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that was done is now a matter of history. As an acknowledgment for his labor in aiding to found a "new department" of the government, he received, by Order in Council, in 1856, a special "good service" allowance of £50 a year, in addition to his regular salary. Dr. Hodgins is an extensive writer on educational topics, and for over twenty years was the chief editor of the U.C. *Journal of Education*. He is the author of "Lovell's General Geography," "First Steps in General Geography," "School History of Canada, and of the other British North American Provinces." He published likewise the "Canadian Speaker and Rec-

"The Story of My Life," by Dr. Ryerson, was published. He is also the author of several papers on the life and labors of that great educationist. In social life, Dr. Hodgins is genial; and he is a gentleman of great culture. In benevolent or Christian work he is in the front rank whenever the occasion arises. He has been Honorary Secretary of the U. C. Bible Society since 1860, and Honorary Lay Secretary of the Anglican Synod of the diocese of Toronto since 1870, except for one year; from 1867 to 1874 he was Director of the Prisoner's Aid Society, and superintended its work in the Toronto Jail and Central Prison; and he was Pres-

ident of the Irish Protestant Benevolent Society in 1875. Dr. Hodgins took part in the formation of the Queen's Own Rifles, and was appointed lieutenant of No. 7 company in that corps in March 14, 1862, and captain in No. 9 company, East Toronto, on March 8, 1869. His four sons have also been connected with the "Queen's Own." He holds a second class certificate from the Military School, Toronto, dated September 8, 1866. In 1861 he was elected a Fellow of the Royal Geographical Society of London. In 1879 Dr. Hodgins received the decoration of the "Order of the Palm Leaf," from the French Ministry of Public Instruction; in 1885 he was appointed Honorary Secretary of the International Congress of Educators at New Orleans, also one of the educational jurors at the exposition held in that city. He was also elected a "Corresponding Fellow of the Academy of Sciences," New Orleans; and in the same year he received from the Governor-General, Lord Landsdowne, a Confederation medal, in appreciation of "Services as a Public Officer and a Man of Letters."

Dr. Hodgins resigned the position of Deputy Minister of Education a few years since and accepted that of Librarian and Historiographer of the Education Department, for which he is eminently fitted by literary tastes and aptitudes as well as by education. That position he still retains, and in it he is, no doubt, rendering good service to the future as well as the present educationists of Ontario. The important and responsible work of making and preserving accurate historical records could hardly be in better hands.

One thorn of experience is worth a whole wilderness of warning.—*Lowell*.

JOHN GEORGE HODGINS, M.A., LL.D., F.R.G.S.

JOHN GEORGE HODGINS, M.A., LL.D., F.R.G.S., late Deputy Minister of Education for Ontario, was born at Dublin, Ireland, on August 12, 1821. He came with some relatives to Canada when in his twelfth year, and received his education at Upper Canada Academy and Victoria College, Cobourg. In 1856, he received his degree from the Victoria University. He likewise graduated in the faculty of law in Toronto University, from which institution he received, in 1860, the degree of LL.B., and in 1870, that of LL.D. Dr. Hodgins was called to the bar of Ontario in the last mentioned year. In 1844, Dr. Hodgins began his connection with educational work. In 1846 he became Secretary of the Board of Education for Upper Canada, which body was afterwards designated the Council of Public Instruction. To the responsible position of deputy head in the Department of Education he was gazetted in June, 1855. He spent at his own expense, in 1845, after receiving his first appointment, a year in Dublin, familiarizing himself with the details of management in the office of the National Board of Education in Ireland, and in mastering the methods in the Normal and Model schools. But Dr. Hodgins was not one who would rest satisfied with methods adopted by others, however excellent. The condition of things in this country differed widely from the state of affairs in Ireland; and what the new officer set himself with heart and soul to do was to apply so much of the details of the Irish national system as was adapted to this country, and with his able chief to round and perfect the system. How



JOHN GEORGE HODGINS, M.A., LL.D., F.R.G.S.

ter," the "School Manual," "Lectures on the School Law," "Sketches and Anecdotes of the Queen," and "The School House and its Architecture." In 1871 he and Dr. Mac-hatti were deputed by the Ontario Government to visit the United States and report upon the subject of Technical Schools of Science. The result of the establishment of "Practical Science," and subsequently of Practical Science." Dr. Hodgins was also the author of a "Report on the Educational Features of the Centennial Exhibition at Philadelphia." Dr. Hodgins was the chief editor, as well as one of the gentlemen under whose supervision

* Special Papers. *

CORRECTION OF COMPOSITIONS.*

BY JOHN W. CHARLESWORTH, ENGLISH MASTER, GUELPH COLLEGIATE INSTITUTE

I CONSIDER composition one of the most important branches of school education. Whether we judge it by its value for mental training, or by its usefulness in after life, we must certainly award it a high place, and if, in one form or another, the subject of composition were to appear on the programme of every annual meeting of this Association, I am sure it would afford plenty of material for discussion.

I have chosen this particular part of the general subject, because I want to consider, for a few minutes, that side of it which most closely concerns the teacher. I am sure you will all agree with me that skill in composition-writing can be gained only through long and patient practice. So far as Public School work is concerned, the study of the theory of composition must take a subordinate place. It should be taught incidentally in correcting the pupils' exercises. The aim of *Composition* is to do what *Grammar* was supposed to do, according to the old definition which some of us learned, viz. :—to teach the student to speak and write his mother tongue correctly. If the pupil while in the Public School gets the ability to express his thoughts with a reasonable degree of ease and elegance, he is in possession of an acquirement that will stand him in good stead, whether he goes to a High School, or out into the great school of the world, as do the majority of the pupils who have passed through the Public School. If he has this power of so expressing his thoughts, particularly if he has the power of expressing them in writing, you may be almost sure that he has got it by long practice. If he has got it in this way he has acquired something more; besides having greater freedom in the expression of his thoughts, he has more thoughts to express. Thought begets thought, and the very care and attention necessary to the proper expression of one, stimulates the pupil's mind.

I believe that practice in writing, even without correction, will do wonders in the way of giving the pupils ease of expression. There is a difficulty in the way of this, however; pupils will not, as a general thing, undertake composition-writing as an amusement. It is rather irksome at first, it must be confessed, even to those who by perseverance are able to write creditable compositions. And it is necessary to correct the exercises in order to stimulate the writers to do their best. The question then arises, how can we so arrange our work as to give our pupils practice in writing, and the encouragement we shall be able to give them after correcting their work, without laying an intolerable burden upon ourselves. The teacher, of all human beings, ought to be the last to shirk work, but he is under no obligation to seek the hardest method of attaining a given end.

Now, one way of saving labor in correcting the exercises is to prepare the way

properly for writing them. I shall, therefore, ask your permission to say a few words first on this preparatory work. It may seem not strictly to come within the scope of my subject, but really it does, for if the work the pupil has to do is carefully mapped out for him, that work when done can be both more easily and more efficiently corrected than if he is left to follow the leading of his own fancy. Do not misunderstand me, I do not advise you to give the pupil so much assistance that you leave no room for his individuality to show out in his composition. Try to keep the happy mean; give him such assistance as will prevent him from falling into some of the grossest errors, and yet leave him room to work. Teach him, besides, to regard the assistance you give him as a crutch to be laid aside when he can do without it. Gradually accustom him to do without this crutch, as he gets experience in writing, by giving him exercises in which he is left almost entirely to his own resources.

The first part of the preparatory work, evidently, is the choice of a subject. The teacher chooses this, and it is necessary that he exercise great care in so doing, for on the choice of a subject will depend to a great extent the character of the work the pupils will afterwards hand in to him. He must choose a subject that is within the comprehension of his class if he wishes the best results, one that they can grasp as a whole, not one which they can only flutter about and touch here and there. The subjects of *Truth* and *Honesty* and similar interesting abstract topics that were at one time the favorite themes upon which boys and girls in the Third and Fourth classes were asked to write, were open to objection, not because the young writers knew nothing of *Truth* and *Honesty*, but because they did not know enough to see where to begin. In fact, if we were asked to write a composition upon either of these subjects we should, I daresay, spend some little time thinking where *we* had better begin. But give a boy a subject that he can grasp; if he lives in the country, a subject connected with farm life, and with your help, that he may get his ideas into proper form, he will be able to write something that will be creditable to him.

Having selected the subject, the next step is to discuss it with the class, so as to direct them in the best way of dealing with it. But to discuss it intelligently it is necessary that both teacher and pupils shall have studied it. The teacher has outlined, it may be only mentally, the course of the composition. To get the pupils' cooperation he may, according to the nature of the subject, ask them to read at home, or during spare time in school, something that he indicates, or he may give them a few questions to think over, and to answer at the next lesson. When this arrives, let the pupils understand that it is a preparation for a composition which they will be asked to write. The teacher keeps his outline in mind, and keeps his outline in mind, the class so as to lead them to see the divisions of the subject, and these he also put on the board. His object in doing this is to enable the pupils afterwards

paragraph their compositions. But shall we expect boys and girls in the Third and Fourth books to paragraph their exercises? Certainly, for the ability to take a subject piece by piece, and deal with each piece in a separate paragraph lies at the root of future excellence in essay-writing. It is, besides, only by having the subject so divided that the teacher can correct the exercises to advantage. I don't mean that these young people are to be taught all the rules of paragraph structure. But by taking favorable moments during the reading and literature lessons, the teacher can lead them to see that prose writing is divided into paragraphs, and that each paragraph deals with one topic, which is itself a part of the general subject. It will be valuable discipline for them to form the habit of looking for the divisions of a subject, and they will learn to avoid the too common error of running one part of the subject into another. Their paragraphs may not be constructed in the best way, but improvement will come with time and practice.

Having reached the main divisions of the subject, the teacher will discuss each of these with the class. In the course of his discussion he will write under each division a number of headings, that the pupils may copy. In the case of pupils to whom the work is new these may have to be more than mere headings. The teacher must determine, from his knowledge of the class, how full he must make the notes he gives, and how much may be left to the pupil.

When this has been done, the work of preparation for writing may be regarded as finished, except that care should be taken to see that the pupils understand what may be called the mechanical part of their task. Let the teacher see that they know where to write the title, and how to use capitals in writing it, that they understand they are to leave a margin of generous width, that they are aware that each paragraph must begin a new line and that the first word must be written a little farther to the right than the first word of every other line. Attention to these little things before the composition is written, will make it more attractive in appearance, and will save much labor in correcting. When all preparations have been made, let the compositions be written either at home, or in school during some spare time. But wherever written, have them done with ink if possible, in a special exercise book, or on foolscap. For Public School work, I should prefer to have the compositions written in school, and in exercise books with ruled margins.

We now come to the work of correction. The first question is, shall the teacher correct all or only part of the exercises? To this, I think only a qualified answer can be given. Of course if the class is not large, and the teacher is not burdened with other work, it is more satisfactory to read and mark every exercise. But if the class is large, and the teacher's time is well occupied, it may be well to divide the pupils into two or three groups, and to examine the compositions from one group after one lesson, those from another after a second lesson, and so on. The teacher need not let the pupils know to which group they belong, and he had better not, lest some of those

* Read before the South Wellington and City of Guelph Teacher's Association, at Fergus, May, 1891.

whose books are not to be examined should slight their work. To prevent them from getting a clue to the grouping, he will do well to change it occasionally. In his division he will do well not to put all the good writers in one group and the bad ones in another, but in each group to have some of his good writers, some of those who do fair work, and some whose work is poor, if he has any such. The exercise will not be lost upon those whose work is not examined; the very exercise will have done them good. When the teacher comes to deal with the errors in the class, many of theirs will be pointed out, for in a large class, divided as I have indicated, there will be few errors that escape notice at any time, since we frequently find the same error made by several pupils. Then, too, the work was carefully mapped out, and all the pupils are writing along the same general lines, and this will increase the chance that errors that are made will be general ones. Even if some do escape notice similar ones will be met with afterwards and all cannot be corrected at once. The teacher will be greatly disappointed in the result, if he expects even those errors that he does detect and point out to the class, to be avoided without being pointed out many times more. Teaching composition or anything else would be very delightful work if every error were amended after being once noticed.

When the teacher begins to mark the papers, he will have to keep in mind that the aim of his composition teaching is to get his pupils to express their ideas freely and correctly. I think that is the order of importance at first for young pupils, *freely* and *correctly*. I do not mean to imply that correctness of expression is to be regarded as unimportant, but I am sure that every teacher of composition has experienced difficulty in getting the pupils to write freely. The teacher must bear this in mind, and determine that he will mark not only the errors, but also what will encourage the young writer. If there is a well-turned sentence let him give the boy his word of praise. If the composition shows life, thought and originality, let it be noted and rewarded in some way. Frequently, a composition may be brightly written and may show a good grasp of the subject on the part of the writer, and yet there may be a number of errors of comparatively little importance. Now to mark all these errors, and to say nothing of the general merit of the composition would be unjust, and would tend to discourage the boy and to give him a false idea of the value of his work. Of course it is impossible to name all the ways in which the teacher may give deserved praise and encouragement, but let him keep the duty of doing so before his eyes constantly, and his sense of justice and tact will tell him when and how to do it.

In marking the books, let the teacher use something that can be seen plainly. I use red ink. Blue pencil or anything of that kind will do. But what shall the teacher mark? Shall he underline the error, shall he write the correction above the error, or shall he do his marking in the margin? Well it is wrong to do for the pupil what he can do for himself, and so I favor the plan of putting all, or nearly all the mark-

ings in the margin. It is well to have a code of marks, such as the one given in Williams' "Practical English." These marks, or some of them, might be used, and one of them written in the margin, opposite the line where the mistake occurred. The kind of mark used would indicate the kind of error. Then the pupil might search out his own mistakes. But there will be some errors for which no provision was made in the code. There may be some that the pupils would have difficulty in finding, some local peculiarity of speech for instance. These errors may be underlined, and if in the judgment of the teacher it is desirable, the corrections may be written in.

But when the teacher has marked the books the work of correction is not finished. The pupils must do their share. While marking the exercises, the teacher should make a list of the most noteworthy mistakes. When he next meets the class he should discuss these errors with them, and here it is that his teaching of the theory of composition should come in. Then finally, at a favorable time, the pupils should re-write the composition, correcting their errors, and those whose books were not examined, avoiding the errors that were pointed out in the class. The teacher had better read some of the books again, not necessarily marking them. His object will be to see that the correction is fairly well done.

This is, in brief, one way of correcting compositions. You may think it requires a great deal of time to be spent on one exercise, but I think the thoroughness of the correction will repay the expenditure of time. I think the system, at least in its main features, is applicable to every school. It may require to be modified, in certain ways it may be improved, but on the whole I think it is sound. Certainly a system of some kind is necessary, if we are to give the pupils what every pupil ought to have, regular and careful practice in English Composition.

THE SCHOOL OF THE FUTURE.

C. M. IN THE "ZEITUNG FÜR DAS HÖHERE UNTERRICHTSWESSEN DEUTSCHLANDS."

"THE school of the future will be free from top to bottom. Neither in form nor in fact will it be the privilege or possession of the rich; for the state must rest upon the truth that virtue and usefulness, wherever found, are to be sought out and developed. Free instruction alone will not suffice to accomplish this. If the poverty of parents is not to be permitted to narrow, as it now does so often, the future opportunities of a child, the state must stand ready to care for him up to that time when he is able to pass an intelligent judgment upon his own prospects and provide for his own support. Up to such a time, perhaps then to the seventeenth year of life, the state must make proper provision for the sustenance and care of every child whose parents are too poor to provide either for his material or intellectual care. The question as to the parents' poverty could readily be determined by reference to the assessments made for the purposes of taxation.

"When this comes to pass there will be a royal aristocracy of the educated. One can readily see that then the German people

will exercise a material and intellectual influence in the world, to which that gained mainly by force of arms will be scarcely comparable."

EDUCATIONAL DOCTRINE.

THE principal thing done when a young man is selected as a teacher is to examine him in some branches of useful knowledge; generally these are reading, writing, and arithmetic. This procedure marks the conception of education possessed by those who employ him; it also impresses him profoundly with the fact that the knowing of these things constitutes his title to the place he seeks. Over and over again protests have been raised against this practice but it is in full sway yet and has all the appearance of continuing for many years. Against this is the plan of laying down a body of educational doctrine, and requiring the would-be teacher to possess it, as well as the knowledge he may find it needful to use. How many principals of schools have a body of educational doctrine? How many superintendents? A teacher with sixteen assistants was asked to give his foundation principle, and he replied after thinking awhile: "To make them get their lessons perfectly." The principal of a certain normal school was accustomed to repeat the following maxim (which is evidently of home manufacture), when asked for a rule to follow in teaching, something that would be sure to lead to success: "Lay down a line and hew close to it." This is a neat saying that has both an intellectual and a moral bearing; it possesses some of the marks of those oracular sayings that proceeded from the talking oak of Dodona.

Where is the educational doctrine the earnest teacher feels a need of to guide him in his important work? At what school is it taught? The question is not whether the pupils shall be made obedient, self-controlling, and studious. The demand is for great foundation principles to which such maxims as obedience, self-control, and application will be conclusions. What is the child's need—his greatest need? Is it a symbol to aid his expression? It would seem so, judging from the act of the teacher, for the first thing that is set before the child is a book containing the alphabet.

To make a practical problem for the teacher let us bring twelve children, from five to seven years of age, before him, and let us watch his procedure. What will he do? If he follows tradition he will teach them reading, will he not? But is that the right thing? Is not this the question he should ask himself? What are the needs of these children? Is not this the question the mother proposes daily and hourly to herself? She, be it noted, is the God-instructed-teacher.

Let the teacher ponder long and closely upon the question "What are the needs of these children?" For when he has done so he will conclude that there are pressing needs of a body of educative doctrine; that this doctrine will be mainly constituted of disclosures concerning the needs of youth and of discussions as to the right methods of meeting them. He will further conclude that this educational doctrine is yet to be written.—*N. Y. School Journal*

* English *

Edited by F. H. Sykes, M.A., of the Parkdale College Institute, Toronto, to whom communications respecting the English Department should be sent.

BOADICEA, BY WILLIAM COWPER.

MISS N. SPENCE, B.A.

I. BIOGRAPHICAL.

The poetic spirit of the Elizabethan age had almost died out. Society had become a soulless thing, a nicely polished form from which, however, the spirit had fled. Cowper was one of the first in a reactionary movement, by which again the superiority of the natural to the artificial, of the thought to its expression, was asserted.

The gray November weather in which, in 1731, the child of the Rev. John Cowper opened his baby eyes upon a cheerless world, was a mournful prelude of the life that was to follow. He was of a good Whig family, and descended through his mother from Henry III. That mother died when the little, sensitive child was only six years of age. He was sent to a boarding-school, where his experience was such as he could never look back upon without shuddering. After spending two years with an oculist, on account of weak eyes, he next passed to Westminster school, where he laid the foundation of a good classical scholarship. At eighteen he left school to study law, and in course of time was called to the bar. But all hope of a successful professional career was cut off by an attack of insanity. He recovered after a few months, but, abandoning all thought of a return to his profession, he was provided with a home at Huntingdon. Here he made the acquaintance of the Rev. Wm. Irwin, his wife, and their son and daughter. The acquaintance ripened into so warm a friendship that Cowper soon left his bachelor home and became a member of the Irwin household. They were intensely religious people, for they had caught the fervor that was being felt throughout England in the form of the great revival of religion which produced the Methodists. After Mr. Irwin's death, Cowper and Mrs. Irwin removed to the dreary town of Olney, in Buckinghamshire, attracted by the presence of an enthusiastic preacher of the revival, John Newton. A life spent in uninterrupted religious exercises—for hymn-writing was scarcely an interruption—brought on another attack of insanity, which lasted for more than a year. John Newton left Olney shortly after, and now, when nearly fifty, Cowper became a poet. His youthful verses and Olney hymn-writing would scarcely have justified the title. His first poems, on themes suggested by Mrs. Irwin, such as Truth, Table-Talk, Charity, etc., were criticized as tedious and dull and too distinctly religious. A happier choice was made when another friend, Lady Austen, bade him take for subject the sofa on which she was reclining. The result was his greatest poem, "The Task," in which the poet is led in a rambling fashion from the sofa to country-walks and country-life, and into much talk on subjects philosophic, religious and political. Yet "The Task" is not so well-known and will probably not live so long as some of his short poems, such as "John Gilpin" and "The Solitude of Alexander Selkirk." He also attempted translations of Greek and Latin poetry, but with indifferent success.

Cowper has been called the best of English letter-writers. His letters are written in a graceful and natural style, and are also interesting for the revelation they give of the character and life of the poet.

Cowper's last days were shadowed by steadily thickening clouds. Insanity again seized him. Mrs. Irwin, also, was stricken with paralysis, and though they moved from place to place in the hope of benefiting her, the hope proved vain, and she died in 1796. Cowper had not sufficient command of his faculties to be fully conscious of his loss, and during the remaining three years of his life the gleams of reason were faint and infrequent. His last original poem was "The Castaway," in which we have an awful picture of the gloom in which his soul was plunged. Death came at last, a welcome liberator, on the morning of April 25, 1800.

II. EXPLANATORY.

1. Historical Basis of the Poem.—Boadicea was a British queen in the time of the Emperor Nero.

She was the wife of Prasutagus, King of the Iceni, a people inhabiting the eastern coast of Britain. On his death-bed, 60 A.D., Prasutagus named the Emperor heir to his accumulated treasures, conjointly with his own daughters, in expectation of securing thereby Nero's protection for his family and people; but he was no sooner dead than the Emperor's officers seized all. Boadicea's opposition to these unjust proceedings was resented with such cruelty that orders were given that she should be publicly whipped. The Britons took up arms, with Boadicea at their head, to shake off the Roman yoke; the colony of Camalodunum, or Colchester, was taken, and the Romans massacred wherever they could be found. The whole Province of Britain would have been lost to Rome if Suetonius Paulinus (the Governor) had not hastened from Nima, and at the head of 10,000 men engaged the Britons, who are said to have amounted to 230,000. A great battle was fought, which resulted in the complete defeat of the Britons (63 A.D.) Boadicea, who had displayed extraordinary valor, soon after despatched herself by poison. ("Encyclopædia Britannica." See also "Freeman's Old English History.")

2. "Her country's gods," "Spreading oak," "Druids," etc.—"There was something grand and yet horrible in the religion of the Britons. They had priests called Druids, who had secret doctrines of their own, and who are said to have offered up men and women as sacrifices; but the people seem chiefly to have worshipped nature. They adored the geni of the streams, woods and mountains. The oak, with the mistletoe growing on it, was their emblem of Divinity; and they met for worship in caverns and in the depths of the forest." ("New High School History.")

3. "Rome shall perish."—The founding of Rome is ascribed by tradition to Romulus, in the year 753 B.C. At first she found it difficult to maintain her own independence, exposed as she was to the attacks of hostile tribes, but with a growth that was truly marvellous, she not only reduced all Italy to subjection, but became mistress of the world. But hand in hand with increase of wealth and territory went internal decay. The free constitution of the Republic became an oligarchy and soon an imperial despotism was established. The bold, military character of the early Romans was lost by the habits of voluptuousness and idleness which came with wealth, and they became a tempting prey to the wild barbarians from the North. Various Teutonic tribes pressed into the Empire, and in 410 A.D. the Goths, under their king Alaric, took Rome itself.

4. "Tramples on a thousand states."—The imperial system of Rome was very despotic. Little liberty, little self-government was permitted to the conquered peoples. In Britain, for instance, during the three centuries of Roman rule, though commerce, agriculture, etc., flourished, yet "wealth and population alike declined under a crushing system of taxation, under restrictions which fettered industry, under a despotism which crushed out all local independence."

5. "Hark! the Gaul is at her gates!"—In the early days of Rome, when she was still struggling for bare existence, the Gauls (who dwelt in the northern part of what is now Italy, in the basin of the river Po), several times threatened her with ruin. In B.C. 390, on the banks of the river Allia, they almost annihilated the Roman army, and Rome itself was taken—all but the capitol, which was saved by Camillus. This first capture of Rome by an army of barbarians foreshadowed the greater calamity of 410, when Alaric took the city.

6. "Sounds, not arms."—Referring to the decay of the Roman military spirit.

7. "A wider world."—The world of the Romans comprised little except the basin of the Mediterranean. The Romans nowhere penetrated very far inland. Africa, except for a narrow strip along the north coast, was a region of unknown horrors; Asia, with the exception of Asia Minor, was not much better known; and Europe itself, with the exception of its three southern peninsulas, with France, part of Britain, and a small part of Germany, was unconquered. Compare the extent of the British Empire.

8. "Caesar."—"Caius Julius Caesar" is perhaps the greatest name in history. He lived in the latter days of the Republic, was a great military

leader, as well as author, orator and statesman. He conquered Gaul, invaded Britain, defeated the party of his rival Pompeius in a great civil war, and was successful in all his military undertakings. He gained almost despotic power at Rome, but was assassinated by the Republican party. Soon after his death, his adopted son, Julius Cæsar Octavianus, became the first Emperor of Rome. All the succeeding emperors also took the title of Cæsar. Notice how the same word appears in the modern "Kaiser" and "Czar."

9. "Where his eagles never flew."—The eagle was called by the ancients the "bird of Jove." It was borne on the Roman standards. Many modern nations, as France under the Bonapartes, Russia, Prussia, Austria, the United States, etc., have adopted it as their national emblem.

10. "Empire is on us bestowed."—It was not the race of Boadicea, however, i.e., the British and Celtic race, that was destined to reach glories. On the contrary, the British were overcome by the English (Angles and Saxons) and it is their descendants who have built up the present mighty British Empire. Are you disposed to criticize the poet's representation of the matter?

III. SUGGESTIVE.

What are the chief emotions pictured by the poem? What human feelings are most commonly and with most effect portrayed in poetry and fiction? Are those here portrayed among the most interesting? How is the reader made to feel a personal interest in the two characters? Describe the character of the bard and that of Boadicea from the poem. Is there anything unnatural, untrue or displeasing in the characters? Compare the effect produced by such a poem as this with the effect produced by a painting—the bard bending over his "awful lyre," Boadicea in warlike attitude, etc. Do you notice any peculiar words or constructions in the poem? What is meant by "her pride shall kiss the ground"? Quote any similar figure. What is meant by "thunder" and "wings" in verse 7? Compare in meaning the word "bard" with the words "poet" and "soothsayer." Was the bard something more than each or both? Why "celestial" fire? Does Boadicea misunderstand the bard's prophecy when she goes to battle? What effect is produced by having two or more words in a verse begin with the same letter—as, "pitiless as proud"? What is this called? Notice other instances of it in the poem. But space, time, and some slight regard for the teacher's individuality permit no more.

NEW BOOKS IN ENGLISH.

SHAKESPEARE'S *Coriolanus*. Edited, with Introduction and Notes, by K. Deighton. Introduction, pp. xvii.-xxiv; text, 1-116; notes, 117-250. Price 2s. 6d. Messrs. Macmillan & Co.

A volume of the same series as the preceding, annotated with scholarly accuracy and appreciation of the difficulties of the young student of literature.

TENNYSON'S *The Coming of Arthur* and *The Passing of Arthur*. Edited, with Introduction and Notes, by F. J. Rowe, M.A., of Presidency College, Calcutta. Introduction, pp. xliii; text, 1-31; notes, 33-78.

In the General Introduction the editor first treats of the Laureate as a man; sketches in outline the life of the Laureate; shows how his sense of law pervades his references to nature, freedom, love; notes his nobility of thought and simplicity of emotion; then, treating of him as a poet, he pictures him as the representative of his age, and, as an artist, keen and accurate in observation, profound in his scholarship, happy in expression, lofty and melodious in diction. The Introduction to the *Idylls* contains an account of the growth and character of the King Arthur myths, the relation of Tennyson's work to that of Geoffrey of Monmouth, Walter Mass, Sir Thomas Malory, Spencer, Dryden, Scott, Blackmore, Lytton and others who have recast the Arthurian legends, closing with an account of the spiritual significance of the *Idylls of the King*. The Notes contain, in addition to ample explanations of historical or etymological difficulties, illustrative quotations from general

literature. As a text-book for English Literature classes, the volume is of especial merit; for the general reader it will be of great interest as throwing light in many different ways upon the Laureate's work.

TASTE IN THE CHOICE OF WORDS.

(Continued from last issue.)

WORD.	WRONG SENSE.	RIGHT SENSE.
21. Character	This will ruin his character [reputation for truth-telling. This servant asked his mistress for a character [certificate of character or conduct; testimonial].	His character — disposition — remained unchanged though his reputation—what people thought of him—was affected.
22. Citizen	Several citizens [persons, men] helped the sufferer home.	In municipal elections only citizens are entitled to vote.
23. Contemptible	Their pride was such that his prayer met with a contemptible [contemptuous] hearing.	It was mean and contemptible—deserving of contempt—to act thus.
24. Demean	He would not demean [humble] himself by an apology.	He demeaned — behaved—himself admirably.
25. Differ with	I differ with [from] you, you are wrong.	I differ with you—along with you—from Mr. A.
26. Different to	This is different to [from] what I expected.	
27. Dirt	That is a dirt [earth] road. Loads of dirt [earth].	Dirt is always dirty, foul. "Loads of dirt" means loads of refuse, filth.
28. Disremember	I disremember that [do not remember; forget].	
29. Don't	He don't [doesn't] know. (Don't = do not; doesn't = does not).	I don't; you don't; they don't. [Colloquial usage].
30. Donate	He will donate five dollars to the church. [Better always to use "give"].	"Donate—is simply abominable," R. G. White. Used in America, however, = bestow, present

(To be continued).

SEED THOUGHTS DROPPED AT THE GREAT CONVENTION.

OUR English ancestors battled for liberty for more than 100 years, and at last won. The Pilgrim Fathers also fought the battle of liberty to victory. The way to implant the love of liberty that will carry on the struggle to certain triumph is to cultivate strong moral principles. There is no better way of teaching patriotism than by getting back to the ten commandments and the Sermon on the Mount.—*Pret. Blanchard, III.*

Good teachers! Here is the supreme difficulty. Not only is the salary of the public school teacher small, his work monotonous and his place in society of little account, but his tenure of office is insecure, and he is often so hampered by multiplied and ever-changing regulations that he is not so much a free being as a cog in a vast machine that counts only by statistics. In these circumstances the influence of teachers on scholars, so far as character-building is concerned, is reduced to a minimum; for the influence of one soul on another is a very subtle thing, and the atmosphere of freedom is essential to the importation of it to a class or school.—*Principal Grant.*

MUCH as I admire the great commercial resources of the United States; much as I admire the noble contributions of Americans to art, science and literature; much as I admire the achievements of the

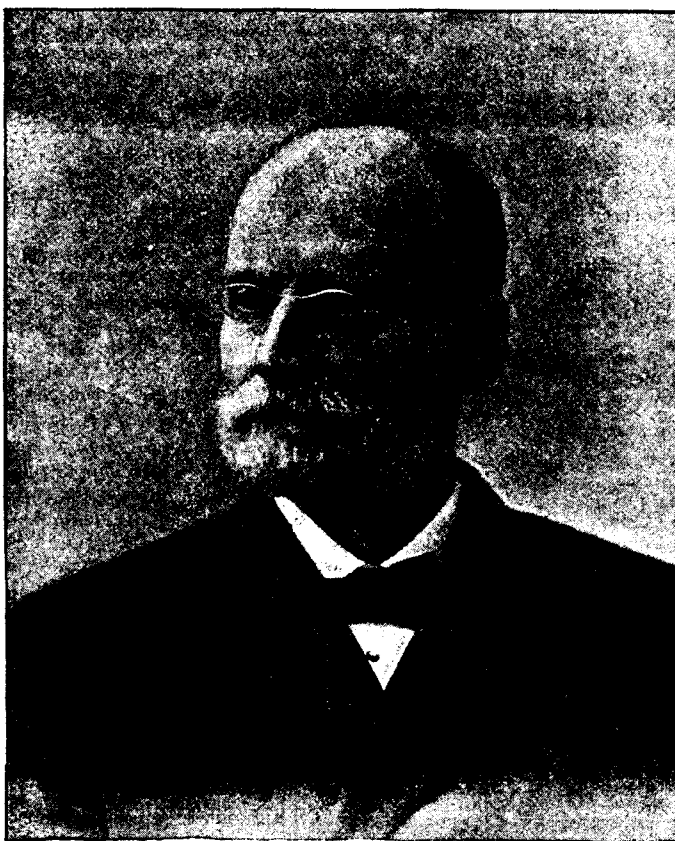
statesmen who guided the republic through the struggles of its birth, and the perils, perhaps the still greater perils, of recent times; there is nothing in the history of that great people that I appreciate so highly as the fact that from ocean to ocean, from northern to southern boundary, they have laid it down as a cardinal principle of American institutions that side by side with the ballot box must be planted the free school, in order that the right of the elector may be backed by the intelligence of the citizen.—*Hon. G. W. Ross.*

THE German hymnology is richer than that of any other modern language, and the study is not, as with us, accidental and voluntary, confined only to those college graduates who discover what a mine of wealth it is, but systematic, connected and compulsory. In Germany, where the Bureau of Education regulates all things, even to the most uninteresting details, hymnology is regarded as as essential as arithmetic. The pupil is required to make investigation of eighty classic hymns—and to be able to sing the air alone or with others, to tell the name of the writer, explain the figures of speech and outline the history of the hymn.—*Miss Julia Tutwiler, Georgia.*

THE intellectual part of our country's population will govern the ignorant part, not only in politics, but in social and business affairs as well. The laboring man is coming to know this, and, in order to have his boy stand alongside of the rich man's son, he makes great sacrifices that his child may be kept in the High School. He knows that knowledge is the only thing that will enable his boy when he becomes a man to stand among men. He knows that unless his boy secures such a training as the "People's College" can give he will be some one's slave. Thus it is that the High School is the

laboring man's friend, and should and will be his pride, for he is coming to know that this is the institution which shall level the distinction between the rich and the poor, so far as power and place are concerned.—*Prof. F. E. Plummer, Des Moines, Iowa.*

(1) THE school of the future will develop the physical nature more perfectly than it is developed at present. It will do so to strengthen the bodies of the race and make them more energetic in action and graceful in form; to make men more healthful and less liable to disease. (2) The school of the future will devote special attention to strengthening the weakest part of the nature of the child. The school should counteract the evil influences of heredity. (3) In the school of the future the pupils will originate most of the problems. Before the child goes to school he discovers his own problems. Nature made him a questioner, a seeker after truth. Nature gave him power to see relationship. (4) The school of the future will train the executive powers. Man's receptive, reflective and executive powers should be trained harmoniously and definitely. (5) The school of the future will give ample opportunity for awakening and cultivating the special power of each individual. The whole being grows most rapidly by the direction of its own self-activity along the lines of its greatest power. (6) But the schools of the future will not be satisfied with the development of individuality alone. Individuality purified from selfishness is the lever that must lift the world. This is the greatest lesson taught to the world by Christ, and all real educational development since Christ has centred on these great truths. Co-operative, individual self-activity will be the crowning ideal of the educational systems of the future.—*Inspector Hughes.*



W. T. HARRIS, LL. D., U. S. COMMISSIONER OF EDUCATION.

At the head of the Bureau of Education at Washington is W. T. Harris, Esq., LL. D., whose portrait is given above. In the Great Republic, as in Canada, the control of public education is vested in the individual States, each of which has its own Public School System, and its own Superintendent of Education. Nevertheless, the Bureau of Education at Washington, over which Commissioner Harris presides, takes cognizance of the educational work, methods and machinery of the whole Union. Its work is, therefore, a most laborious and important one. Its annual reports are marvels of skill and industry in the collection, arrangement and classification of statistics. In them may be found reliable information in regard to the educational systems and institutions of every State and Territory in the Union. In addition to its general annual report, the Bureau issues from time to time valuable special reports and circulars of information. Mr. Harris himself is recognized as a gentleman of great ability and culture, and is, as a leading educator from one of the States represented at the late Convention said to us, looked up to with pride by all, and regarded as eminently fitted for the very high position he now holds. As announced elsewhere, we hope to give in an ensuing number Mr. Harris's interesting paper on "The Present Status of Education in the United States."

Examination Papers

EDUCATION DEPARTMENT, ONTARIO —
ANNUAL EXAMINATIONS, 1891.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiners: { J. E. HODGSON, M.A.
ISAAC DAY.

NOTE.—Candidates will take 1, 2, 3, 4, 5, and either 6 or 7. A maximum of five marks may be added for neatness.

1. State the part of speech and give the syntax of every italicized word in the following extracts:—

(a) *Then* was committed that fearful *crime*, memorable for its singular atrocity, memorable for the tremendous retribution which followed. The English captives were left to the mercy of the guards, and the guards determined to secure them for the night in the prison of the garrison, a chamber known by the fearful name of the *Black Hole*.

(b) Yet he was kind, or, if *severe* in aught, The love he bore to *learning* was in fault.

2. Write out each of the subordinate clauses in the following extracts, stating its kind and giving its relations:—

(a) *That* this is the fact you can prove for yourself by a simple experiment.

(b) Ye *Mariners* of England
That guard our native seas,
Whose flag has braved a thousand years,
The battle and the breeze!
Your glorious standard launch again
To match another foe,
And sweep through the deep,
While the stormy winds do blow.

3. Parse the italicized words in the extracts of question 2.

4. Analyse fully the following:—

Why should not these three great branches of the family, forming one grand whole, proudly flourish under different systems of government?

5. Point out the irregularities in the following sentences, state the rules of syntax violated, and write the sentences in correct form:—

(a) I got this book from William, he that acted as agent for John Brown.

(b) He told John and I to return home at once.

(c) He is one of the wisest men that has ever lived.

(d) Are either of those pens yours?

(e) Our own conscience, and not other men's opinions, constitute our responsibility.

6. Give the principle parts of:

swim, swing, win, sit, have, clothe, fell, do;
and the corresponding masculine or feminine of:
youth, niece, damsel, madam, beau, tiger, executor.

7. Name the kind of verb-phrase used in each of the following sentences, and state fully what each of these verb-phrases is composed of:—

(a) I shall return immediately;

(b) He has written a letter;

(c) I wish we could hear the Incheape Bell;

(d) The man was helped by his friends;

(e) The architect has been changing the plans.

GEOGRAPHY.

Examiners: { ISAAC DAY.
J. E. HODGSON, M.A.

NOTE.—Only five questions are to be attempted. A maximum of five marks may be allowed for neatness.

1. Name six kinds of wild birds, six kinds of wild animals, and six minerals, to be found in Ontario.

In what parts of Ontario are the minerals to be found?

2. Draw an outline map of the county in which you live; name and locate the towns and incorporated villages therein; and give the southern and eastern boundaries.

3. You are to travel, by water, from Duluth to Halifax; name the waters you will pass through on your journey, and the cities on the Canadian side you will see.

4. Draw a map of western Europe; outline and name on it the countries bordering on the ocean; show the position of the cities—Liverpool, Glasgow, Dublin, Brest, Havre, Amsterdam, Hamburg; and of the rivers—Douro, Seine, Rhine, Elbe.

5. Give the boundaries of Manitoba; name its lakes, its productions; and state the exact position and the name of its capital.

6. What are the causes of rain, snow, dew, clouds, rivers, and glaciers?

7. Trace any two of the following rivers, from their source to their mouth; name the chief cities on each, and the body of water each flows into:—Mississippi, Ganges, Danube, Nile.

8. (a) What are the chief commodities that Canada exports to Great Britain and to the United States?

(b) Whence does Canada get tea, coffee, tobacco, cotton, oranges, and raisins?

THE HIGH SCHOOL PRIMARY, LEAVING,
AND UNIVERSITY MATRICULATION.

HISTORY AND GEOGRAPHY.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
J. E. BYRANT, M.A.

NOTE.—Only 9 questions in all are to be answered by any candidate, namely, section A, 5 questions from section B, 2 from section C, and 1 from section D. The two questions marked with an asterisk are for candidates for the Junior Leaving Examination only, and both these questions must be taken by these candidates.

A.

1. Describe the grievances and complaints of the people of Canada which led to THE CONSTITUTIONAL ACT OF 1791. Describe the provisions of this Act and the hopes of those who promoted it; and show wherein the Act was successful in allaying the discontents of the people and wherein it was not successful.

B.

2. Describe graphically the conflict at Ligny, Quatre Bras, and Waterloo.

3. Describe the policy of William Pitt towards Ireland. How far was he successful in carrying out his policy, and in what respects did he fail? What were the causes of his failure and the results of it?

4. Sketch and contrast the respective attitudes of Burke and Pitt towards France during the progress of the French Revolution (1789-1793). State and account for Pitt's final attitude towards the French Government of that time.

5. Give an account of the events in the earlier part of the reign of George III (1763-1792) which were concerned with the development of the freedom of the press and the increase of its influence.

*6. Sketch the personal character and political career of the elder Pitt (Lord Chatham) stating particularly his efforts

(a) in upholding the honor of the empire abroad;

(b) in promoting the independence of parliament and parliamentary reform;

(c) in preventing the secession of the American Colonies

Mention any other notable efforts which Chatham made to promote the welfare of the kingdom and advance its honor.

7. Enumerate and describe the improvements and advancements made in the technical arts, manufactures, agriculture and commerce of Britain from 1750 to 1790.

8. Describe and account for the religious revival which characterized the middle of the 18th century. Mention some results of that revival which extended beyond the immediate sphere of its action.

*9. Give an account of Walpole as a Minister of Finance. What were the principles of his financial policy? How far was he able to carry his principles into effect and wherein did he fail? Describe the influence of his policy as Finance Minister and Premier upon the mercantile prosperity of the nation.

10. Describe the difficulties and obstacles that stood in the way of the union of England and Scot-

land in the reign of Queen Anne. How were these overcome or removed? What were the provisions of the ACT OF UNION? What have been the practical advantages of the Union?

C.

11. Sketch briefly the political and military career of Julius Cæsar, accounting as far as you can for its success. Give your estimate of Cæsar's character and abilities; also of the influence of his career upon the history of the world.

12. Sketch the career of Philip of Macedon, and give some account of the resistance offered to his ambition by Demosthenes. Give your estimate of the influence of Philip's successes upon the development of political freedom in the ancient world.

13. Sketch the history of the Persian invasion under Xerxes (B.C., 480), describing more particularly the achievements of the Greeks at Thermopylæ and Salamis. Sketch briefly the military operations of the Persians and the Greeks during the next year (B.C., 479), and state your opinion as to the general influence of the invasion upon the subsequent history of the Grecian States.

D.

14. Describe generally the extent and boundaries of the British possessions in North America:

(a) at the beginning of the Seven Years' War (1756).

(b) at the close of the War of American Independence (1783).

15. Describe briefly the position (using modern names) of the following:—

- | | |
|-------------------------|--------------------------|
| (a) Gallia Transalpina, | (i) Cilicia, |
| (b) Gallia Cisalpina, | (j) Bithynia and Pontus, |
| (c) Liguria, | (k) Thracia, |
| (d) Etruria, | (l) Dacia, |
| (e) Latium, | (m) Africa (propria), |
| (f) Samnium, | (n) Numidia, |
| (g) Apulia, | (o) Mauritania, |
| (h) Asia (propria), | |

School-Room Methods.

AFTER THE HOLIDAYS.

BBB.

TO-DAY, the seventeenth of August, found our schoolroom doors and windows wide open, the newly white-washed walls, the clean curtains, and the gracious geraniums vying with the teachers in welcoming the "shining morning faces" returning, perhaps, just a little reluctantly to schoolroom duties.

May I assume that the majority of the teachers were ere this day echoing the wish of the student-in-training who wrote, "I am just aching to get into a school of my own again to try my new methods." If so, I congratulate the majority upon being teachers and address my suggestions to the minority.

Permit me to quote a piece of overheard conversation.

A.—"Going down too?"

B.—"Yes, I am going down to the Convention. I want to catch all the inspiration I can from those Americans. They are said to be filled with it."

Why not try *catching the inspiration*, and in time you will find that the inspiration is everywhere and in everything and does not require catching, but has itself become the catcher.

"But how shall we set about it?" you query.

Recently in a railway car it was my fortune to have as a seat companion, a teacher, the quintessence of enthusiasm, from a city of the Canadian prairies. Though a stranger, her name was familiar, as being connected with skilful and successful teaching. Her terse questioning and answering offered such a volume of suggestions that at last I asked, "How do you manage to do it? How do you keep up?"

Upon this point she seemed rather reticent, but as the question was in danger of not being answered I repeated it, because, like the children, *I wanted to know*.

And this is what she told, and that in which you may find a hint. "There are the educational journals, half-a-dozen of them, which are always full of ideas; and when I hear of a good work, bearing on teaching, I buy it, read it, and experiment, and if the method promises to suit my room,

adapt it and adopt it." Here she went over a capital list already collected, but breaking off, exclaimed, "I have a new book on primary reading, may'n't I show it to you?" So the book was produced and claimed all attention.

But some of you say, "We could not possibly afford to do that." I quite believe you, especially if one of you is the gentleman who, in speaking of salaries, said, "I receive the magnificent sum of two hundred and—guess what?"—"forty?" ventured the guesser—"no, twenty," said the schoolmaster. But you might manage to do a fraction of it and in all likelihood you could afford to do more by and by.

Again, some of you say, "We have no time." Burdette says, "It is not easy to do anything when one has too much time." And one of George Eliot's characters, when requesting another to undertake some extra task, gives as his reason for coming to her the very reason she gives for demurring, viz., that her time is already fully occupied, adding that busy people are likely to do more than those who have leisure.

Let us go back to the schoolrooms. Until the threshing, potato-picking, and fruit gatherings are all past, our schools will be schools of little children, and very difficult it will be to keep those same little children busy and happy. I didn't tell you, but that lady of the prairie asked me "Why don't you teachers introduce something of the Kindergarten into your country schools? and I have been haunted by the question ever since. Why don't we?"

Here are some exercises which entertain a second class for some half hours. One or two at first suffice. Writing, spelling, neatness, are the lessons taught while the mind is employed.

Write the names of ten kinds of trees in our woods.

Write the names of ten kinds of grains in our fields.

Write the names of ten kinds of fruits in our gardens.

Write the names of ten kinds of birds.

Write the names of ten kinds of apples.

Write the names of ten kinds of flowers.

Write the names of the days of the week.

Write the names of the months of the year.

Write the names of twelve farmers whom you know.

These latter will not do Kenny McKay, Ned Ross, etc., but we must have Mr. Kenneth McKay, Mr. Edward Ross, etc. So that will be a lesson in courtesy.

The errors in spelling which the children have made must needs be corrected on the blackboard.

These exercises may be first done on slates and then copied into the scribbling-books.

The older pupils willingly rule pages of these books, leaving neat margins, and if the books are regularly collected they need not soon present a forlorn appearance.

Filling sentences with blanks, forming sentences about certain persons or objects, and occasionally drawing anything they choose (steam threshers are in high-favor at this season) are interesting. The children enjoy seeing each other's work, and in hearing the sentences of the others read. The teachers will have to enjoy it all herself to make it a success.

NOTES OF LESSON IN GEOGRAPHY.

BY HUSTON.

THE subject was England.

The class had been asked to prepare at home an outlined map of the country indicating the mountain ranges and river systems. As the lesson was on Geography, not Drawing, little attention was paid to the skill displayed in the construction of the map, general correctness being of more importance.

After a few questions to make sure that the class understood what they had drawn, the rivers and mountain ranges were named. The fewness and the shortness of the rivers flowing west were noted, and reasons therefor asked by the teacher and reviewed by the pupils themselves. A pupil was then sent to the map hanging on the wall to point out the principal coast waters, and the class, after considering the position and character of each, placed its name upon their maps. A boy was then asked to name these waters in order without reference to a map.

After the general position of the country had been thus considered, and the effect on English

history of the nearness to the sea of every part of England had been answered, the class was asked to indicate by a dotted line in lead pencil the water parting, and after consultation and discussion had elicited where this is, the class was asked to indicate it by a dotted line in ink. This line was compared with the line of mountain range, and the pupils noted where the lines coincided and where they separated. The remarkably large number of rivers interlacing and overlapping was noted, and its effect on the manners and character of the people were then inquired about.

The character of the various parts of the country, as indicated by its mountain system, was then discussed, and the class, with little assistance from the teacher, decided where the occupation of the people would be pasturing, agriculture, mining, manufacturing and fishing. These divisions were then roughly indicated, and the class was asked to name the principal seats of manufactures and commerce. From their own general knowledge the pupils gave the names of the principal centres of industry, and denoted their position on their maps; the knowledge of the class being supplemented by that of the teacher. The reason why each city is important was then considered, intelligent explanations being given by the class of the greatness of London, Bristol, Liverpool, Manchester, Birmingham and other places.

Then after a brief talk about the Government and the Foreign relations, the class reviewed all that had been gone over, and the lesson ended.—*Popular Educator.*

WHO STOLE THE BIRD'S NEST?

BEBE.

SAID Miss Tryze the other evening:—"In taking our new lessons we begin with a study of the picture but soon the white walls, the blackboard, and the desks slip away and we are out in the beautiful woods, each one hidden and quiet, watching Master Reynard and Mrs. Crow until the latter is startled by our joining in the laugh with the foxy fellow who has taken her cheese; or we are creeping stealthily along through the brushwood by the old log fence, gently tapping a couple of stones together to charm out again the squirrel we caught a glimpse of a moment ago. I think my children's eyes are brighter and their cheeks rosier when we come back, but I am sure they do take up their slates with a freshened energy, to write, at their desks, sentences about a fox, a crow, neck, bill, feathers, rock, Tommy, corn, etc."

"May I go with you next time you wander away?" I questioned. "Why, yes, to be sure," she answered, "but remember to bring your book."

* * * * *

None of us had forgotten our books and Miss Tryze had a great bouquet of wild-plum-blossoms at her belt. I knew Arthur brought it for her (he is one of the boys), for he had a splendid white cluster pinned on his jacket.

We opened our books at the picture and began to tell Miss Tryze what we saw. There was the long branch, blossom-laden, filled with twittering, chirping, excited birds. I wanted to tell her about the Lory, but she kept us moving on towards the orchard, asking questions and making suggestions all the way, and thus I forgot all about him, though, now I remember that Georgie had also tried to tell her of him. But she asked if we saw anything in the trees other than birds. Georgie caught sight of a nest; Miss Tryze nodded approval. Then we all gathered round her on the soft green grass. There were trees and trees, white with flowers—plum-trees the boys said; there were birds and birds, bob-o-links, canaries, crows, and many more we saw. But hark! what a mournful "to-whit, to-whit, to-whee."

"Where is it?" queried several voices.

"Over there, away up, near the top of the limb, see, it is a yellow bird," loudly whispered Tom!

"Poor birdie," said Miss Tryze, "what can the trouble be;" but as we listened we were enabled to make out, "Who stole four eggs I laid and the nice nest I made?"

"What a shame," we all exclaimed.

It was really too bad. The little home the bird had worked so hard to build, flying from morning till night, for many days over the fields far away, gathering hay, hairs, wool, and feathers to weave in its walls, *stolen*. How pleased she must have been when her house was built and how proud when in

it lay four eggs! What wonder she is sorrowful now! And so we talked just as people will when any calamity occurs.

A loud moo-oo next took our attention and, actually, the old cow over by the bars seemed to have something to say. Willie told us she meant that she didn't take the nest, but, instead of that, had given wisps of hay to help on the building.

We agreed that no creature, kind-hearted as she, could be so *wicked*.

Just then a bob-o-link began bob-o-link, o-link-link-link. "He is asking, who stole the nest?" whispered Bessie.

At once there was an answer, a loud "Bow-wow!" which Harry interpreted to mean, "I wouldn't take a bird's nest. I am not such a *bad* fellow. I gave some hairs for it."

There was not much time for us to say anything when there came "Coo-coo! Coo-coo!" right over our heads. "What does she mean?" said Louise. Johnny knew first. "She is saying again, who stole the pretty nest?"

The old sheep stopped nibbling, and looked up so gravely and cried, "Baa! Baa!" We instantly understood her story. She didn't take it. Why, the nest wasn't hers, though she did give a little wool towards it! She wouldn't be so *cruel*. Sober Nellie said, in a low quiet tone, "I believe the old sheep is sorer than any of them."

But this matter was to be well sifted. The question was asked this time by the crow, "Caw! Caw! What *thief* took the nest?"

Cluck! Cluck! "Where's that?" But Tom's quick eyes had caught sight of the hen scratching away, for her chickens, under the tree.

Isn't there something strange about that cluck, Robbie? What is she saying?" asked Miss Tryze.

"Well, I think she is kind of angry," she says. "None of her chickens would be so *mean*. They gave her feathers. She would scorn to intrude on her and her 'brood,' but I don't know what that means."

Each pupil added a mite and we translated the sentence. "I wouldn't think of going into a place where I had no right to go, nor yet would I disturb the eggs in which were her family, the brood."

Upon this all the birds, the bob-o-link, the yellow-birds, the crows, etc., began to cry, "Chirr-a-whirr, Chirr-a-whirr!" And still the question was "Who did it?" Oh, it was so *mean*, it was such a *shame*!

Next our Mary Green spoke out clearly: "I would not rob a bird. I think it is very *naughty* to do so."

"I wouldn't either, said Alice Neal. "It is very *cruel*. If the *thief* knew how sorry the birds are I am sure he would be sad."

We talked a great deal about the poor little yellow-breast—how lonely, and sad, and grieved it would be for a long time. All its work lost, its home gone, and the dear little birds it had been waiting for never to come.

It seemed strange that the cow, the dog, the sheep and the hen should be more thoughtful and kind than a boy.

Yes, it was discovered that it was a boy, a little boy (not one of Miss Tryze's boys), who stole the nest. He was so ashamed of what he had done that he hung down his head and wouldn't tell his name.

The boys said that he went and hid behind the bed, but Miss Tryze remarked that she was certain he could be a good boy, and that, knowing the pain his deed had caused the bird, he would hereafter be kind to the birds.

JERRY BARKER'S "LITTLE SONGS."

"COME, father and mother,
And sister and brother,
Come, all of you, turn to
And help one another."

"If you in the morning
Throw minutes away,
You can't pick them up
In the course of a day.
You may hurry and scurry,
And flurry and worry,
You've lost them forever,
Forever and aye."

—From *Black Beauty*.

NATURE protects her work from injurious influences, so boys should be kept from injurious companionship and books.—*Comenius*.

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

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Manager.

* Editorials. *

TORONTO, SEPTEMBER 1, 1891.

ATTENTION, PLEASE!

IN entering upon the work of another school year, the Publishers and Editors of THE EDUCATIONAL JOURNAL are all alike resolved to make the paper more complete, more comprehensive, more thorough, and better in every respect than ever before. Some improvements will, it is hoped, be observed in the present number. Amongst these we may refer particularly to the illustrations. The Grip Publishing Co. has now, at great expense, put its Artistic Department into a shape in which it is prepared to produce portraits and other illustrations in the very highest and latest styles, by the photogravure process. THE EDUCATIONAL JOURNAL will have the full benefit of this outlay, and it is the intention that every number shall henceforth contain not only a portrait with biographical sketch of some leading Canadian educationist, but also cuts of new and improved school and college buildings and other objects of special educational interest. We shall be grateful to any of our friends who will assist us in this matter by kindly furnishing us with photos of first class buildings, especially of those newly erected, or in process of erection, accompanied with brief descriptive or historical facts.

There is another respect in which our friends can aid us materially in improving the interest and usefulness of the paper, viz.: by sending us brief communications on educational matters. Two kinds of these are specially solicited. *First*, discussions in the shape either of letters for our Correspondence columns, or articles for our "Special" and "Contributors" departments. *Second*, practical papers for our "Methods," and "Hints and Helps" departments. Experienced and successful teachers might often render inestimable service to the younger members of the profession, by giving them in this way the benefit of their study and experience in regard to some question of teaching or management. It is necessary, of course, that in all cases papers should be concise, and deal with topics of living interest. But such topics abound, and there are many among our readers well able to treat them freshly and effectively.

We have one more request and to it we ask special attention. The Publishers of THE EDUCATIONAL JOURNAL, wishing to encourage good writing and thinking, and at the same time to stimulate public interest in educational matters, propose to offer a few prizes, probably a series of prizes, for the best papers by teachers, on some topic or topics of special interest to the profession. Before making a definite choice as to subject, conditions, etc., they would like to have the opinions of practical teachers in regard to these matters. We, therefore, respectfully request that every subscriber who feels an interest in the matter will send to the Editor, not later than the first day of October, a postal card, stating the subject that he would suggest for the first competition, and, also, if so disposed, such conditions in respect to competitors as would, in his opinion, be fair and satisfactory. We hope to receive five hundred or a thousand postal cards within the time specified. *The subject proposed by the largest number of subscribers will be chosen.*

THE INTERNATIONAL
CONVENTION.

THE great meeting of the National Educational Association, in Toronto, has come and gone, but the influences set in operation by it will not soon cease to make themselves felt on both sides of the International boundary line. We do not propose to attempt any detailed account of the various meetings. That would be a little out of date, as most of our readers were either present in person, or have already seen newspaper reports of the various transactions. Moreover, the number of the meetings of the general Association, and of the various sections and

round tables was so large; the papers and discussions so many, so varied and so full, that it would be worse than useless for us to attempt, in the limited space we could spare for such a purpose, even an outline of the proceedings. All that we can do, and it would no doubt be the best thing to do under any circumstances, is to publish from time to time, as we may find room, such of the papers and discussions, or such portions of them, as may promise to be of the greatest interest to the largest number of our readers. We have already given, in the special number for July 15th, the substance of the clear and comprehensive address delivered by the Minister of Education for Ontario, on the system of Education under his management—a paper which, by the way, made an excellent impression on the minds of the U. S. teachers present, and which has been referred to in terms of high appreciation in their Educational papers. We had hoped to have been able to put side by side with that paper the excellent address of Hon. Mr. Harris, the U. S. Commissioner of Education, but he, unfortunately for our purpose, was unable to supply "copy" in time. As all our readers will, no doubt, be glad of an opportunity to compare the two systems, as given in brief outline by these two high authorities, respectively, we propose to give the substance of Mr. Harris' paper in an early number. Meanwhile we are glad to give in this issue a portrait of Mr. Harris himself. We believe that one of the best and most lasting results of the international meeting is that it has made the teachers of Canada and the United States better acquainted with each other, has dispelled a considerable amount of misconception and prejudice on the part of both, and will, therefore, tend to promote friendly intercourse and kind and neighborly feeling, such as should exist between two peoples so closely allied in interests, institutions and blood. The visit of ten thousand, or fifteen thousand, or whatever the number may have been, of citizens of other classes, would have told chiefly upon the individuals themselves, and perhaps upon their families and intimate friends. The visit of so many teachers can scarcely fail to transmit the impressions and influences received, in a greater or less degree, to the hundreds of thousands of pupils in the schools and colleges with which these teachers are or may at any time be connected, and so to influence large numbers of the future citizens of the Republic. It is peculiarly gratifying, therefore, to know that the welcome, the tone of the meetings, and the intercourse throughout, were all of the most cordial and satisfactory kind, and that the expressions of mutual gratification and good-will were of the heartiest character.

* Editorial Notes. *

THERE are still four hundred log school-houses left in Ontario. Forty-five years ago there were nearly fifteen hundred. There are now 2,357 frame buildings, 2,060 of brick, and 522 of stone.

IN 1889 more than half the teachers in Ontario had only third class certificates, while the number holding first class was only two hundred and forty-seven. Ten counties had no first class teachers—teachers, we mean, holding first class certificates. These facts are a suggestive comment upon the shifting process that is constantly going on amongst the teachers of the Province, for it is inconceivable to us that any large number of teachers would be content with third or second class through ten or fifteen years of teaching. Every third-class teacher of spirit must mean to replace his third with a second, and every second-class teacher to replace his with a first, at the earliest possible moment, if they intend to remain in the profession.

UPON resuming publication after a month's rest we find such an accumulation of material that we are obliged to cancel a large amount of something. On the whole we have concluded that our readers can, perhaps, best spare the reports of five or six Institute meetings, with which friends have very kindly furnished us, and which have been unavoidably "held over" from preceding numbers. The reports are now a good deal out of date. We are loth to omit them, but it seems the best thing to be done under the circumstances. Meanwhile, we shall take an early opportunity to go through these reports with a view to making use in subsequent issues of whatever seems to us of special interest or value. We are always glad to have our attention called to anything of that kind.

FOR the sake of those of our readers who file the copies of THE JOURNAL for binding or future reference, we must make an explanation and apology. The JOURNAL is issued on the 1st and 15th of each month, for eleven months in the year. The complete volume contains, therefore, twenty-two numbers. Owing to some inadvertency on our own part, or that of the foreman in the composing room, the commencement of a new volume was not indicated at the head of the first page, as it should have been, on April 15th, but the old numbering was allowed to run on till June 1st. Please

observe then, in making up your volumes, that the numbers dated April 15th, May 1st and May 15th should have been marked Vol. V., Nos. 1, 2, and 3, respectively, instead of as they are, Vol. IV., Nos. 23, 24, and 25. We regret the mistake, and if our readers will kindly make the correction this time, we will try to take care that it shall not occur again.

A CIRCULAR recently sent out by the Senate of Toronto University, intimates that in the prescribed work for Junior Matriculation they should read "Geraint and Enid," instead of "Enid," as appears in the Curriculum. To those unfamiliar with the recent editions of Tennyson, the explanation may be offered that the poem heretofore known as *Enid* has been divided by Tennyson into two poems, entitled respectively *The Marriage of Geraint*, and *Geraint and Enid*. The effect of the circular in question is, therefore, to reduce very materially the work prescribed in English, for by a word about eight hundred and fifty-one lines are struck off—about one-third of the whole amount. This is, to say the least, very unfortunate, for the amount originally prescribed was meagre enough, in all conscience. The explanation given us by a member of the Senate is, as we understand it, that as the division of the poem by the poet renders the meaning of "Enid," as prescribed in the catalogue, ambiguous, and as it was thought that many teachers and students might confine their studies to the part now called "Geraint and Enid," it would have been unfair to them to have it at the option of the examiners to include "The Marriage of Geraint" also in their questions. But why did they not correct in the larger sense, by explaining that both poems under the new division are included? It is expected that the High School representatives in the Senate, who are said to be responsible for the blunder, will take an early opportunity to rectify it.

Contributors' Department.

UNIVERSITY EXTENSION.

BY WILLIAM HOUSTON, M.A.
I.

THE object of the short series of articles of which this is the first is (1) to make clear to readers of THE EDUCATIONAL JOURNAL what is meant by the term "University Extension;" (2) to explain how, when, and where it originated; (3) to trace the course of its development in Great Britain and the United States; (4) to show the suitability of Canada, and especially of Ontario, as a field for University Extension operations; and (5) to give some account of allied movements that have for their aim

the diffusion of "culture" amongst the uneducated or imperfectly educated masses of English speaking countries. The occasion of the series is the rapidity with which University Extension has become a prominent subject of public discussion, and the absolute certainty that if it is not taken up by some Canadian organization it will almost immediately spread into Canada from the United States and be carried on here under foreign auspices. With a view to anticipate such a state of affairs and to maintain Canadian reputation for educational progress I endeavored some months ago to induce the Senate of the University of Toronto to begin the work on the system developed by the Universities of Cambridge and Oxford. So far my effort has not been as successful as might be wished, but with the advent of another academic season the attempt will be renewed under conditions that appear to be more favorable.

DEFINITION OF "UNIVERSITY EXTENSION."

The term "University" has a well-defined conventional meaning. It is applied to an institution which imparts a higher or more advanced education to those who are willing and able to pass an entrance examination and to spend four years within its walls, in the acquisition of learning or the prosecution of research. At the end of the prescribed course those who have passed the regular examinations are admitted to the degree of B.A., and receive a diploma which is a certificate of scholarship. On the average a University course means at least six years lapse of time, two of these being given to the preparation that is necessary, over and above the public school course. It means also a considerable expenditure of money, and as neither the time nor the money can be afforded for such a purpose, except by the few, the great majority are absolutely debarred from the benefits of University culture.

It would be a great mistake to suppose that all those who attend universities appreciate the privilege at its true value; it would be a still greater mistake to suppose that university students are the only ones who earnestly desire the kind of education that a university is supposed to give. A large proportion of students are not deeply in earnest about their work. Many of them have attended school continuously from childhood to early manhood. Their attendance has cost them nothing at the primary or the secondary school, and what costs nothing is often lightly esteemed, whatever its intrinsic value. Their way is paid for them at the university, and the privilege so conferred is in many cases converted into a means of enjoyment. Having a "good time" is the aim—almost the sole one—of many a youth who has never been constrained to put forth an effort to help himself. On the other hand there are many who have never seen a university who are impelled to the gratification of a thirst for knowledge which nothing can quench, and who prosecute their search for it with an energy and a persistence which nothing can daunt or overcome. To meet the wants of this class of seekers, and to arouse similar aspirations in others is the object of the "University Extension" movement.

Primary Department.

HOW TO BE INTERESTING.

ARNOLD ALCOTT.

"NATURE never did betray
The heart that loved her; 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy; for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men
Shall e'er prevail against us, or disturb
Our cheerful faith, that all which we behold
Is full of blessings."

After this pleasant season of rest and refreshment we can heartily coincide with Wordsworth. We have received blessing and inspiration, we have been interested in and impressed by the beauty of earth, and it has now come to us again to be not merely receivers of good, but distributors also.

As the time for our special care of, and interest in children is now fully upon us, I ask you, "How to be interesting."—I do not mean that you should be funny. People do not respect a person who amuses them and nothing more. And as "the boy is father of the man," you may be quite sure that a pupil does not admire his teacher, if he endeavor only to be entertaining and amusing. The joke and the pun should be the spice thrown in for variety so as to season the mind after continuous, earnest application. We have found that to interest is not to amuse. Let us try to determine how to be interesting to our pupils.

We are very materially affected by the ideas which are associated with us. For instance, the person who causes others to feel gloomy, sad, out-of-sorts, and discontented by reason of his morose and selfish countenance and manner; in other words, the person who causes pain, comes to be disliked and even hated. On the other hand, the one who distributes the good seeds of cheerfulness, of love, of unselfishness, and of happiness, is liked instinctively, because of his lovable disposition. To say that a person is loving and lovable signifies much.

All of this goes to show the influence which we have on one another. What I propose is, that we, as teachers, consider well our influence at this, the beginning of a new term, so that we may the more thoroughly be "burning and shining lights," guiding the little ones along the road of happy, pleasurable interest in their work. If we do not make sure that we are influencing for good, let us think for a moment of what an indifferent teacher, one who does not like her work, does for her pupils. Well, one thing is certain; she develops an unhealthfulness of disposition. And as the body and mind are sympathetically related she hurts her pupils physically as well. What this may mean to the world none can adequately tell.

A teacher can be interesting when she loves children, delights in her subject, and when, with earnest unselfishness she sympathetically takes the place of her pupils' minds in the presentation of her subject. And lastly, when she becomes as one of her

class, preserving not a "dignified distance," but showing a "dignified fellowship."

When a class shows indifference and inattention, unless from some very exceptional cause, the carelessness is due to the incapacity of the teacher. Let us hear Pestalozzi on this. He says, "I would go so far as to lay it down as a rule, that whenever pupils are inattentive and apparently take no interest in a lesson, the teacher should always first look to himself for the reason."

THOUGHTS FOR THE NEW TERM.

RHODA LEE.

ONLY a few more of these peacefully monotonous August days before we begin to feel the gentle excitement of the return to school life! "We can count the remaining holidays on our fingers without any trouble, now, Louise," I said, thinking aloud unconsciously, "and I am really quite ready to go back to the children." "Oh, surely," came in sleepy tones from the hammock among the trees, in which my friend and co-laborer was gently swaying backwards and forwards, "'rest for the weary hands is good,' but we could not exist the whole year round upon pine trees and hammocks." Here a vicious attack upon a persistent mosquito brought the slumberer to a position of uprightness, whereupon she added, "I am quite as pleased as you are to return to school on Monday, and instead of sleeping all morning as you imagined, I have been planning a bran new honor-roll for my boys. However, as I am not this morning in duty bound to set an example of industry, I shall now sleep and leave you in peaceful possession of that honor."

As I picked up my pencil again, I wondered how many of the readers of THE JOURNAL were enjoying a like rest. Thinking of the meaning of the word I looked up my Webster and found there a picture of an ideal holiday. "Freedom from everything that wearies or disturbs." To do any work well there must be time for the building-up process, for the restoration of worn and wearied faculties, and the work in which we are engaged demands a time for this. Three weeks at least should have been dedicated to this perfect vacation. But the time for rest is practically over and it is now a time for action. It is a time of beginnings. What should be done? There should be a careful scanning of the past, a clear recognition of mistakes, and an earnest attempt to begin in such a way as to make the recurrence of these errors an impossibility.

There is one thing that invariably strikes the eye in picking up almost any educational paper, and that is the frequent recurrence of the words "do not." Quite often we find a tabulated list of "Don'ts for Teachers." The little word "do" is, to my mind, much to be preferred. We learn by experience with the evil-disposed and troublesome spirits that at times find their way into our class-rooms that the most effective way of repressing evil is to encourage the good. We find it more necessary to spend what time we have in keeping free and unobstructed the channels of useful activity, than in the building of breakwaters. And we have yet to learn that any number of

restrictions upon evil impulses will ever generate a positively good one.

In place of the objectionable word, I would like at this time to insert another, and suggest a few "mores." At the commencement of a new term let us endeavor to have *more* cheerfulness in our surroundings, ourselves, and our pupils; *more* orderliness; *more* tact; *more* patience; *more* sympathy, and *more* love.

All who had the privilege of listening to the many able and interesting papers read before the N. E. A. this summer in Toronto must have received lasting inspiration and encouragement for their work. We Canadians have reason to be proud of the numbers from our provinces who attended these sessions, and if half the good resolutions there made be carried out we may expect this year higher and better work than we ever before had in our schools.

The good thoughts uttered at that delightful gathering were too many to be either recalled or enumerated, yet we hope their influence will long be felt by those who were fortunate enough to hear them. If, however, one idea more than another were emphasized and impressed it was that of the power of the teacher and the great privileges and sacred responsibilities that rest with and upon every man or woman entrusted with the care and education of children. Let us not allow that thought to leave us, but rather keep it constantly with us, giving dignity to our work and encouragement to our hearts.

One little word of Emerson's seems to me to be a good counsel for a new year; "Write it on your heart, that every day is the best day in the year. No man has learnt anything rightly until he knows that every day is doomsday."

GREENLAND'S ICE SHEET.

FOR more than 150 years the inland ice of Greenland has been a source of increasing interest and speculation to travelers and scientists, and especially to students of the physical history of the earth. For how much longer has it been an object of superstitious horror to the scattered Eskimos who inhabit the narrow strip of barren mountains intervening between it and the Arctic Seas, there is not even a legend to say. The results of the various attempts to explore it leave little or no room to doubt that the interior of Greenland is entirely submerged beneath the accumulated frozen precipitation of ages. This great congealed reservoir has an area of some 600,000 square miles—equal to about three times the area of France, or the German Empire, and twelve times the area of New York State. Its frozen surface in the centre is 9,000 to 10,000 feet above the sea level. Mount Blanc buried in it would lose two-thirds its height, and two Mount Marceys piled one upon the other, would scarcely break its surface. From every point along its circumference, where gaps in the Titan dam of mountains that holds it in check, permit, issue resistless glacier streams, some of which are larger than the entire glacier system of the Alps. This unique phenomena is extremely interesting both *per se* and in its relations to the glacial epoch in this country and in Europe; and further efforts for its exploration and study will continue to be made, and will yield valuable results.—*Goldthwaite's Geographical Magazine.*

LIFE is a leaf of paper white,
Whereon each one of us may write
His word or two, and then comes night.

Greatly begin! Though thou have time
But for a line, be that sublime—
Not failure, but low aim is crime.

—James Russell Lowell.

Book Notices, etc.

High School History of England and Canada. By A. B. Buckley and W. J. Robertson, B.A., LL.B. Pp. 427. 65 cents. Toronto: Copp, Clark Co.

The appearance of the long expected new History will be an event to many a struggling teacher. In days when school text-books were being published on the slightest provocation, to supply the slightest fancied need, it did seem a remarkable thing that in the subject of history there should continue to be such lamentable neglect.

Some time ago it was rumored that the Department thought of authorizing Miss Buckley's excellent little English History. But the fatal objection arose that the author, in indiscreet woman-fashion, had said something rash about Dan O'Connell and Parnell. This was enough to condemn the book, whatever its merits. Of course an easy solution of the difficulty was apparent—to make a few changes, in the way of omissions and perhaps additions to Miss Buckley's history. A year ago it was said some one had been authorized to do this, and as the needed changes were so few and unimportant, the new history was expected at the beginning of 1891. And now, at last, the printed book is here.

The History is really a remarkable improvement upon anything that has yet appeared for junior High School work. Miss Buckley writes in a simple, sufficiently-interesting style, and treats of the subject as fully as the needs of junior pupils demand. While keeping the order of time, she tries, as far as is consistent with this arrangement, to follow the topical method. In many respects the book is *Green* simplified, while with regard to dates, maps, etc., it is *Green* improved. Occasionally there seems to be a tendency to write *down to*, if not *below*, the pupils' level, and in no place is the style lofty or difficult of comprehension. Mr. Robertson has made very few changes indeed. As he says in his preface, "the changes made have been principally in the direction of the classification of the contents of the paragraphs, the excision of minor dates and names, and in the giving of fuller details of some important events and measures somewhat briefly treated by Miss Buckley." It is naturally in the history of our own times that changes are most numerous. Then the judicial spirit which Miss Buckley occasionally shows is abandoned, and the author, rightly and wisely enough, is made to be a mere chronicler of events. For example, in speaking of the Catholic Emancipation Bill, Mr. Robertson omits the remark, "If he (*i. e.* O'Connell) had only been content, he would have been honored by all as one of the great leaders of Catholic Emancipation. But he had learned to live upon money raised by agitations, and he did not want Ireland to be content. He now declared he would not rest till the union of Ireland with England was repealed; and began a useless struggle, by which he lost the esteem he had gained." Again the following statement with regard to Parnell and Irish troubles is omitted: "The Irish members under Mr. Parnell began the annoyance of 'obstruction,' which has prevented useful Bills being passed during the last nine years. Their plan was to speak and give trouble whenever they could, on questions about which they did not the least care, because they hoped, by making themselves as disagreeable as possible, to force England to send them away and give them their own Parliament." But was a similar discretion, or want of space, or baccarat shadows, the cause of the omission of Miss Buckley's loyal outburst, when speaking of the marriage of the Prince of Wales:—"How thoroughly the Prince and Princess have won the love of their people was shown eight years after, when the Prince lay at death's door in 1871, of the same illness of which his father had died. There was not a man or woman in England whose heart did not go with the Princess, as she left her husband's side in the hour of danger to pray for him in the little village church of Sandringham. There was not a voice which did not shout for joy, when, on Feb. 27th, the Queen with the Prince and Princess went in state to St. Paul's to return thanks for his recovery."

Besides these omissions, there are, of course, some additions, noting some events of the last two years, since Miss Buckley's history was written.

On the whole, the History is a good one. A few

more maps might judiciously have been added, and some good cuts of important historical characters would have been an improvement. But, remembering the unrecognizably hideous cuts that do appear in books and newspapers, one is not disposed to much regret the omission, unless a remarkable improvement were manifest upon what is ordinarily seen. In the Canadian part of the History, Mr. Robertson, limited as he was to eighty pages, must have found his task a difficult one. Still, his narrative is clear and interesting, if not so full as might be desired. By the way, however, is it not rather amusing—I fear masculine criticism might call it womanish—to find in a history of eighty pages, space taken to tell about the happiness of the marriages which resulted when the French Government sent out ship-loads of women to Canada, and each wife-requiring settler came down and chose a partner?

In the cheap form in which the book has appeared, it will command an easy sale, and better results in the teaching of history will no doubt follow its use. N. S.

Tillage. By Walter J. Malden. London: George Bell & Sons. 2s. 6d.

This work by Professor Malden of the College of Agriculture, Downton, England, is one of a very important series of agricultural text-books designed for young farmers, and all those who may be engaged in the study of agriculture either as teachers or pupils. The prevailing note of the book is the modest deference of the author to the fact that in a practical treatise on agriculture various usages must be equally strongly recommended for the reason that it is scarcely possible amid the complicated conditions under which agricultural operations have to be performed to fix upon any one operation that may not have its disadvantages as well as its advantages, and therefore opinions may reasonably differ in any particular case as to which is the right one. Nevertheless, Professor Malden offers no advice which is not founded on wide experience and proven good in his own personal experience. Moreover, he has been exceedingly careful to explain by reference to simple natural principles the reasonableness of everything he recommends. Especially are his explanations of the important influences of *tillage* on *moisture* to be commended to our young Canadian readers, for we doubt if they will find elsewhere explanations equally satisfactory and clear. The chapter on implements though not altogether applicable to Canada may nevertheless be read with profit.

* Literary Notes. *

WILL N. HARBEN contributes a unique sketch to the September *Arena* entitled, "He Came and Went Again." It represents Jesus as returning to earth and the reception He received while living in New York as He lived in Palestine. The sketch is written in a reverent spirit and is well calculated to make professing Christians ask themselves who it is they are following and what right they have to the name of Christians. Mr. Flower contributes a richly illustrated paper entitled "Fashion's Slaves," showing the vagaries of fashion during the past three decades. He discusses the problem of woman's dress from artistic, hygienic, and ethical points of view, and pleads strongly for radical and rational dress reform. This paper is peculiarly timely, following the inauguration by such prominent women as Frances E. Willard and Frances E. Russell, of the movement for dress reform at Chautauqua.

We are accustomed to associate the name of Rudyard Kipling with stories of Indian military life, but in his nautical story, "The Disturber of Traffic," which appears in the September *Atlantic*, he has struck an entirely new vein. Another short story, "An Innocent Life," is contributed by Lillie B. Chace Wyman, whose "Poverty Grass," is remembered as a collection of short stories on social questions. Mr. Stockton's "House of Martha" is continued by a long instalment, and Mary Hartwell Catherwood gives us four clever chapters of "The Lady of Fort St. John." Thus fiction is quite fully represented in this summer issue of the *Atlantic*. The rest of the number is made up of a collection of

remarkably good articles by such writers as Octave Thanet, John Burroughs, Bradford Torrey, John Fiske. There is poetry by Dr. Parsons, Colonel Higginson, and Philip Bourke Marston, and reviews and the usual Contributors' Club. An article of special interest is "Speech as a Barrier between Man and Beast," by E. P. Evans. Houghton, Mifflin & Co., Boston.

THE September number of *The North American Review* opens with a brilliant reply to Goldwin Smith's paper, entitled "New Light on the Jewish Question," which appeared in *The Review* for August. The author of "Goldwin Smith and the Jews" is Isaac Besht Bendavid, who shows himself to be a man of learning and ability, as well as a skilled controversialist. Among other noteworthy articles are "Co-operative Womanhood in the State," by Mrs. Mary A. Livermore; "Anecdotes of English Clergymen," by the Hon. Charles Tuckerman, and "The Ideal Sunday," by Rev. Charles H. Eaton. "Is Drunkenness Curable?" is the title of an important symposium, the contributors to which are Dr. William A. Hammond, Dr. T. N. Crothers, Dr. Elon N. Carpenter, and Dr. Cyrus Edson, all of whom have special qualifications for dealing with this question. There is the usual variety among the Notes and Comments, which include papers on "Our Dreadful American Manners," by O. F. Adams, "The Value of Vanity," by Junius Henri Browne, and "The Ideal University," by the Rev. John Miller, of Princeton, N. J.

For Friday Afternoon.

THE DIS-GRACES.

THERE are three horrid little imps,
Whose names I cannot bear;
The first, "I Can't," the next "I Won't,"
The third, "I Do Not Care."
The first sits down and folds his hands,
And says, "No use to try;"
The second, though he knows he could,
Likes better to defy
All just restraint and "lawful rule,"
And "right supremacy."
The third, "Don't Care," is worst of all,
Sulky, and bold, and rude,
He follows every crooked way,
And cares not for the good.
Children, I beg you, shun them all,
But most of all beware,
That ugly little good for nought,
Imp third, "I Do Not Care."

—O. H., in *Temperance Record*.

THERE was a wide belief once that the Sahara was an immense zone of sand, lying largely below the level of the sea. It is only recently that it has been ascertained that in only a few places is it depressed below the sea level. Its elevation on an average is fully 1,500 feet above the sea. Only about one-sixth of its area consists of dunes of moving sand. Wherever water exists or artesian wells are sunk, oases of great fertility never fail to follow. Hundreds of thousands of fig trees now bear fruit where a few years ago all was desolation. The Sahara was never a great inland sea as has been claimed. Its sand has been washed down from the surrounding regions. The Sahara forms several distinct basins containing a considerable extent of mountainous territory. The Hoggar mountains near the centre of Sahara are 7,000 feet high, and for three months in the year are covered with snow. The greater part of Sahara is very undulating, and cut up by dry water courses.—*Goldthwaite's Geographical Magazine*.

THEY are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

—J. R. Lowell.

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.—*The Century*.

* Hints and Helps. *

THE SPELLING OF GEOGRAPHIC NAMES.

BY HENRY A. FORD, A.M.

SEPTEMBER 4th, of last year, President Harrison, by executive order, created a Board on Geographic Names, headed by Prof. Thos. C. Mendenhall, a distinguished American educator and chief of the U. S. Coast and Geodetic Survey, and including nine others of that and the Geological Surveys, the Smithsonian Institution, and the Departments. It was to settle all unsettled questions in the Departments concerning such names, and its decisions are made standard in their accounts, records, and correspondence. It has no legal or official authority beyond; yet its spellings are rapidly gaining ground in our orthography, and I observe that many newspapers of the better sort now regularly use the forms Chile, Bering, Haiti, and others. I learn that writers and publishers of our geographies promise to adopt the official forms as fast as new books or new editions are prepared; and many of our teachers are requiring their pupils to make the changes on the maps and in the text of their books. The improved forms are put, a few at a time, on the blackboard, and pupils told to find the old forms and correct them with pen or pencil. Where the name covers two or three words, a pleasant exercise may be devised, like this:—To what geographical term in Canada does the word Hudson belong? Find it on the map. How is this word spelt in your book (or on the map)? How should it be spelt (if wrong—very likely it is "Hudson's")? Then correct it by erasing the apostrophe and s. The exercise may similarly include Hudson River.

Probably these decisions have at present only a speculative interest in the Dominion; but I suspect that many of them will, sooner or later, become standard in all the English-speaking countries, and it is desirable that the vast body of Canadian teachers and others interested should at least know what their Yankee cousins are about in the commendable and well-directed effort to unify the spellings of geographic names, some of which are exceedingly diverse, even as found in the text-books, and still more in general literature. No one, I think, can carefully consider the rules of the Board, and especially such brief arguments as are made in behalf of the received spellings (as in the case of Bering), without feeling that its decisions are at least to be kindly regarded, and are pretty certainly correct in most cases. With the kind encouragement of the Editor of THE EDUCATIONAL JOURNAL, therefore, I group the more important of these, such as are most likely to be found on the school maps, and subjoin them. Foreign are separated from North American names by a period, where both occur in a paragraph.

Three Bulletins have been issued by the Board, of date respectively December 31st, ult., May 25th, and August 1st. Selections are made from all, and arranged alphabetically in the following list. The great majority of the rest are of minor importance, and many probably appear only on the most detailed maps, as the charts of the Coast Survey.

Abogadasset Point, Me.; Apalachicola, Fla.; Aquia, Va. Akkra, Annobon Island, and Assini, W. Africa; Algeciras, Spain; Arakan, Burmah.

Barbados Island, W. I.; Bermuda (for Bermudas); Bering Sea; Bonita Point, San Francisco Bay; Bristoe, Va. Buen Ayre, Caribbean Sea; Baireuth, Bavaria; Baluchistan, Asia; British Kaffraria, Africa.

Cahaba, Ala.; Cape Haitien, W. I.; Chequamegon, Mich.; Coos Bay, Ore.; Cottrell Key, Fla. Cape Verde Islands; Chile, S. A.; Colombia (no longer U. S. of Colombia), S. A.; Colon (not Aspinwall), Colombia; Curaçao Island, Caribbean Sea.

Drewry (for Drury's) Bluff, Va.; Dix Point, Straits of St. Marie (in the last Bulletin nowhere called St. Marys River), Mich.; Drummond Island, Lake Huron. Diarbekr, Asiatic Turkey.

Eaton Point and Ebenecook, Me. Erzerum, Asiatic Turkey.

Fiji Islands, South Pacific; Fuchau, China. Fort (not Fortress) Monroe, Va.

Governors Island, N. Y. (see note below).

Hudson Bay, Can.; Hudson River, N.Y.; Harrisburg, Pittsburg, etc., U. S. (contrary to usage heretofore of the Post-office Department); Haiti, W. I.; Herson Island, St. Clair River, Mich. Helgoland Island, North Sea; Hongkong, China.

Isleboro, Me.; Isla de Pinos, W. I. Kamerun (for Cameroon or Cameroons) and Kongo, W. Africa; Khorya Morya Island and Bay, E. Africa; Karikal and Kashmir (for Cashmere), India. Karquines Strait, Cal. Longs Peak, Colo.

Marthas Vineyard, Mass. Maskat (for Muscat, etc.), Arabia; Massaua (Massowah), on Red Sea; Munjpur, India.

Oruba Island, Caribbean Sea; Oudh, India. Point Arena, Cal.; Port Townsend, Wash.; Puerto Rico, W. I. Parahiba and Paranahiba, S. A.; Punjab, India.

Rainier, Mt. (locally called "Tacoma"), Wash. Rajputana, India.

San Juan de Ulua, Mex.; Sausalito, Cal.; St. Croix, W. I.; St. Marys River, Mich. Salvador (no longer San Salvador), Central America; Sind and Sindhia, India; Somali Coast, E. Africa.

Tobago Island, W. I. Tokyo, Japan; Tristan da Cunha Island, S. Atlantic.

Uinta Mts, Utah; Umpqua River, Ore. Wasatch Range, Utah; Willapa Bay, Wash.

Walfish Kay, W. Africa. Yafa (for Yaffa, Jaffa, ancient Joppa).

NOTE.—A rule of the Board is: "The possessive form should be avoided wherever it can be done without destroying the euphony of the name or changing its descriptive application." This is an excellent rule, and should be generalized widely, as in St. Johns, Mich. and N. F., and many others.

DETROIT, MICH., Aug. 18, 1891.

OLD METHODS ARE NOT ALL BAD.

THERE is quite a general complaint among teachers, principals and superintendents, that pupils in the higher grades are not able to read with ease and expression; they have so little mastery over words that an exercise in reading becomes a laborious effort at word calling. * * * There can be no good reading without the ability to call words readily, and it may be well to consider whether the methods of teaching primary reading are not at fault in preparing the pupil for the advanced reading.

We are inclined to think the inability of pupils in the higher grades to call words is the legitimate outgrowth of the teaching of the word method. By this method the word is presented to the child as a whole, and the teacher either tells the child the word, or by skilful questioning leads him to use the word.

Later, when phonics have been introduced, the teacher writes the new and difficult words on the blackboard and marks them. The general results of these methods on the mind of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning independence in making out his words he has learned dependence, and his dependence increases with the increase of difficulties.

We are wont to laugh at the old-fashioned teacher, who, when his pupil halted at a word, said, "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It at least taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in primary readers, we are sacrificing their ability to read in the higher grades of reading, we would better call a halt and sacrifice the lower grades of reading in the interests of the higher.

In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and if they be kept at it for a half year or a year, they will make double the progress in their first, second and third readers? It is worth considering at any rate."

Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round of pleasure in the school-room, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in a fourth reader. We are of opinion that, if a child has not learned how to get

at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading.—*Central School Journal.*

* Question Drawer. *

W.T.C.—For "Course of Study for Primary Work for '91 and '92, in Physics, Book-keeping and Botany," write to Education Department for printed circular.

S.R.S.—We cannot undertake to give "Contracted Methods on each of the Elementary Rules." They would require too much space, and they can be found in the text-books. They are not in our line, for we regard them as generally valueless for educational purposes.

A TEACHER.—(1.) The number of lawful teaching days in each month consists of the total number of days in the month, less its Saturdays and Sundays, every public holiday, and every day proclaimed a holiday by the authorities of the municipality in which the school section is situated. The last is an uncertain quantity, hence we cannot give you the schedule you wish.

(2.) Write to the Registrar of the University for a copy of the curriculum; and to the Education Department for circulars containing full and official information on the requirements for a first C.

(3.) Opinions would probably differ in respect to the comparative difficulty of French and German. Probably a majority of students would pronounce French the easier. A good deal depends upon the previous preparation and the special aptitudes of the student.

J.A.H.—(1.) Inchcape Rock, or Bell Rock, is a dangerous reef about twelve miles South-East of Arbroath, and nearly opposite to the Firth of Tay, on the East coast of Scotland. The ridge of rock is partly uncovered at spring-tides. The rock was named Bell Rock because of the bell, which, according to tradition, was fixed there by an Abbot of Aberbrothock (Arbroath), upon a floating platform of timber. This bell was replaced long since by a magnificent lighthouse.

(2.) No. The author of the dictionary was Noah Webster. Daniel Webster was the great orator and statesman.

(3.) The legend of the "Mouse Tower on the Rhine" has already been given more than once, we think, in THE JOURNAL. Near the town of Bingen, on the Rhine, is a rock in the middle of the river, on which stands the famous tower of Bishop Hatto. In this tower, the story goes, the Bishop was devoured by rats in the year 969. As the tower was not erected until the thirteenth century, the story has to be relegated to the category of pure legends.

(4.) "King Hal." You should give reference. Do you mean Shakespeare's "Prince Hal?"

(5.) "Frolicsome" is now usually spelled without the "k," at least on this side the Atlantic. We do not know in what connection the word occurs in the Reader to which you refer, but it is very likely that the "k" may be retained because that is the spelling in the quotation or reference.

* Correspondence. *

A BOSTON METHOD.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—Mr. Knight's letter in your issue of June 15th was rather unfair to the Classical masters of the province. What he described as a "Boston Method" might just as truly have been called an Ontario Method, as it has been used for some years in a number of our schools. Most of our pupils never even see "Bradley's Arnold" or "Abbott's Arnold."
G. D. WILSON.

BE as careful of the books you read as of the company you keep.—*Paxton Hood.*

A GROOM'S-MAN—The stable-helper.

How is it that when a man is in the condition when everything appears double he always strikes his head against the real lamp-post, but never can find the real keyhole?—*New York Herald.*

TO TEACHERS—Have you seen the little book called "Smith's Language Exercises?" It contains a large number of exercises for first, second and third book classes; just such examples as teachers in the junior classes will be glad to find gathered ready for use. A little desk help such as these will save much valuable time and labor, and will be found well worth the price at which it is sold. Mailed free upon receipt of price, 25c. The Copp Clark Co., Limited, Toronto.

A NEW YORK man fell from the sixth story of a house and broke his jaw. Had this happened in Chicago the pavement would have suffered but the man's jaw would not have been in the least.—*Philadelphia Call.*

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In the beginning a man thinks he is unworthy of the loved one; later, he flatters himself she made a good choice; finally he wonders why he did not choose somebody more worthy of him.—*Fresno Sayings.*

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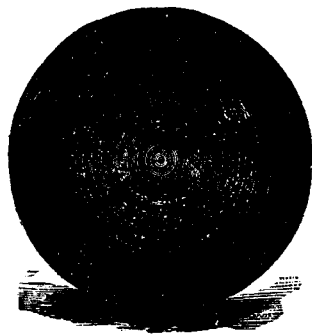
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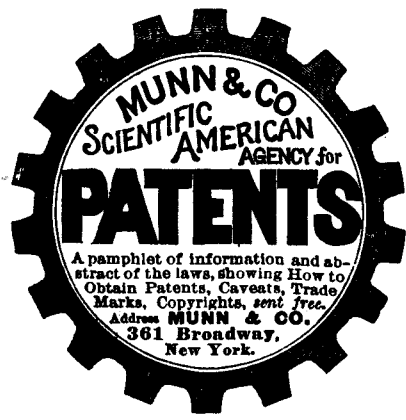
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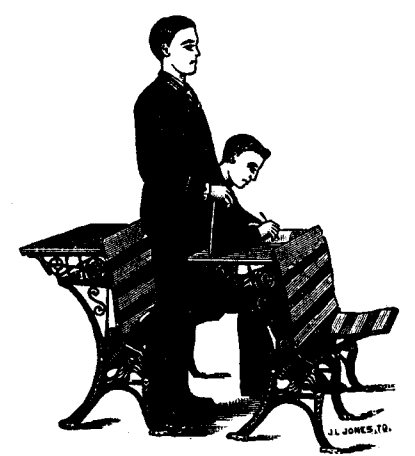
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