellow-teachers upon this. Do the trustees and parents of to-day honestly think the time spent on object lessons, calisthenics, music, etc.—such things as make a child's early school-life pleasant—do they think that time wasted? Do my fellow-teachers and primary teachers especially, think that children would in the end acquire education—as it is understood to-day—any faster without these things than with them?

I would like much to hear some opinions on this subject.

D. E. L.

Mayberry.

*Elocutionary Department.*

## ELEMENTARY LESSONS IN ELOCUTION.

BY RICHARD LEWIS.

THE purpose of the articles under the above title is to assist the teachers of the country in their reading lessons. The instruction will be largely elementary, embracing only the subjects absolutely required in the Public Schools for the correct and finished utterance of language, and especially adapted to the lessons in the Public School Readers, from the lowest to the highest grade. The first lesson teaches the methods of artistic breathing, which the highest authorities now regard as indispensable to the culture of the speaking voice as to that of the singing voice, and to general health. These exercises may be safely commenced in the first grades, and should be continued through the entire school course. The next essential steps are those which discipline the learner in distinct and correct speaking and reading. Nothing now more prominently marks the reading and speaking of the advanced pupils and the habits of after life than a slovenly and defective utterance. The exercises given and suggested in the lessons on articulation and phonetic spelling should be also, like the breath exercises, continued through the whole course of school reading and speaking. The subsequent lessons will embrace the music of the speaking language; the modulational qualities, forces, and inflections of the voice, so indispensable to vocal expression, together with such hints on gesticulation as will secure graceful and appropriate action without attracting marked attention. Excess of gesticulation diverts the attention from the thought of a passage, which, in reading or speaking, the voice best interprets.

## EXERCISES IN BREATHING.

"If there is any doubt as to when it is best to begin the training of the singing voice, there can be none, I imagine, as to commencing the education of the speaking voice. It can hardly be begun too soon." . . . "The first step in any system (of voice culture) must be to teach the pupil *how* and *when* to take the air into the lungs, and how to control and direct the outflow, as he empties them."—*Sir Morell Mackenzie, M.D.*

POSITION OF THE PUPIL.—There are three positions for practising breath gymnastics, (1) the standing, (2) the sitting, and (3) the recumbent position. The first two can be practised only in the class-room; but those who from weakness or slovenly carriage habitually stoop, will find it advantageous to commence the exercises while lying on the back.

*Standing position—Active chest.*—The chest is raised, as in self-defence, with the shoulders thrown back. Grasp the waist at each side, spreading the fingers forward with the thumbs pressed behind.

## I. BREATHING WITHOUT PAUSING.

1. Slightly bend forward, drawing in and upwards the abdomen so as to empty the lungs as far as is necessary.

2. Close the mouth so that the air shall be drawn in through the nose; return steadily to upright and active position.

2. Repeat number one, and by that means expel the breath through the open mouth.

Repeat these exercises six times by counting one, two, three, for the three actions, so that they shall be performed with regularity, and not too fast.

The breathing in both cases should be inaudible. The shoulders should be held firm and still, and the arms should quietly hang down.

The object of these introductory exercises is to bring the respiratory organs under conscious control. It is natural breathing systematized. The next set of exercises are classed as *Artistic Respirations*. Their object is to spare and to strengthen the respiratory organs.

11. Perform the preceding exercises in the following order, repeating each exercise three times:

1. Inhale and exhale gently, as in sleep.

2. Inhale and exhale so as to raise the chest about double or treble the extent of No. 1.

3. Inhale to the full capacity of the lungs and exhale with equal regularity.

*Respiration with Pause and Retention of the Breath followed by Expiration.*—Let each act be indicated by the numbers 1, 2, 3, thus: 1—inhale, 2—retain, 3—exhale. Each act should occupy about the same length of time, and beginners should not give more than four seconds to each act. The exercises should be repeated daily at least twice a day for about a fortnight, according to age and strength of the pupils, and the length of time increased about once a fortnight, to the extent of two seconds each increase, until it reaches 10" for each action.

Older pupils and adults may gradually advance to 20" for each exercise.

Pupils who suffer pain in the exercises should at once stop and sit.

IV. (1) Inhale *rapidly*; retain, and exhale by time 4", 6" or 10".

(2) Inhale *slowly*; retain by time, and exhale *quickly*.

Remember that the breath must be retained not by closing the glottis or orifice of the windpipe, but by keeping the midriff and chest elevated. When expelling the breath the abdomen is drawn inwards and upwards, but the elevation of the chest is sustained.

## V. ADVANCED BREATHING EXERCISES.

These exercises should not be commenced until the preceding ones have been mastered, and should in no wise supersede them. The breath gymnastics should always commence with one of sections I, II and III.

1. Inhale through the mouth firmly closed. Expel the breath through the mouth closed but forced open by several successive forcible blasts, retaining the breath about one second between each blast. (*Farinelli*.)

2. Inhale through the smallest opening of the lips in one continuous flow of air. Retain 5". Expel the breath at once through the mouth.

VI. AUDIBLE BREATHING is occasionally to be practised.

1. Practise Section I.

2. *Effusive Breathing.*—Take in a full breath nasally. Retain 2". Expel in a long sound of the letter *h*, soft and flowing and just audible.

3. *Expulsive audible breathing.*—Draw in a very full breath; retain; expel with expulsive force the sound of *h*, but not prolonged, like a moderate whispered cough. Repeat three times.

*Explosive breathing.*—Inhale as before, and emit the breath with a sudden and violent explosion with the brief sound of *h*. Whenever fatigue is experienced, let the pupils repeat Ex. 1, Sec. V, expelling the breath in successive blasts. This exercise gives relief also after we run and feel "out of breath."

*General Directions.*—Expulsion is executed by suddenly concentrating the action on the abdominal muscles rather than on the mouth or lips. While the air is retained it strengthens the elasticity of the lungs to tap the upper part of the chest with the flat of the fingers. Practice should be

done either in the open air or after the air of the room has been renewed and purified. Exercises should be regular but of brief duration.

These exercises are in accordance with the suggestions of Sir Morell Mackenzie, Dr. Lennox Browne, Emile Behnke, Oscar Guttman, Leo Kaffler, Garcid, and others distinguished as voice trainers, or as medical specialists for the treatment of throat diseases.

*School-Room Methods.*

OTTERVILLE, Dec. 10, 1889.

THE EDUCATIONAL JOURNAL, Toronto, Ont.

SIR,—Having tested my class on No. 9 of your "Imaginative Story" topics of Nov. 15th, I give you my choice, which you are free to copy if you think the effort worthy.

The class was given the exercise for "home work" on a Friday evening, and on the following Monday morning I collected their efforts, which I assure you were most pleasing to me. After carefully examining I returned them, and we used them for a miscellaneous reading exercise that day.

I give you the copy in the hand writing of the author, Miss Jessie Wiltse (age 13), of the "O.P.S."—Otterville Public School—and hope it may encourage both teachers and pupils to try your suggestions from time to time.

Wishing the JOURNAL the success it so much deserves, I am,

W. S. COPELAND,

Principal Pub. Schools, Otterville, Ont.

## THE MAN WHO COULD NOT CATCH HIS HORSE IN THE PASTURE.

WRITTEN BY JESSIE WILTSE, AGED 13, OF "O.P.S."

"I SAY, Tribby," said Uncle Hezekiah Slocum to his round, rosy old wife, who rejoiced in the name of Tribulation, "sposen we go over to Cousin Abramses to-day, bein' as its sich fine weather an' I'm not over busy jist now."

"Wall, 'Kiah," responded Aunt Tribby, "I guess I kin manage. Sally kin bake the bread; and Cousin Alziny promised me a settin' of that speckled hen's eggs if I'd come over this week. You flax 'round and do the chores and harness up, an' I'll be ready by 9 o'clock."

"I reckon I'll have a high time ketchin' old Betty. She's bin in the lower meadow nigh on a week now doin' nothin', an' she'll be purty frisky," was Uncle 'Kiah's soliloquy on his way to the meadow to get the sorrel mare who always did duty on his and Aunt Tribby's frequent excursions. Presently he reached the meadow and observed old Betty feeding leisurely at the farther end of it. "Reckon next week'll be 'bout time to be puttin' in my turnip seed in the west field, an' I'll have to mend that hole'n the fence, or them 'ere rascally pigs 'll be gettin' in again an' be raisin' Cain, like they did last year." By this time he had reached the fence, and looked up expecting to see Betty, but great was his surprise when he saw the old mare's heels disappearing over the hill towards the creek. "Wall, I'm beat," exclaimed the old man. "I never knowed the old mare to run away from me afore." On reaching the edge of the hill he saw old Betty placidly drinking in the stream. "Here! here! Betty, old gal," he said, cautiously approaching her, and laying his hand on her flanks. With a snort the old mare struck out with her hind legs, dealing Uncle 'Kiah a blow which sent him headlong into the stream. Slowly the old man regained his feet, and rubbing his joints ruefully he made the best of his way to the house. "Why, what on airth is the matter," exclaimed Aunt Tribby as he came in. "Matter 'nough," answered the aggrieved 'Kiah. "That mare is the———" "Don't swear, 'Kiah; don't swear." "Wall, she's the plague o' my life." Then he told Aunt Tribby of his adventure. "Well now you jist take out some oats and try again to catch her," she said. Accordingly he took a pail of oats and started for the field. The mare came running towards him, took a sniff at the oats, and before he could make an effort to catch her she was off again enjoying a good roll. After repeated failures Uncle 'Kiah, whose patience was well nigh exhausted, looked up at the sun and saw that it was almost noon. En-

tering the kitchen he said, "We'll not get to Cousin Abramses to-day, an' I thought I'd tell you so." And the visit was put off until another day. "But I wanted to have them speckled hen's eggs awful bad," was Aunt Tribby's only rejoinder.

## ARTICULATION.

THE *Voice* gives the following good exercises for articulation:

"Amidst the mists and coldest frosts,  
With barest wrists and stoutest boasts,  
He thrust his fists against the posts,  
And still insists he sees the ghosts."

"Of all the saws I ever saw saw, I never saw a saw saw as this saw saws."

"When a twister, a-twisting, would twist him a twist,

For twisting a twist, three twists will he twist,  
But if one of the twists untwists from the wrist,  
The twist thus untwisting untwisteth the twist."

"Robert Rowley rolled a round roll round; a round roll Robert Rowley rolled round. Where rolled the round roll Robert Rowley rolled round?"

"Theophilus Thistle, the successful thistle-sifter, in sifting a sieveful of unsifted thistles, thrust three thousand thistles through the thick of his thumb. If, then, Theophilus Thistle, the successful thistle-sifter, in sifting a sieveful of unsifted thistles thrust three thousand thistles through the thick of his thumb, see that thou, in sifting a sieveful of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb."

"I saw Esau kissing Kate;  
The fact is, we all three saw;  
For I saw Esau, he saw me,  
And she saw I saw Esau."

## GRAMMAR GRADE ARITHMETIC.

1. By how many does a million exceed a thousand?

2. The difference between two numbers is 56, and the smaller is 31; what is the other?

3. The divisor is 23, the quotient 381056, the remainder 11; find the dividend.

4. How many times can 275 be subtracted from 869237?

5. The product of two numbers is 205,224,000 and the half of one of them is 1632; what is the other?

6. Divide \$65 between two men, giving one \$13 more than the other.

7. A farmer exchanged 60 bags of potatoes at 40 cents a bag for 16 barrels of apples. How much were the apples worth a barrel?

8. Bought 52 dozen eggs at 11 cents a dozen and sold them at the rate of 4 dozen for 50 cents; find the gain.

9. If the divisor were half what it is the quotient would be 252; what is the quotient?

10. How many days from June 8 to October 17

ANSWERS—1. 999,000. 2. 87. 3. 8,764,299. 4. 3160. 5. 62875. 6. \$26; \$39. 7. \$1.50. 8. 78c.

9. 126. 10. 131 days.

## TEST QUESTIONS IN GEOGRAPHY.

1. What causes a difference in the length of the earth's diameters?

2. How wide is the North Temperate Zone? Give answer in degrees.

3. Name the countries of Asia upon which the sun's rays fall perpendicularly.

4. A point A is 123° E. longitude, and a point B is 149° W. longitude. How many degrees is A west of B?

5. Name (1) three straits separating continents, and (2) two isthmuses connecting continents.

6. Which continent is (1) the smallest, (2) the most densely populated, (3) the largest, (4) the longest from north to south, (5) the longest or widest from east to west?

7. A ship was wrecked in latitude 20° south, longitude 40° east. In what water was it?

8. What large island is due north of Cape Verde?

9. Give the form of government and the principal occupations of the people of Italy, Ireland, Belgium, China, Japan.

10. Where are the Bermuda Islands and for what are they specially noted?—*Pop. Educator*.

## WRITING FOR PRONUNCIATION.

THE pronunciation match is having quite a run. We have referred to it several times, and have given lists of words, indicating their pronunciation. We now give a list, without indicating their pronunciation. This will call for as much thought and skill "to the square inch" as any exercise that has yet been tried. It will be worth several pronunciation matches in its way.

Teachers will be surprised to learn how little their pupils know about the meaning of pronunciation marks in the dictionary.

Place the words upon the board before the school opens and keep them covered till ready for the exercise. Then allow twenty or thirty minutes for the pupils to write the pronunciations. Exchange these papers and let the pronunciation be read as written. This will settle many questions of ability on the part of the pupils, and will acquaint the teacher with sundry weaknesses.

tenet	sesame	interest
drama	photographer	Italian
used	telegraphy	vagary
troth	recitation	pyrites
vicar	research	tribunal
docile	soprano	nape
humor	decorous	era
exhale	construe	elegiac
exhaust	lyceum	cuneiform
turbine	dado	amateur
valet	turquoise	ere
courtesy	indissoluble	communist
exercise	sumac	onyx
caret	lever	resource
ordeal	almond	sardanapalus
suite	contents	museum

—*The Journal of Education.*

## FIVE-MINUTE EXERCISES.

THESE exercises in letter writing were prepared for the lowest class in the High School, New Haven:

1. Write to a merchant in another city, asking for samples and prices of goods.
2. Write a formal note inviting an acquaintance to a social gathering at your home.
3. Write a formal note accepting an invitation to dinner.
4. Decline an invitation to accompany a friend to a concert.
5. Write an informal note to a friend in a distant town, inviting him or her to make you a visit.
6. Write an informal note announcing some good news.
7. Write a note to accompany a Christmas gift which you send to a friend.
8. Write a note asking a person to contribute money to some good cause.
9. Write to some noted man, asking for his autograph.
10. Write a note of congratulation to some American author on his birthday.
11. Write a note asking a stranger to exchange with you stamps, coins, or curiosities.
12. Write a note commending some book which you have recently read.
13. Apply for a situation as clerk, book-keeper or teacher. State briefly your qualifications.
10. Write an informal note asking a school friend to join you in an excursion of some kind.
15. Write a note of apology to your teacher, for some thoughtless act.—*Southwestern Journal of Education.*

## HOW TO TEACH "LANGUAGE" TO YOUNG PUPILS.

The teacher should remember that by "language teaching," we mean that training which shall result in a ready and correct use of language. She must also remember that language is used in two ways only: orally and in writing. Remembering also that children learn to talk by talking, and to write by writing, she is prepared to take the first step in language teaching intelligently.

1st. Give the pupils something to talk about. Tell them a good story and then let them, in turn, tell it to the class. One pupil can tell a little of it, and another may then take it up and carry it on until a third is ready to assist. In this way half a dozen, and even more, pupils may take part in telling the same story.

Other stories can be added from day to day until a sufficient stock has been accumulated for ordinary use. A list of these stories should be written upon the blackboard.

Daily, or whenever the pupils are weary of any class exercise, let the teacher say, "Now, children, let us tell stories. Who will tell the story about the 'monkey.'" Ned, and Annie and George tell this story in their own simple language. "Now, who will tell the story about our dog, Carlo?" Three or four other children take part in this story. And so the story-telling goes on until it is time to resume the usual class exercises.

The children should be encouraged to tell these stories in their own words. Few, if any corrections should be made until the story has been fully told. Then the teacher asks if any one has noticed a mistake. Such mistakes as have been noticed will be commented upon by the teacher, but in such a way that the pupils will feel perfectly free to "take a hand" in the story-telling whenever they have a chance. The teacher should remember that most of the mistakes will disappear as the pupils become accustomed to talking.

These stories should be *told* and not *read* to the pupils, in the first place, by the teacher. Young children are very likely to catch the words of the book, and whenever they do so, the story telling, as a language lesson, is of little value.

When the children are old enough to write, these stories can be written upon the slates. Thus they may be trained in the use of *written* language. They should be encouraged to express themselves in writing just as they have expressed themselves when telling the story orally. Moreover, the teacher should neither talk herself nor allow anyone else to talk while this writing is going on. She may walk quietly among the scholars as they write and may take note of such errors as she would like to comment upon before the whole class, but the pupils should have at least ten minutes of uninterrupted time for writing.

The work thus briefly outlined should be carried on for four or five years, the stories being adapted to the ages or capacities of the pupils. If it be true that children learn to talk by talking, and to write by writing, surely we have a right to expect that at the end of five years of such training they will express themselves both readily and correctly in good language.

## BUSY WORK IN SPELLING.

To keep the children at work and to give an interesting exercise requires lists of words like the following. The competition to give the greatest number of words in each list is stimulating:

1. Write names of objects which are in the school-room.
2. Name objects which you see on your way to school.
3. Name objects used in a kitchen.
4. Name objects found in a parlor.
5. Name objects needed in a dining-room.
6. Write a list of names of vegetables.
7. Make a list of articles kept for sale at a grocery store.
8. Ditto a dry-goods store.
9. Ditto a hardware store.
10. Ditto a furniture store.
11. Write the names of the girls who are at school to-day.
12. Ditto, names of boys.
13. Make a list of towns and cities.
14. Make a list of materials, as iron, wood, etc.
15. Make a list of parts of objects, as hub, tire, etc.
16. Write a list for names for relatives, as uncle, cousin, etc.
17. Write all the names found in to-day's reading lesson.
18. Make a list of names of birds.
19. Write names of fruits.
20. Write names of flowers.—*N. E. Berry in South-Western Journal of Education.*

## For Friday Afternoon.

## THE LUMBERMEN.

(Extracts marked and annotated by Richard Lewis.)

CHEERILY on the axe of labor,  
Let the sunbeams | *dance*,  
Better than the flash of *sàbre*,  
Or the gleam of *lance*.  
*Strike!*—with every blow | is given  
*Freer* sun, and sky,  
And the long-hid *earth* | to heaven  
Looks, with *wondering* eye!

Loud | behind us | grow the murmurs  
Of the *age* | to *come*;  
Clang of *smiths*, and tread of *farmers*  
Bearing *harvest* home!  
Here her virgin lap | with *treasure*  
Shall the green earth | fill;  
Waving wheat | and golden maize-ears  
Crown each beechen hill.

—Whittier.

The expression throughout is warm and lively, the emphatic words uttered with expulsive force—"Strike," on stanza 1, especially demands this expression. Stanza 2 is read with the excitement of joy and success and the same expulsive force, musical, but not noisy. L. 2, stanza 2, requires a softer modulation in its reference to the unseen future.

## TWO LITTLE GIRLS I KNEW.

I KNOW a little *girl*  
(You? Oh, no!)  
Who, when she's asked to go to bed,  
Does just | *so*—  
She brings a dozen *wrinkles* out,  
And takes the *dimples* | in:  
She *puckers* up | her pretty lips,  
And then she does begin—  
"Oh dear me! I don't see why!  
All the *others* | sit up | late,  
And why can't I?"

Another little girl I know,  
With curly *pate*,  
Who says, "When I'm a great big girl  
*I'll* sit up late.  
But mamma says 'twill make me *grow*  
To be | an *early* bird."  
So she and dolly | trot away  
Without another word.  
Oh, the sunny smile and the eyes so blue,  
And—why, yes, now I *think* of it,  
She *looks* | like | you.

—*Youth's Companion.*

Expression simple, and where each child speaks, imitative of child talk.

Stanza 1—l. 1, poise or dwell with circumflex inflection on "girl". L. 2 lengthened inflection on "you," and "no" in deeper, as if impossible to be she. L. 4, poise on "so". L's 4 and 6, read "wrinkles" and "puckers" imitatively. L. 8, poise upwards on "begin." L's 9, 10, 11, read in half-sobbing, complaining tone. Emphasise "others," "late" similarly, and "I" with downward inflection.

Stanza 2—Change to a cheerful, pleased expression. L. 3, read with swelling tone but cheerful. L. 4, emphasise "I'll". L's 5 and 6, a loving, warm expression throughout the quotation. L's 9, 10, 11, an expression of joyous pleasure; a slight poise on and pause after "looks," and tender, loving emphasis on "you."

## PATIENCE.

*Patience!* Why, 'tis the *soul* of *peace*,  
Of all the virtues, 'tis nearest kin to heaven!  
It makes men look | like *gods*. The best of men  
That e'er wore earth about him | was a *sufferer*—  
A soft, meek, *patient*, humble, tranquil spirit,  
The first | *true gentleman* | that ever breathed.

Read l. 3 to "gods" with exalted swell of tone. A tone of warm, reverential, loving fervor must pervade the remainder of the passage. Each quality in l. 5 should have the expression indicated by the words "soft, meek," etc., and in l. 6 "true gentleman" must be emphasized with fervid expression. It is the climax of the passage.

THOMAS DEKKER, 1590 to 1638.

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5. Lead, Kindly Light.....	145
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10. The Heritage.....	212—213
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12. Landing of the Pilgrims.....	229—230
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15. The Forsaken Merman.....	298—302

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13. The Ocean.....	247—249
14. The Song of the Shirt.....	263—265
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4. To Mary in Heaven.....	97—98
5. Ring Out, Wild Bells.....	121—122
6. Lady Clare.....	128—130
7. Lead, Kindly Light.....	145
8. Before Sedan.....	199
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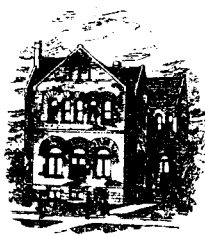
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FIRST DAY.	
9.00 to 11 a.m.....	Grammar.
11.15 a.m. to 12.30 p.m.....	Geography.
2.00 to 3.30 p.m.....	History.
SECOND DAY.	
.00 to 11.00 a.m.....	Arithmetic.
1.05 to 12.15 p.m.....	Drawing.
1.15 to 3.15 p.m.....	Composition.
25 to 4.00 p.m.....	Dictation.
THIRD DAY.	
9.00 to 11.00 a.m.....	Literature.
11.10 to 11.40 a.m.....	Writing.
1.30 to 3.00 p.m.....	Temperance and Hygiene, or Agriculture.

Reading to be taken on the above days at such hours as may suit the convenience of the examiners.

ALEX. MARLING,  
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