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THE NEW CENTRAL SCHOOL, BRANTFORD.

WE give in this number a cut of the new Central School building, in Brantford, reproduced from the *Expositor* of that city. From that journal also, the following description of the building is condensed.

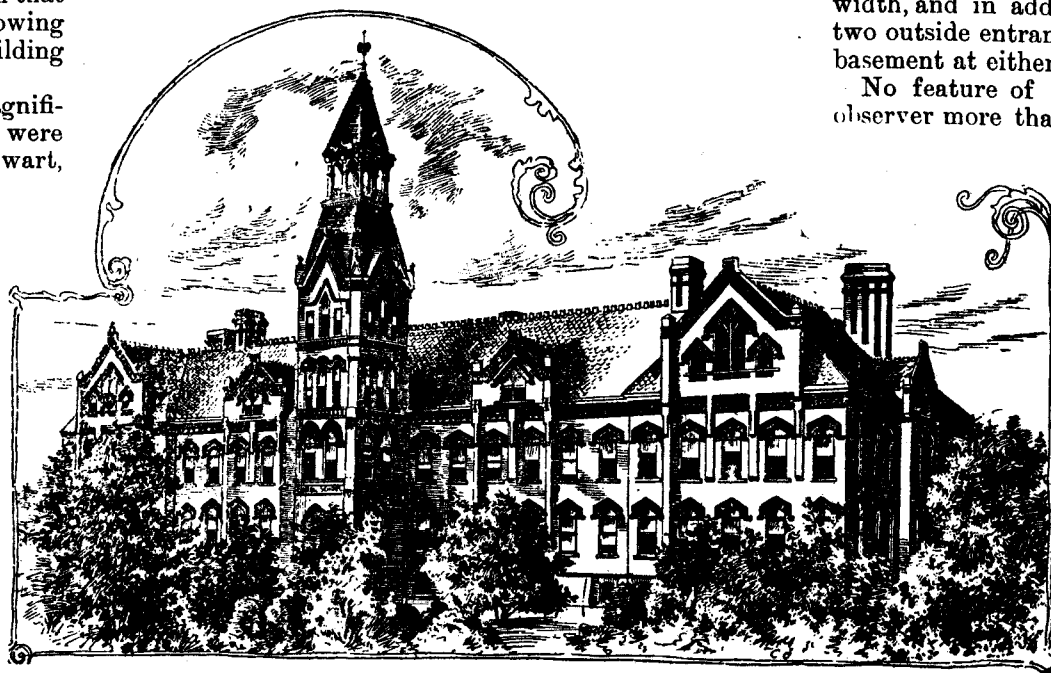
The plans of this magnificent school building were prepared by Wm. Stewart, architect, of Hamilton. The style of architecture adopted is a type of collegiate gothic, modernized and adapted for the special purposes for which it is intended. The building presents a chaste simplicity, which characterizes it throughout the whole of its interior. The general plan is that of a quadrangle, having at the rear or north side an open court. The building is two stories in height,

with the ground floor six feet above the ground. A nine-foot basement story extends underneath the whole structure. The school building contains seventeen classrooms, a board-room, recitation-room, a library-room, an office, and a teachers sitting-room, or altogether, twenty-two rooms upon the two floors. The ceilings of all these rooms are 13 feet and 9 inches in height. Eighteen of these class-rooms are 25 feet by 33 feet. The model class-room is 25 feet by 36 feet, with an annex the full size of the tower. The kindergarten room is 33 feet by 35 feet, and the class-room over the kindergarten is of a similar size. Both of these rooms are well-lighted on three sides. Attached to each class-room is a large and well-fitted-up cloak or wardrobe room, well lighted; and all the class-

rooms are well provided with book and map closets; with ample apparatus closets, and floor ring to the Kindergarten room.

Each and every room throughout the building is well and amply lighted by means of large windows. The floors throughout are of hard maple, well-oiled and hand-polished; and the wainscotting throughout all the rooms and corridors is of white pine and black ash, varnished and polished. The doors and trimmings, capping, and base to wainscotting, and all similar woodwork throughout the entire building are of natural pine, cherry stained, varnished and polished. The white pine with the black ash presents a very pleasing contrast.

Each of the twenty-one class-rooms and recitation-rooms is well provided with slate blackboards, there being two to each room.



NEW CENTRAL SCHOOL, BRANTFORD.

These boards are three and a half feet in width, and twenty feet in length, surrounded with cherry-stained borders with chalk troughs complete. Each is also provided with four-inch nickel-plated electric gong bells, and these twenty-one bells or more are rung separately or simultaneously by means of a five-inch switch-board placed on top of the headmaster's desk. In the basement corridors are electric gongs, for calling the caretaker, these being operated from the main front entrance and the headmaster's desk, also an electric call bell from the office to the headmaster's class-room. The office adjoins, and is connected with the headmaster's class-room upon the ground floor. This office is thirteen feet in width, and twenty-five feet in length, handsomely carpeted and fitted up. The library room

is fitted up with a handsome bookcase and the board-room is appropriately furnished. The corridors upon both floors are wide, spacious, and well-lighted and well ventilated. They are 10, 12, and 15 feet in width. All the class-room windows are furnished with spring-roller blinds.

Two main staircases at either end of the building lead up to the upper class-rooms and down to the basement storey. These staircases are 10 feet in width, with landings half way up each staircase 10 feet wide and 21 feet in length, giving ample room for the pupils in case of fire or panic. These staircases are of oak, enclosed on all sides, with solid brick walls.

The building is amply provided with wide and spacious entrances from the ground floor, there being five, one main front entrance, an east and west entrance, and two rear entrances, each 6½ feet in width, and in addition to these there are two outside entrances leading down to the basement at either end of the building.

No feature of the building pleases the observer more than does the tower, which projects out from the main wall the full width of itself. It is placed in the centre of the front, and rises to a height of 130 feet. Although plain, and not overloaded with ornamentation, its beautiful proportions give it a very handsome appearance.

For five feet or so above the ground the building is constructed with Hagersville blue limestone, neatly pointed with blue cement, and the superstructure is of Brantford white brick,

with red brick window and door trimmings, etc., with black slate roofs, in cornices and gutters, the gutters being put up with wrought iron cradle brackets, two feet apart, and built into the brickwork.

The total frontage from east to west, is 215 feet, and has a depth of 88 feet. The building has a southern exposure. The stair-cases present a very fine appearance, having turned and moulded oak columns, extending up to the ceilings, with handsome arches springing from these columns.

The whole building is furnished and fitted up with the Smead-Dowd system of heating and ventilating, and the basement is also fitted up with their system of dry closets, etc.

The building will accommodate from 1,300 to 1,500 children.

* Special Papers. *

THE DUTY AND RESPONSIBILITY OF TEACHERS.*

WE are members of the noblest of all professions. Not the lawyer, nor the physician, nor even the clergyman himself is entrusted with a grander or a more responsible calling than the teacher. Not one of them can exert so tremendous an influence on the life and welfare of his fellow-beings as a teacher who is fully alive to his responsibility and his privileges. Having full charge of children for six hours of the day for five days in the week, we have perhaps more of their waking hours in which to exercise our influence upon them than even the parent himself; and therefore it is of supreme importance that our influence shall be such as to make them useful and high-minded citizens of this glorious land.

Our duty is of a three-fold nature. We are required to develop the intellectual faculties of our pupils; we are required to develop their moral and social nature; and we are also required to foster their physical growth and their strength of body. These are truly important and responsible duties.

To be successful in cultivating the intellectual side of our pupils' nature, it is imperative that our own intellects be properly cultivated, and that we be perfectly familiar with all the subjects we are expected to teach. A firm grasp of everything he is expected to lay before his pupils secures for the teacher the confidence of his pupils, and gives him confidence in himself; it will guard him against feeding his pupils with intellectual food too strong for their digestion; and it will assist him in teaching coherently and thoroughly. Without this qualification, he must ever move with trembling or with stumbling steps. And even if the teacher has this firm, sure grasp of his subjects, he must not allow his mind to become a stagnant pool, but must keep perpetually feeding it from the fountains of knowledge. No true teacher will rest satisfied with knowing simply what he is required to teach; he will desire to know vastly more than he can ever expect to impart to his pupils. He must be possessed of the studious spirit if he wishes ever to inspire his pupils with that spirit.

To cultivate the child's mind, the teacher must also have an acquaintance with the workings of the child-mind. To secure this acquaintance he must be a student of psychology, a subject which, of late years, has thrown great light on the science of teaching. With the aid and under the guidance of psychology, the teacher is enabled to place the subjects of study before his pupils according to rational and intelligent methods; and the true teacher will give deep, earnest thought to the invention of good methods. I would not attempt to dissuade any teacher from adopting the methods invented by others, if they are better than his own, but I submit that good methods of his own invention are likely to be of more service to himself and his pupils than methods adopted at second hand. Moreover, the search for the

best methods, and the intelligent criticism of his own methods beget the spirit of thoughtfulness, a spirit invaluable to the teacher.

In the second place, we are required to cultivate the moral and social side of our pupil's nature. Who can begin to estimate the importance of this part of our duty? It stands second to none of the duties we are called upon to discharge. The building up of character,—what can be a grander task? What opportunities we have of inculcating kindness, forbearance and truth—truth in our pupils to themselves, to their fellows, and to their God! How proud we may be if we can send out boys and girls, possessed of a chivalrous spirit of honor! We must teach them cleanliness, too, moral as well as personal; and I know of no surer impulse towards moral cleanliness, than a healthy love for cleanliness of person and of surroundings. Nor must we neglect to teach them respect for old age, and reverence for sacred things. The greater part indeed of this teaching must be done unconsciously by the teacher, his own possession of these qualities making its silent impress upon his pupils. Above all things, do not neglect in your pupils the formation of good habits. Set before them high ideals, and let your own life teach them to live up to those ideals. Be not anxious to send forth into the world *great* men and women, but strive with all your might to send forth men and women who are *good*. Then you may expect the greatest of all earthly rewards, an inward peace and satisfaction born of duty faithfully discharged.

In the third place, the teacher is required to care for the physical well-being of his pupils. The ancient Greeks, who attained a pitch of excellence in education which we may well admire, divided education into two equally important classes, music and gymnastics. Under the head of music they included everything that related to the training of the mind, and under the head of gymnastics, all that had reference to the training of the body. And they produced a race of men since unequalled in intellectual or in physical strength. We too often forget that, for the mind to do the best work it is capable of doing, it must be contained in a strong and healthy body. Our success as teachers being judged, as it generally is judged, by the number of candidates we pass at examinations, we frequently, in the struggle to pass as many pupils as possible, forget that the playground is a necessary adjunct of the school-room, and that the best results in the school-room are not only consistent with, but even dependent on, the greatest enthusiasm in the playground. The ideal teacher will surely be found to be that one who is always to be seen at the proper time upon the playground, and who there, as in the school-room is the leader and director of his pupils.

But there are still other duties for the teacher, and other qualities that he must possess. Many children have a deep-rooted repugnance to the school-room, and must be attracted thither by all the arts the teacher can command. The school-room must be made pleasant. Its appearance must be made attractive. Its walls should be adorned with pictures and ornaments, its

widows with flowers, to give it a pleasing, home-like appearance. And if the ornaments and pictures are contributed by the pupils themselves, the charm and attractiveness of the school-room will be doubly enhanced. Few things are so helpful to the teacher as the co-operation of his pupils in this kind of work; few things so valuable in inculcating a love of the beautiful.

The school-room should also be made pleasant by the teacher's own presence. What is a more delightful sight than a cheerful teacher moving among pupils who have caught his spirit of cheerfulness? Depression of mind and despondency of spirit will at times come over you, but they must be repressed, and you must ever present to your pupils the beauty of a cheerful spirit. There are occasions, indeed, when you must of necessity be stern and severe, but these occasions, unless they occur too frequently, will serve but to set in relief the habitual pleasantness of your nature.

Closely allied with this quality of mind is the quality of sympathy, a quality indispensable to the successful teacher. Is it possible to over-estimate the value of this moving force? What teacher has not himself felt inspired with new energy by a word of sympathy and encouragement from parent or trustee? It is the same with children. They find innumerable discouragements and difficulties in the path of knowledge; but the discouragements and difficulties vanish at a sympathetic word from the teacher, their eyes gleam with new hope, new energy, and the task that was apparently impossible, it becomes now a pleasure to accomplish.

Another indispensable quality in the teacher's character is energy. Whatever you undertake to do, do it with all your might, and leave it not until it is thoroughly done. Labor was imposed on us, not as a curse, but as a supreme blessing; and the more energetically we labor, the more do we realize the blessing of labor. What satisfaction a teacher feels after a day in which he has been more than usually energetic! Energy is a quality that everyone can possess, and which, when possessed, will accomplish everything. Mountains of difficulty become mere molehills before the strenuous efforts of the energetic teacher. Energy is a quality that increases with use; the more energetic you are, the more do you desire to be energetic, and the more repugnant to you do lethargy and indolence become. Energy is a quality that is contagious; the energetic teacher has energetic pupils; and rapid, thorough progress is made in that school-room in which the teacher's energy pervades and inspires all the work of the school-room.

Energy engenders enthusiasm, and makes the school-room what the school-room should be,—a hive of industry. How the pupils hang on the lips of an enthusiastic teacher! How they put all their soul into their work, and how they delight to work when they are aroused by such a teacher! Enthusiasm is the secret of all success. All great inventions, all great reforms have been accomplished by enthusiasts. And with what better mental equipment can you send out your pupils into the active, busy world, than the habit of doing with all their might

* Read before the South Grey Teachers' Institute, by Mr. Levan, Principal of Owen Sound Collegiate Institute.

and with all their soul, whatever they are called upon to do?

Again, the teacher has a duty to perform towards himself, and to his fellow teachers. It is his duty—and should be an exceedingly pleasant one—to attend Associations such as this, for the purpose of enjoying the society of his fellow-teachers, deriving inspiration from his fellow-workers, and helping along his weaker brethren by words of encouragement and advice. Another duty that he owes to himself is to keep abreast of the educational progress of the day. He should therefore be a thoughtful reader of at least one good educational journal.

And he should endeavor to counteract the debilitating effect of his constant contact with minds weaker than his own by communing with those loftier minds whose thoughts are embodied in literature which the world will not permit to die. A stated period should be set aside each day for reading, and nothing should be allowed to interfere with this duty. Where can the teacher turn for moral and spiritual nourishment richer than that to be found in the grandest of our literary treasures—the Bible? Where can he find a more comprehensive survey of human nature with all its ambitions, its energies, its loves, its hatreds, and its high and inspiring ideals, better than in that book whose influence for good is second only to that of the Bible—the works of William Shakespeare. Read and re-read these grand works, and the works of such masters as Tennyson, Scott, Dickens and Thackeray, and your intellects will be refreshed and expanded, and life will be to you the grand, noble and golden thing which your Creator intended it should be. And in all your labor, have a lofty conception of what you should accomplish, and of what you should be, and when you have completed your term of earthly existence, you will be greeted by the welcoming words, "Well done," and those whom you leave behind will say of you as our poet laureate has said of our laureate general:

"Not once or twice in our fair island story,
The path of duty was the way to glory."

"TRAINING FOR CITIZENSHIP."*

THREE things are necessary to the performance of duty—knowledge, disposition, power. The question of training for citizenship resolves itself into three questions.

(1) What are man's duties to the state and how shall these be taught?

(2) How may there be implanted in the heart a disposition to perform these duties?

(3) What power in the individual is necessary in order that duty be performed, and how shall this power be acquired?

(1) *As to Knowledge.* The direct duties to the state are included in the list:—Love of country; obedience to law; respect for rules; fidelity in office; the ballot; preserving and upholding the dignity and honor of citizenship; oaths. The teacher's work here is to illustrate these duties in as many ways as he can, and by multiplying illustrations lead his pupils to perceive the general truths.

(2) *As to Disposition.* The duties enum-

erated must be considered one by one. Patriotism is a feeling but the word has generally too narrow a significance. Teach that patriots in time of peace are as worthy as those in times of war. Those who fight for national existence are no better than those who fight for honorable existence. The true patriot desires not only life for his country but spotless life. There is danger of mistaking outward show for inward reality. The sight of a thousand waving flags may cause enthusiasm in children's minds, but that enthusiasm may be far from real patriotism. True feeling is based on some idea or thought in the mind and the nature of the feeling is determined by the knowledge or mental state that awakens it. Display of emblems and talk of the "old flag" may stir the heart to unworthy unfeeling. The teacher's duty is lovingly to recite the good and great deeds of our ancestors, their sacrifices in times of peace and war, and, pointing to the future, to inspire each child to do what he may to contribute to the happiness and prosperity of the state.

Obedience to Law. "The child is father to the man." He who in school habitually obeys will, on attaining membership of the state, be disposed to yield obedience to its laws. Hence the value of school discipline in training for citizenship. "The good man is the good citizen."

Respect for Rules. Enjoin respect for parents; in school, teachers must deserve respect and require the accepted expressions of it from their pupils, then in later life these, habituated to show respect to elders and superiors will respect their rulers. Putting or retaining corrupt men in positions of honor is an evil that cannot be strongly enough condemned.

(3) *As to Power.* The usual cause of failure to perform duty when knowledge is clear is moral weakness. The agent lacks moral will-power. He succumbs to the temptation to do something else than duty. The teacher can assist, (1) by lessening the temptation, (2) by increasing the power to resist it. He may lessen the temptation in earlier years by associating rewards with motives impelling to right action and punishment with those impelling to wrong action, aiming in the end to habituate the learner to make a sense of duty the motive of right action. The teacher has opportunity to elevate the child's ideal of happiness and liberty, and thus make the right and the desirable identical. The power to resist temptation to wrong doing comes through resisting. "Every choice is for eternity." Most important is the formation of right habits. Knowledge of duty is not sufficient to secure its performance. Practice in right doing produces power to do the right.

It is not the work, but the worry which kills. There is no tonic for the body like regular work of the mind, though this is, unfortunately, not often appreciated or not allowed by the physicians to whom anxious mothers take their growing daughters. There is nothing so sure to steady the nerves of the fretful and excitable child as regular work at school in the hands of a real teacher. Many a child who is celebrated for dangerous fits of temper at home becomes entirely transformed under the influence of such a school, till her nearest relatives would not recognise her if they should ever take the time and trouble to visit the school-room.—*Anna C. Bracket, in Harper's Magazine.*

For Friday Afternoon.

AN AWFUL STORY.

THERE is a little maiden
Who has an awful time;
She has to hurry awfully
To get to school at nine.
She has an awful teacher;
Her tasks are awful hard;
Her playmates all are awful rough,
When playing in the yard.
She has an awful kitty,
Who often shows her claws;
A dog who jumps upon her dress
With awful muddy paws;
She has a baby sister
With an awful little nose,
With awful cunning dimples,
And such awful little toes!
She has two little brothers,
And they are awful boys;
With their awful drums and trumpets
They make an awful noise.
Do come, good fairy Common Sense;
Come, and this maid defend;
Or else, I fear, her awful life
Will have an awful end.

SATURDAY NIGHT.

BY SIDNEY DAYRE.

OH, dear! oh, dear! how my shoulders ache!
Father is making a great mistake
Working us boys so dreadfully hard,
Piling wood in that old back-yard.

But how we scampered when it was done,
To have a holiday's royal fun!
We went for Harry and Jim and Bill,
And up in the woods beyond the hill
We built a fort—'twas a splendid one—
Of logs and bushes and stumps and stone;
We chopped and carried and worked away
Hauling and lifting half the day,
Till all was finished strong and tight;
And then if you could have seen the fight!
The storming party was Jim and I,
And how we wrestled and fought, to try
To get the better of all the rest,
But we couldn't, for all we tried our best.

Well, when we went to dinner, you see,
Mother had an errand for me
Down to the corner grocery store,
All of a half a mile or more!—
And carry bundles and things about—
I tell you it fairly tired me out!

Then after dinner we jolly boys,
With plenty of fun and frolic and noise,
Started nutting—'twould make you laugh
If you could only have seen one-half
The sport we had, for soon we found
A woodchuck's hole running underground.
We pulled at roots, and we scratched and dug—
You ought to have seen us tug and tug—
Till we had a hole as big as a hall,
And the rascal fooled us, after all!
But how the nuts came rattling down,
Hurrah, they were big and ripe and brown;
We filled our bags to the very top.
Then 'twas time for the fun to stop,
For soon the sun would be sinking low,
And we had to walk six miles or so;
But what was that to a merry crowd
Joking, singing, and shouting loud?

But—after supper, (it tasted good!)
I had to cut up some kindling wood,
And drive the cows to the lower yard.
—I think when boys have to study hard
The whole long week, that on Saturday
They ought to have a good chance at play.
But father really thinks it right
To set us to work. How I ache to-night!

SELF-RELIANCE is one of the highest virtues in which the world is intended to discipline us, and to depend upon ourselves even for our own personal safety is a large element in our moral training.—*J. A. Froude.*

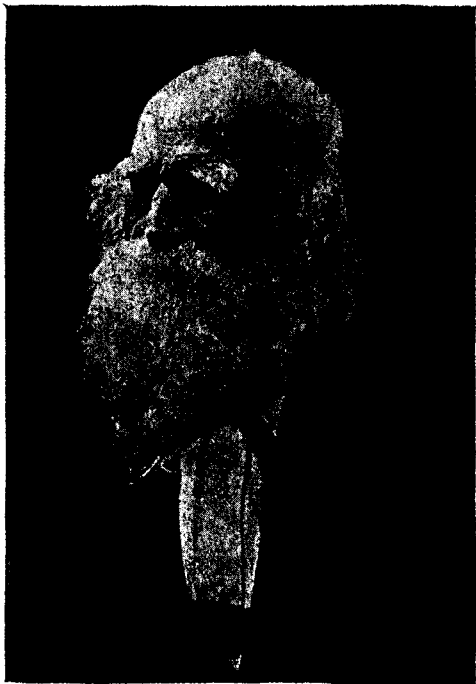
*Notes of an address by W. A. McIntyre, B.A., of the Winnipeg Normal School, at the W.T.A. meeting, Brandon. Communicated by Inspector J. Dearness, London.

* English *

Edited by F. H. Sykes, M.A., to whom communications respecting the English Department should be sent.

THE BELL OF ATRI.

BY LONGFELLOW.



HENRY WADSWORTH LONGFELLOW.

I.—INTRODUCTORY.

THE class may be called upon to consult a map of Italy for the situation of Abruzzo and Atri. Then let them see a map of Massachusetts for Boston, and, adjoining Boston, Cambridge, and, twenty miles west, Sudbury.

The three places, Cambridge, Sudbury and Atri, are of importance. The first was the home of Longfellow, the second was the little town where, in the old Red-Horse Tavern, the poet lays the scene of that famous series, or more properly those three series, of tales known as "Tales of a Wayside Inn." The poet pictures the Host, a Student, a young Sicilian, a Jew, a Theologian, a Poet and a Musician—gathered together in the famous old inn telling stories in turn. The Host relates "Paul Revere's Ride"; the Sicilian, "King Robert of Sicily"; the Theologian, "Torquemada"; until everyone has contributed his part, and the Landlord's snore warns them that the hour is late. The second day there was an uninterrupted rain; everything was wrapped in mist, and the autumn sun was high in heaven before the guests arose. Outdoor amusements were impossible. The Sicilian gazing from the window noticed that

"Then down the road, with mud bespent,
And drenched with rain from head to hoof,
The rain-drops dripping from his mane
And tail as from a pent-house roof,
A jaded horse, his head down bent,
Passed slowly, limping as he went."

* * *

Alas for human greed,
That with cold hand and stony eye
Thus turns an old friend out to die,
Or beg his food from gate to gate!
This brings a tale into my mind,
Which, if you are not disinclined
To listen, I will now relate."

All gave glad assent to this proposal, and after a moment's interval, the Sicilian told the story of "The Bell of Atri."

II.—EXPLANATORY.

Atri (*a'* (as in father) *tri*). A small town in Italy, near the Adriatic, east-north-east of Rome. *Abruzzo* (*a broo' tso*). One of the divisions of Central Italy, bounded on the west by the Apennines, and on the east by the Adriatic.

Re Giovanni (*ra jo van' ne*). "Re" is Italian (Lat. *rex*) for "king"; Giovanni, Ital. for "John." *Syndic*.—The chief magistrate. The word is originally Greek (*sun*, with; *dike*, justice).

Strand.—One of the parts, which, twisted together, make up the rope.

Bri'ony, or bryony.—A wild climbing vine, with leaves resembling ivy.

Tendrils.—The shoots of the vine, by which it sustains itself in climbing.

Votive garland.—It was, and still is, customary to hang wreaths about shrines and tombs as marks of reverence and affection. "Votive" means "given by vow." Persons would vow to hang a wreath upon the shrine of a certain saint in return for special marks of favor from the saint. (Note that "devote," "vow," "votive," are from the same Lat. root *voveo*, I vow.)

Falcons' hoods.—During the Middle Ages, a favorite amusement of the nobility was to keep hawks, or more accurately, falcons, trained to chase and take upon the wing, birds such as the partridge, pigeon, wild-duck. (See the "Falcon of Sir Federigo" in the "Tales of a Wayside Inn.") To keep the falcons docile and quiet, while being carried about, their heads are covered for the time by a close leather hood to shut out the light.

How to . . . spare.—How to effect a saving, how to economize.

Provender.—Food for beasts, such as hay, straw, oats.

Suburban lanes.—Lanes of the suburbs, *i. e.*, of the outskirts of the city. (Lat. *sub*, under, near, *urbs*, city.)

Belfry's light arcade.—In the light framework of the bell-tower, the roof rested upon arches, in the middle of which hung the bell.

Domeneddio (*do men ed de o.*)—From the Lat. *dominus*, *deus*, Lord, God—a common Italian oath.

To heathen gods.—The influence of the religion of Rome is still seen in many expressions, *e. g.*, "by Jove."

Fame . . . weeds.—Fame arises from the knowledge men have of our good deeds, not of our bad deeds; just as fragrance arises from flowers, not from weeds.

He who speaks . . . door.—The faithful servant who talks not of his good deeds is more deserving of kind treatment than those who besiege our doors with clamorous appeals for aid.

Mass.—The service in the Roman Catholic Church, in which the Lord's Supper is celebrated.

Clime.—Poetical form of climate, here meaning land, state.

Unknown to the laws.—The brute creation is not recognized by the laws as having rights. There is indeed a partial recognition of their rights in the laws for the prevention of cruelty to animals.

III.—QUESTIONS AND EXERCISES.

1. Describe briefly the town in which the scene of the story is laid, including what you are told of its geographical position, its date, its history and its situation. Make, as regards its situation, a comparison of the town with a person.

2. Narrate the events concerning the setting up of the Bell of Atri.

3. Describe the appearance of the bell and belfry at the time of our story.

4. Describe the Knight of Atri, including his past life, and his life at the time of the story, and especially his treatment of his horse.

5. Tell how the horse called for justice, including (a) a description of the Italian town at hot noon-day, (b) the ringing of the bell and its effect, (c) the syndic's disturbance, (d) the appearance of the steed tugging at the bell-rope.

6. Describe the scene that ensued—the gathering crowd, the syndic's interrogation of the knight, the knight's contempt of law and humanity, the magistrate's judgment.

7. Tell how the news reached the King, and give his comment on the incidents.

1. What does the story teach us about treating dumb animals? 2. What do you admire in King John's proclamation? What do you like or dislike in the Knight of Atri? 4. What do you think of his manner of life, and of his treatment of his horse? What kind of man was the Syndic? What is amusing about his person? What is noble in his character? 6. Was the Knight right or wrong when he said "he should do what pleased him with his own,"? and why? 7. What meaning have the

proverbs, "Pride goeth," etc., and "Fame is the fragrance," etc., as applied to actions of men of rank such as the Knight? 8. Justify the King's exclamation "Right well it pleaseth me." 9. What lines do you like best in the poem?

IV.—BIOGRAPHICAL.

Henry Wadsworth Longfellow, the greatest of American poets, and with Tennyson, one of the two most popular poets of the present age, was born in Portland, Maine, in 1807, and died, after long years of happiness, honors and great achievements, in Cambridge, Mass., in 1882. His success at college in translating an ode of Horace won him the position of Professor of Modern Languages in Bowdoin College, which he left in 1834 to become professor in the same department in Harvard College, Cambridge. The professor was a poet at an early age; at thirteen he had published verses in the town paper of his native place; but it was not till 1839, when the success of "Psalm of Life" had given him faith in his powers, that he published his first volume of poems, "Voices of the Night." Thenceforth, every year or two, a volume came from his pen, sometimes a novel like "Hyperion," sometimes a drama like the "Spanish Student," sometimes lyrical poems such as "Seaside and Fireside," or stories in verse such as "The Tales of a Wayside Inn," sometimes translations of foreign poems even—the great Italian epic of "The Divine Comedy" of Dante. The subjects of his work he drew from all literatures, for he had gained great knowledge of the languages of Europe by frequent and long visits to the old land. Yet he did not neglect home subjects. The old legends of Indian life were transformed into the wonderful story of "Hiawatha"; the expatriation of the Acadians from Nova Scotia gave rise to the pathetic and beautiful idyll of "Evangeline"; the story of his own ancestors among the Pilgrim Fathers of Massachusetts afforded the materials for "Miles Standish."

Longfellow's name is a household word, which tells us at once the nature of his genius, and the extent of his influence. His work is neither very powerful nor very original. He has contributed very little to the real thought of the world. But no poet has embodied to such an extent, or in as graceful form as Longfellow the domestic affections, the simple, tender feelings of humanity. Children will never tire of "The Wreck of the Hesperus," bereaved parents of "Resignation"; while "The Psalm of Life" will long continue to be a trumpet-call to young America to earnest, high-minded activity. For his skill as a story-teller Longfellow deserves a place among our great masters. Chaucer, Leigh Hunt, Morris and Tennyson are alone worthy of comparison with him. Simple, lovable, pure in character, Longfellow has imprinted his own character on his work, and fame will surely crown "Evangeline," "Hiawatha" and his best lyrics with unfading laurel.

F. H. S.

School-Room Methods.

TEACHING CONCRETE GRAMMAR.

THE first great object in teaching grammar should be to make the child familiar with language and the changes made in words, phrases and sentences to express changes in position, appearance, quality, time, manner and intention. In these early exercises physical realities should invariably be prominent. The objects described should be seen, felt and tasted, and the child should be taught to express, in proper form, what he sees, hears, feels, tastes, or smells. The objects should be placed in different positions with reference to one another, always proceeding by easy steps from the simple to the more difficult. Begin with objects held in the hand, then place figures, such as the square and oblong, on the board and put dots at the corners, sides, and have these positions described. The position of maps, seats and stoves in the school-room should be described and objects should be placed in all kinds of positions in the room and the positions described. The position of the fences, buildings and farms about the school house should also be described. In all these exercises single objects should be first used, then two or more objects should be used, and the changes in the words noted and placed on the board. Thus first use pencil, slate, shoe, pea; then pencils, slates, shoes.

These should be followed by such words as dish, bush, box, switch, match and their plurals; then shelf, leaf, sheaf, half and their plurals; also fly, candy, penny, and their plurals. The object in all these exercises should be in the hands of the teacher and pupils. Words forming their plural in the same way should be taken separately. The entire work should be conducted systematically and with a view to prepare the child for technical grammar in the advanced classes. The exercises on name words should be followed by exercises on words expressing quality, such as small, large, short, long, heavy, near, smooth and hard. In dealing with these the different forms, as small, smaller, smallest, should invariably be taught in connection with objects. It is only in this way that the young mind can grasp the idea, and be properly fitted for advanced work. In dealing with words expressing action as, walk, tear, strike, ring, rise, place, catch, cut, bite, fall, give, etc. The action should always be performed by either the teacher or the pupils. This plan enables the child to concrete the idea of action and connect it with the word by which it is expressed. The idea should first be expressed in present time, it may then be expressed in past and future time, and the changes noted. The question form of sentence may also be easily introduced, as well as the progressive and passive forms. As the classes advance into the Senior Second Book and Junior Third Book, any form or tense of the verb may be written on the board and same forms of other verbs given by the pupils. In this way the observation of the children is cultivated, similarities and differences are discovered and the way paved for intelligent and rapid progress in the higher classes. In fact the subject ceases to be mechanical and becomes educative in the broadest and best sense.—*From a paper read before the Bruce Teachers' Association, by F. C. Powell.*

TIME TABLE FOR RURAL SCHOOLS.

In response to the request of "Vox," Mr. Alfred Cross, of S S. No. 8, Oro, sends us the following, which he says he has used with much success:

MORNING.		
Opening Exercises.....		9.00- 9.20 A.M.
Grammar and {II, III. and IV. Classes....}	}	9.20-10.25 A.M.
Composition		
Reading and Spelling... {I Class.....}	}	10.40-12.00.
Arithmetic, all classes		
Writing		
AFTERNOON.		
Geography .. {II., III. and IV. Classes.....}	}	1.00-2.15.
Reading and Spelling... {I. Class.....}		
Reading, Spelling and Literature, all classes ...		2.30-4.00.
Drawing (at seats)		

N.B.—In History I take up (on Fridays) a chapter or so; tell it in simple stories, give notes and explain any difficulties in the text book. Then each day of the following week give a few questions after last recess for pupils in III. and IV. classes to answer on slates.

The above programme is for the first four days of the week. Review, Business Forms and Written Examinations on Fridays.

POLLY BARKER'S MOTTO.

"Do your best,
And leave the rest,
'Twill all come right
Some day or night."

—From *Black Beauty*.

A MAN who had been away from school over twenty-five years said of his teacher, "I was extremely careless when I began to go to academy. I know that most of us filched from each other's desks; especially candy and fruit were subject to this rule. We were very rude, too; we marked each other's coats with chalk, especially if one wore his Sunday coat, it would be fairly ruined. And yet our Principal turned me away from all that meanness, and what he did for me, he did for nearly all."

Book Notices, etc.

Apperception, or The Essential Mental Operation in the Act of Learning.—An Essay on "A Pot of Green Feathers," by T. G. Rooper, Esq., M.A., H.M.I. Syracuse, N.Y.: G. W. Bardeen Publisher, 1891.

"What is *Apperception*?" we can fancy many a reader, whose attention may not have been given largely to metaphysical distinctions, asking. We cannot better answer the question than in the following words of Dr. W. T. Harris: "A careful examination of the pedagogical writings of the followers of Herbart shows that the important thought which has become so fruitful is that of 'apperception.' It is, in fact, the central thought, from which the author proceeds, and to which he always returns. To explain this idea we contrast *perception* with *apperception*. In *perception* we have an object presented to our senses, but in *apperception* we identify the object or those features of it which were familiar to us before; we recognize it; we explain it; we interpret the new by our previous knowledge, and thus are enabled to proceed from the known to the unknown, and make new acquisitions; in recognizing the object we classify it under various general classes; in identifying it with what we have seen before, we note also differences which characterize the new object and lead to the definition of new species, of varieties. All this and much more belongs to the process called *apperception*, and we see at once that it is the chief business of school instruction to build up the process of *apperception*. By it we re-enforce the perception of the present moment by the aggregate of our own past sense-perception, and by all that we have learned of the experience of mankind." The little book before us is an unusually clear and sprightly discussion of the part played by *apperception* in the operations of the child-mind. The usefulness of a knowledge of this process in enabling the teacher to do his work intelligently and effectively stands out very clearly on every page. Every teacher would be the better for reading the essay.

Easy Drawings for the Geography Class.—By D. R. Augsburg, B.P., Author of "Easy Things to Draw." New York and Chicago: E. L. Kellogg & Co.

Very tempting is this little book in pamphlet form, with its large type, good paper, and easy, practical drawings, which cannot but be useful in classes in primary geography. The work consists of three sections: Part I., Sixty-four simple sketches, illustrative of land and water divisions, have the merit of beauty as well as utility. Parts II. and III., Plant and animal life. In teaching the productions and climate of the zones, pictures are valuable assistants. Here are seventy-six specimens of plant life and sixty-four of animal life. The teacher need not be a very clever draughtsman in order to reproduce the pictures on the blackboard, and the little folks will surely be delighted with them.

Civil Government of the United States.—By W. C. Hewitt, Superintendent of Schools, Three Rivers, Michigan. Lansing, Mich.: Henry R. Pattingill, Publisher.

This is a work designed for use in American schools. To the practical American mind it is as important that pupils should gain a knowledge of their rights and duties as citizens, as of the principles of mathematics, or the aesthetics of *belles-lettres*. By such a study it is thought the country will gain more intelligent electors and more loyal and worthy citizens. The book is clearly and well written. It treats of the government in the days of colonial dependence, and of the constitution as established in 1787; explains briefly the powers of congress, of the Union, of the different States, of the President, and other Executive officers; and quotes such important papers as "The Declaration of Independence" and "The Articles of Confederation." In the hands of a skilful teacher such a book and such a study might be made very interesting; otherwise it would be rather dry and difficult reading for the ordinary pupil. The aim—to give pupils knowledge that will directly and practically help them in the

coming duties of citizenship—is certainly praiseworthy, and should be full of suggestiveness to Canadian teachers, as well as to those of the American commonwealth. N. S.

The Education of Girls.—A Translation of Fenelon's Treatise, by Kate Lupton, M.A., Vanderbilt University. Ginn & Co., Boston.

Another indication of the interest still taken in the hackneyed subject of woman's education appears in this translation. The ideas of an eminent educator and thinker of two centuries ago are interesting in comparison and contrast with those of our own day. The thoughts of the Frenchman on the moral training of girls are such as we have scarcely advanced beyond, if, indeed, we have approached them; and upon this part of feminine education he lays chief stress. As for their mental training, it is rather amusing to look at the prescribed regimen. Girls should be taught to read and write correctly. They should also comprehend the four rules of arithmetic and something of the principal rules of law, and it would be safe to let them dip into history. The study of languages is, in most cases, useless, but Latin might be taught to girls of sound judgment. Works of poetry and eloquence may—but very guardedly, and with many limitations—be indulged in, and the same precautions are required with regard to music and painting. In all these there is great danger that the pleasure they afford may intoxicate and enervate the mind. This education will, of course, be gained from a governess, in the selection of whom great care is necessary. No dream of a time when a University education would barely satisfy modest feminine ambition vexed the calm thinker, in whose mind there were only two possible endings to the period of girlhood—marriage or the convent—and whose theory of the education of the sex was, of course, built upon such a supposition. Notwithstanding the protest of the translator, she has done sufficient justice not only to the sentiments, but also to the literary style of the great author, for whom she professes such an admiration. N. S.

An Elementary Treatise on Mensuration, with numerous solutions and examples, by E. J. Henchie. Moffatt & Paige, London.

This little book gives in 200 pages a greater variety of examples and more copious solutions than we remember to have seen elsewhere. It is a first-class book of the kind.

It was not so much to his improved modes of teaching, or by any of the strict exercises of the school-room, as to his kindly sympathy, his personal influence, his own character, that Dr. Arnold owed his power and reputation. He labored to inculcate proper sentiments, to give high and noble aims, to infuse something of his own thoughtful, earnest spirit. It is this personal influence which is the stamp and crowning excellence of the teacher, an influence unseen, perhaps, and unobtrusive, but all-pervading; free from the slightest taint of suspicion or distrust, yet checking insubordination before the thought of it has taken form; exacting a faithful performance of duties, yet encouraging by its inspiration before despondency has attained a conscious existence; soft and gentle as a mother's hand on the brow of a sick child, yet holding the reins of authority and controlling the very motives of action like the hand of fate; an influence under which the pupil should acquire those habits of thought and feeling which shall prove his safeguard and his most efficient means of success, as well while in school as in whatever department of life he may choose to assert and maintain the worth of true humanity.—*Howland*.

EVERY explanation, every particle of showing, every bit of the pupil's work that the teacher does—whenever, in brief, she does anything for him that he can do for himself—she has not only robbed him of an opportunity to discover, to think or to do, but she is building up a habit that will result in making him that drone in the world's hive, and that unhappy nuisance in society—a helpless, despondent man or woman.—*Quincy Methods*.

Teachers' Meetings.

WEST MIDDLESEX TEACHERS' ASSOCIATION.

(Condensed from a report furnished to the press by Mr. Horton.)

The autumn meeting of the West Middlesex Teachers' Association was held on Friday and Saturday, Oct. 9th and 10th., in the Front street Methodist church.

There was a large attendance of teachers, teacher students and their friends. As this is the second meeting for the year the teachers began their Institute on Friday instead of Thursday, as appointed by law.

The president, Mr. Roderick McLean, occupied chair, and opened the session with a careful, thoughtful speech. He heartily approves of the second meeting of the Association. It is especially beneficial, he thinks, to the rural teacher, more so than to the teachers in towns, who have the advantage of the society of other teachers.

The Inspector pointed out that as the autumn term is so broken by holidays for fairs, etc., it was considered best to devote but one school day and a Saturday. Mr. Dunsmore referred to the difficulty and expense undergone by rural teachers in coming to Strathroy. After considerable discussion the question of the second meeting was laid over to be decided at the annual meeting in 1892.

Miss Jennie Barnes, primary teacher in Colborne street, Strathroy, was present with a class, and she proceeded to teach a reading lesson to illustrate her method of teaching that subject. Interest was first created by a picture and conversation. Some of the remarks made by the pupils were written on the blackboard, and the written sentence read by others. Much attention was given to expressive reading of the written sentence. A charming story concerning the subject of the picture created such interest as to elicit ready expression from the pupils. Analysis of words produced letter and digram sounds, and synthesis of the sounds produced new words. These new words were used in spoken and written sentences and read from blackboard. Instead of saying *read* she used the word *tell*. Ready and correct expression was skilfully obtained by means of question and answer between pupil and pupil. At the conclusion the blackboard presented a connected account of the scene represented in the picture used. She further illustrated her method of teaching phonics. At the conclusion of the lesson the convention was agreeably surprised by a song from the class. The president, after complimenting Miss Barnes, asked for opinions as to the relative value of script or printing. Mr. Dunsmore favored using writing at first for several reasons. Teachers generally write well but print poorly. Then pupils must soon learn to write, and the transition from writing to printing is easy.

Various were the experiences of different teachers, animated was the discussion, some favoring script and others printing, the Inspector giving his experience in favor of script. He also stated that in the Inspectorate the teachers using script was generally successful. Script is used in Toronto schools. One great advantage is great simplicity. The chief objection to script is the bad habits into which pupils fall.

The president next called upon Mr. Leitch to read a paper upon the Constitutional Act. [The excellent and suggestive outline presented by Mr. Leitch will be given in another number of THE JOURNAL.—Ed].

AFTERNOON SESSION.

After a discussion of Mr. Leitch's paper, the president called upon Miss M. S. Edwards, Mount Brydges, who read an original poem on "The Faithful Teacher and his Reward," for which the thanks of the Association were heartily expressed.

Mr. Cuddy next introduced a discussion on Arithmetic for the Entrance Examination. His greatest difficulty is in securing accuracy in mechanical work. Constant drill is required. Among the requisites are neatness, accuracy and rapidity. The teacher must be neat or his class will not be. He must exercise a constant vigilance over each pupil's work or they will lapse into carelessness. To secure accuracy much drill is necessary, especially in mental arithmetic and in long exercises in simple rules. Do not have a set place in the time

table for it, but take it up when the class or teacher are restless or indolent.

The teachers agreed in placing drill as the only means of securing accuracy and rapidity.

The Inspector spoke of the large number of pupils of Mr. Cuddy who passed the last Entrance Examination. He agreed with the speaker that the majority of mistakes were in mechanical work, and emphasized the importance of looking carefully after each pupil's work.

Mr. W. A. Campbell proceeded to illustrate his method of teaching the lesson on "Mound Builders." The lesson should be read and a study made of the life of the author. It should be a rule to have pupils reproduce what has been taught. The title calls for discussion. Excite curiosity and foster the habit of questioning by pupils. Read the first paragraph and get the sense of the more difficult words. Put these words with their synonyms on the blackboard, the pupils compose sentences containing these words and discuss the propriety of using each. Talk about the mammoth, refer to the mastodon; take the pupils to see the bones of one. Concerning the mound of Ohio, an account may be found in the *February Century*, which will provide interesting points. Further on call for evidences of civilization, engineering skill, etc. He would teach the subject of each paragraph after it is thoroughly understood.

In the absence of Mr. W. C. Allen, the last Entrance Grammar paper was taken up by Inspector Johnson, who answered each question on the paper and many asked by the teachers.

After a recitation, "The Polish Boy," by Miss Annie Doyle, the members of the Examining Committee were called upon for remarks upon the answers they had read. They objected to the use of lead pencils, lack of solutions, inaccuracy, lack of neatness in some schools, of shading in writing, of spaces between answers, crowding of answers, lack capitals and periods, indefiniteness of answers.

EVENING SESSION.

In the evening a large audience gathered in the auditorium of the church. The leading feature of the meeting was an address by Hon. G. W. Ross, Minister of Education; songs, duets, etc., also contributed to the evening's entertainment.

SATURDAY MORNING SESSION.

After roll call a committee was appointed to draft a resolution of condolence for the family of the late Archibald Graham, a member of the Association.

The president next called upon Mr. J. E. Wetherell, B.A., to deliver an address upon a selection from Byron's poem, "The Battle of Waterloo." [We hope to find room in a future number for an outline of this address.—Ed.]

Mr. Snellgrove proceeded to explain his method of teaching "The Pet Lamb." He would tell much about the author. He would take the selection line by line and explain by questioning. Notice that many sentences are in the form of questions. Suggest the various meanings for phrases and let pupils choose the correct one. The last thing is to give an examination.

After a brief discussion on the use of Dictionaries and some remarks complimenting Mr. Snellgrove, the Question Drawer was opened and answers given by the Inspector, Mr. Cuddy and Miss Stevenson.

A thoughtful and suggestive paper on "Letter Writing," by Miss Sutherland, in which the necessity of much practice in oral and written composition was insisted on, and an address on the "Teaching of Writing," by Mr. Gilbert, brought the practical work of the session to a close.

A MANITOBA TEACHERS' CONVENTION.

MR. J. DEARNESS, I. P. S., East Middlesex, has favored us with the following account of the meeting of the Western Teachers' Association held at Brandon on the 1st and 2nd inst :

Notwithstanding the very unfavorable weather, the place of meeting (in the Brandon Central School) was filled at every session. The long distances that many travelled attest the energy and professional zeal of the teachers of the Prairie Province.

A good programme was well carried out. Three addresses by Col. F. W. Parker, Chicago, and as many more by myself, were supplemented by an equal number from local educators. The discus-

sions were spirited and practical, and though brief, owing to the pressure for time, were to the point, and proved that some, at least, of the teachers there are abreast of the times in acquaintance with the best professional literature. In fact I was surprised to see the lines of advanced and modern works on pedagogics carried by the booksellers in Brandon. These works would not likely be kept in stock if there was not demand for them.

President Rose's address on the Responsibilities and Opportunities of the Teacher and the Plea for Natural Science in the Public School, by Mr. W. D. Sharpe, B.A., were exceedingly good. The paper that seemed to me specially valuable at the present time was one entitled "Training for Citizenship," by Mr. W. A. McIntyre, B.A., of the Winnipeg Normal School. I enclose notes upon it which are, I think, worth publishing, and which will admirably supplement your editorial in the number for Oct. 15th. The Hon. D. McLean, Minister of Education, and formerly an Ontario teacher, visited the meeting, and in an address of encouragement to the teachers, indicated the lines upon which he hoped gradual change and improvement would take place.

I had heard Col. Parker twice before but never to so good advantage as at Brandon. He seemed in his happiest vein. His public lecture on Friday evening, "Artist or Artisan, Which?" was well received by a large audience. His eloquent reference to the struggle the Province is making for a unified national school was warmly applauded. If the feeling that meeting appeared to express obtains generally, Manitoba's aspirations for a non-sectarian public school will be difficult if not dangerous to check.

An interesting feature of the meeting was the display and exhibit of pupils' work and various appliances and apparatus for aiding the teacher, such as stencils, Fry's relief maps and kindergarten gifts. The exhibit from the Virden school was especially meritorious, but creditable displays also came from Elkhorn, Mayville, Elphinstone, Arrow River, Breadalbane and several other schools. The local booksellers exhibited samples of teachers' books, school helps, maps and kindergarten material. These, with the pupils' work, fully occupied a large class-room and formed a helpful and stimulating feature of the convention.

On the first evening of the meeting the teachers of Brandon tendered a reception to the visitors and other friends of education to the number of about two hundred. Hand-shaking, acquaintance-making and tete-a-tete exchanges of opinion on all sorts of subjects, with short addresses and some music, occupied the part of the evening spent in the Masonic Hall; refreshments were served in an adjacent building. Ex-Inspector J. D. Hunt occupied the chair and gracefully did the honors of the occasion. It need scarcely be said that no other session of the Convention will be more pleasantly remembered by the visitors than that on which they specially enjoyed the hospitality of the teachers of the City of Brandon.

✻ Correspondence. ✻

HINTS AND EXPEDIENTS.

To the Editor of THE EDUCATIONAL JOURNAL.

SIR,—May I ask for just a little space in the JOURNAL to reply to numerous letters of inquiry addressed to me from old as well as from young teachers regarding the little book advertised in your pages under the title of "Hints and Expedients for Young Teachers." I would be glad to answer each correspondent by letter, as, indeed, I did to some extent for a time, but I find it impossible to do so any longer.

I think the following will cover all the ground :

1st. The manual contains only *practical* suggestions on teaching and school management.

2nd. While no doubt many of them have appeared in print before, they are here grouped under proper heads, and have been thought by those with whom consultation has been held, to be so important, that they ought to find a place in the book.

3rd. Quite a number of the "Hints" are thought by myself and contributors to be either original, or so little known, that to many young teachers they are likely to prove exceedingly useful.

4th. The opening chapter on the "First Day in a New School," containing a number of varied "ex-

periences," has been read in manuscript by one of the oldest and most successful teachers in Ontario, and pronounced by him "excellent."

5th. The Hints and Expedients are not necessarily consistent, and should a future edition be called for, will be then even less so, as it is hoped that a large number of teachers will send additional material. The book is a symposium.

6th. I beg to thank very sincerely all the old professional friends who have written to say many kind things and to express high anticipations regarding the usefulness of the little book.

I sincerely trust their hopes may be fully realized, and that as a condensed series of intensely practical suggestions it will prove to be, in the words of more than one correspondent—"just the thing that young teachers have long required."

Yours respectfully,

DAVID BOYLE.

TORONTO, Nov. 1, 1891.

✻ Hints and Helps. ✻

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY,

DESIGNED FOR PUPILS, TEACHERS AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

INTRODUCTION.

IN the opinion of many there is nothing determinate in punctuation: punctuate as you like, they say, and you have authority for it. That writers differ in their styles of pointing, and even that many writers are glaringly inconsistent in using the marks of punctuation, is well known to every observant reader; but it is not the case that there are no fixed principles to govern the art. It is true, the best exponents of punctuation may sometimes vary in using the points; but generally it will be only in indifferent instances where principles yield to taste. They will agree in their punctuation as well as they will agree in their grammar or their style of writing. But it is only those that have acquired by study some knowledge of the subject, who are able to agree. Punctuation, like rhetoric, grammar, or orthoëpy, to be known and understood, must be made a subject of special study. The man who punctuates "by instinct" will make sorry work of it.

It seems strange that more attention has not been given to punctuation,—that it has not been considered important enough for a special text-book. There have been and are, here in Canada, the best of books on literary, historical, and all scientific subjects save the important subject of punctuation. How has it come to pass that this necessary and interesting subject has been almost altogether overlooked? Has it been supposed that the few hints on the art so briefly and tenderly given in some of the grammars are sufficient? Are the majority of the young men that have passed the higher examinations able to turn out a decently punctuated piece of composition? It is well known that they cannot. When one of them undertakes to write even a letter he is conscious of being engaged in very particular work. He takes care that his sentences are cast in the best moulds, that his syntax is free from all cavil, and that his spelling unexceptionable; but, as he is fettered by no rule or principle, in the punctuation, he gives his hand a freer movement. Now his fancy alone directs him. There is no hesitation. The commas and semicolons are thrown in promiscuously, and, here and there, wherever the gaps between the words are wide enough, he slaps in dashes! But, if time be precious, he dispenses with all pointing. In either case his manuscript is all right. It is all right to him. It is as right to him as Miss Squeers's famous production was to her. But there are men to whom a badly punctuated piece of writing is not all right; and, when one of them—say an editor—looks through it, he generally sheds a tear of commiseration for the writer's benefit.

The young man, and the old one, too, that fails in his punctuation, very often leaves his sense to the mercy of everybody, and exposes himself to ridicule. But it is due to the *young man*, however, to say that his failure in this particular is rather his misfortune than his fault. He has never been taught the subject, has never had its importance

pointed out to him, and may even have been told that the whole thing is nothing but a haphazard process, deserving of no one's attention.

If we examine a book that professedly discusses a single subject, we can see that it is divided into parts,—into chapters; the chapters into paragraphs; and the paragraphs into sentences. A book, then, is a group of chapters; a chapter is a group of paragraphs; and a paragraph is generally a group of sentences. The divisions, or breaks, between the chapters, are generally indicated by more or less of a blank space; between the paragraphs there are broken lines; and the divisions between the sentences are marked by periods, notes of interrogation, or notes of exclamation. And, like chapters and paragraphs, sentences are generally composed of groups of inseparable words. Were these groups uniformly related to one another, one character, a single essential mark, would always serve to indicate the breaks in a sentence. But, as the groups that often compose a sentence are not always equally related to one another, characters of a lesser or a higher value are necessary to mark a closer or a wider connection. Hence, for the varied degrees of relation that may subsist between the several groups of a long sentence, it might be supposed, that, for the requirements of perfect work, there ought to be a good number of sentential marks, ranging in value from what would be needed for the smallest break to what would suffice for the biggest gap. But, besides the dash (—), the note of interrogation (?), and the note of exclamation (!), which sometimes find a place within a sentence, punctuators use only three marks to indicate the varied gaps that may appear in any sentence. They are, when named according to their relative values, the comma (,), the semicolon (;), and the colon (:). So that, speaking generally, it may be said, that, for the smallest break that must be noticed, the comma is used; for the next greater, the semicolon; and for the greatest, the colon. And herein consists the difficulty of punctuation,—the correct disposition of these marks within a sentence.

The compiler of this little book, who has for a considerable time made punctuation a particular study, has not hesitated to make free use of such works on the subject as Quackenbos's, Allardyce's, Bigelow's, and especially Wilson's. Of Wilson's work Bigelow says, "The treatise of Wilson is by far the best work treating fully on the subject." But the exercises, one or two excepted, have not been taken from any of the above works, but from every outside source that provided the best for illustrating the subject. Many have been taken from the School Readers; and it is believed that they are sufficiently numerous and well-chosen to make a careful reader a fair pointer without any other aid. By inspecting a set of similarly punctuated sentences, one can easily recognize the principle common to each.

IF WE COULD ONLY SEE.

BEBE.

THE teacher must be planning and preparing for the reception of those boys and girls who have been out of school since April assisting in farm work.

It is to be expected that these pupils will have fallen behind in their classes. The physical nature will have made rapid progress in these few months, so rapid that we are not to be surprised if many pupils return severely afflicted with mental laziness.

The accumulated energy, when combined with the exuberant spirits that properly belong to a healthy, active being, is very apt to cause the teacher much worry and vexation of spirit, if she be not laden with sympathy and tact.

The girls usually fall into line and adapt themselves to the conditions of school life; but the boys, owing to their out-door habits and few months' freedom from restraint, seem to have grown almost beyond the teacher's ken. She has, in a manner, lost her influence over them, and they must be won again.

These boys find the order and stillness of the school-room almost intolerable after the rush and bustle of harvesting and threshing. If they dared follow Impulse they would get up and whistle, or dance, or sing, or shout. The seats are, to them, unendurable, and the monotony of school life simple torture. The lessons are hated before they are heard or seen.

Knowing all this the teacher can understand in difference, rowdyism, and impertinence; but unhappy is she who thinks to force these pupils into decorous behavior.

As I have had to receive boys somewhat like these quite frequently, and to deal with them throughout the winter, though not always successfully, yet, now without dread, I may be able to suggest something that may aid some anxious teacher.

(1) Be glad to receive those grown-up boys. Many of them have been unwilling to return to school, and their presence there is only a proof of parental authority. We know right well that but little education from the school is to be their share—this, perhaps, may be their last winter—but we know also what opportunities there are for study and improvement out of school, if the boys can but be taught to recognize and desire and seize them. The school must be rendered pleasant, and knowledge tempting.

(2) Do not treat them as if they were little fellows. A boy desires most of all things to be a man. The teacher should labor to assist him to be that.

(3) Study them thoroughly that you may discover something in which they excel, something in which they have an interest.

(4) Be patient with them and overlook mistakes sometimes. Do not attribute every freak, however weak and foolish it may appear, to downright badness of principle. There is always the frank, fearless, kind-hearted boy beneath the careless, imperious, over-grown exterior. I have always liked that old schoolmaster in Dickens' "Old Curiosity Shop." How very true to nature was the tall boy who shouted at the promise of a half-holiday, when the little scholar was dying, and then conscience-stricken, called upon the other boys to witness that he had only shouted in a whisper. How like the boys to be touched into silence for a moment, and then rush away shouting and laughing. How often have other teachers reverently echoed the old master's words, "It's natural, thank heaven! I'm very glad they didn't mind me."

(5) Talk with them. Draw them out: they do know much; help them to appreciate what they do know.

(6) Make an effort to have variation in the work that they may frequently change their positions.

(7) Make them useful in helping you—stirring fires, opening windows, hanging maps, rolling up blinds, moving heavy articles, etc. A boy is good as long as he is useful.

We might spare ourselves and our pupils much pain if we would only see what we should see if we looked.

I give the following letter as an illustration of what may be found beneath the surface. The writer was fifteen. The letter was written unknown to any one, enclosed in an envelope, and handed to the teacher by a tiny sister, because the boy was too bashful to bring it in himself.

"DEAR TEACHER,—I suppose you will think it rather strange to get a letter from me as I am your pupil. But I finally concluded to tell you that I have not had time to study my lessons this last week. You know there is going to be a Christmas tree in the M— church, and as the girls had to go up these last few nights to practice, they would ask me to take them up. I could not refuse.

"There was one morning I was very late, and I answered rudely, 'that was on account of Harry's being sick, and I had to do all the chores that morning.'

"I am sorry that I am behind in my class, for I know that it annoys you to have one behind the rest, but I will try and do better.

"I hope you will not feel angry at me. I acknowledge that I have not done just right in the past, but I hope you will forgive me, as I will try to obey and oblige you in the future.

"Your affectionate pupil,

"ROBERT BROWN."

Do you suppose that teacher felt proud of her acuteness to read?

A thing of beauty is a joy for evermore.
Its loveliness increases; it will never
Pass into nothingness, but still will keep
Full of sweet thoughts and health, and quiet
breathings;
Therefore, on every morning let's be wreathing
A flowery band to bind us to the earth. —Keats.

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* Editorials. *

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METHODS AND METHODS.

SECOND ARTICLE.

LET the need be felt before supplying it.

Something like this we should be disposed to give as a second principle to govern in the choice of methods. An illustration or two may best make our meaning clear.

Suppose a given class in arithmetic to have been carried intelligently through multiplication of fractions and to be about to enter upon the process of division. So far as we can see the teacher must now proceed in one of three modes: First, He may content himself with giving the class the familiar rule or referring them to the text-book for it: "Invert the divisor and proceed as in multiplication." The rule is simple. Any child who is familiar with the process of multiplication can readily understand it, and so long as he has simple and proper fractions to deal with, need have no difficulty in applying it to the solution of problems. If our readers are disposed to say that no teacher would ever

think of proceeding in a way so purely mechanical, we hope he is correct so far as the Canadian schools of to-day are concerned. But we can assure him that the time was, and not so very long since, when such methods were very common. Many of us can easily remember how, in our own school days, the first step in proceeding to a new chapter in arithmetic was invariably to "learn the rule." Of course as the problems became more complicated additional or modifying rules became necessary, and even rules to guide us in applying the rules. True, in some of the better classes of text-books the rules were explained and demonstrated, but the average teacher cared little for the explanation, if only the desired readiness was shewn in "doing the sums," which sums were often exercises in finding differences or quotients. It is needless to add that there is very little education in such a method, its influence upon the intellect being soporific rather than stimulating.

A second method, and one that we fancy is still much in vogue, is for the teacher at the outset to spend some time in explaining and illustrating the rule, and endeavouring to make the reason of the process, as well as the process itself, clear to the class, before proceeding to the solution of problems. This is a vast improvement upon the preceding methods. Its great defect is that it does not sufficiently encourage original effort. Where the classes are large it is well nigh impossible to secure the attention of all their members, and it will usually be found, even after weeks or months of trial that many pupils have never gained any clear idea of the theory of the operations, and are still performing them by rote-rule, as under the method first described. Probably the most serious objection to this second mode of procedure is that it deprives the minds of the pupils of the stimulating sense of power derived from original discovery. It is possible, however, that in view of the sharp limitations of the teacher's time and the too large numbers in his classes, he may often be obliged to fall back upon this second method, not as the best absolutely, but as the best practicable.

The third, the natural, and to our thinking, the only right method, is something like the following: Let the first step in the direction of the new process be to give the pupils one or more easy problems of the kind about to be studied. In the case assumed, for instance, suppose the following to be written on the blackboard for all to copy: "Divide seven-eighths by three-fourths." Unless the children have already very clear ideas of the meaning of division, it may be well to explain that this simply means, in other words, to find how many

times the part of a whole (as an apple), denoted by three-fourths, is contained in the part of it denoted by seven-eighths. Let the class have time to wrestle with the question either at their seats or at home. Let them understand that it is given as a test of their ability to think out a thing for themselves, and that it is a matter of honor as well as of intellectual pride that no one shall ask help from any other person, in the meantime. Should a good many of them fail, as they very probably may, after one or more earnest attempts, give them a little help, as, *e.g.*, by suggesting that they try the experiment by the actual subdivision of some object, as an apple, or by the use of a diagram. If the pupils are of average brightness and have been well trained, the majority of them will soon discover the solution. Repeat the operation, varying the examples and making them somewhat more difficult, though not too complicated. Give in connection with each effort just the amount of help which seems absolutely necessary and no more. This can often be best done by way of question or suggestion. After a little time it will be found, probably, that the members of the class, or most of them, can solve the questions with some readiness, by methods of their own. These will generally be roundabout methods. Often the child himself may find it difficult to explain them. A few may perhaps have found out the ordinary rule. The advantage is that by this time their minds will have become thoroughly awake and active, and prepared to follow intelligently and eagerly the teacher's explanation. Most of them will have thoroughly enjoyed the mental effort, and that effort will have had upon the mind an effect similar to that a series of gymnastic exercises has upon the bodily powers.

If the principle we are striving to illustrate be accepted, it will be found capable of wide application. Take as a single example, the reading or literature lesson. The advice has often been given in our columns, and by good authorities, that when assigning the lesson for the following day, the teacher should briefly analyze it, or explain its main difficulties, by way of preparing the class to study it effectively. Pressure of time may often render this necessary. But we are disposed to maintain that, in all cases in which it is at all practicable, it will be much better to let the pupil first grapple with the subject, in all its freshness and with all its difficulties himself, that he may enjoy the stimulus of novelty, the pleasure of independent effort, and where possible the joy of unaided victory.

UNIVERSITY EXTENSION.

A BEGINNING of University Extension has been made in Canada. We mean, of course, a beginning in the way of formal organization and co-operation. As a matter of fact the thing itself has been in operation on a small scale, in Ontario at least, for some time past. But all friends of the movement—the great end of which is to bring opportunities for such training as has been in the past confined within college walls, within reach of all who desire them and can use them at their own doors—will be glad that a serious attempt is now being made at organization, with a view to united and energetic action. The meeting which was held in the public hall of the Education Department a couple of weeks ago, was, on the whole decidedly encouraging. Five of the six universities of Ontario and two of the three in the Province of Quebec were represented on the platform, while in the body of the hall sat principals of Ladies' Colleges, principals of Normal Schools, principals of Collegiate Institutes and High Schools, and Public School inspectors. The excellent address of Professor James, giving an account of the nature, progress and aims of the movement, was followed by a discussion in which representatives of nearly all the universities present took part. In the organization which was formed the following day, all the provinces and all the universities of Canada are represented. The appointment of Mr. William Houston M.A., to the Secretaryship was peculiarly fitting. Mr. Houston has been the most persistent advocate of the movement in Canada, as our own columns testify. He has, also, for years, been conducting classes, voluntarily and without charge, which have been virtually University Extension classes, and he is, at the present time, conducting such classes in this city, in Shakespeare and political economy. Still further, he has studied the movement more closely and is, no doubt, better acquainted with its history and modes of working than any other Educationist in Canada. We have great hopes of the success of the society under his management.

A small but energetic committee has been appointed to outline plans for future work, and to enlist public sympathy by issuing circulars, and in such other ways as may seem desirable. It is hoped, we believe, that by the New Year sufficient progress will have been made to warrant commencing work on a larger or smaller scale. We shall, doubtless, hear from this committee in due time, and will keep our readers informed in regard to the progress made.

We have been, as our readers know, in full sympathy with the University Extension

movement, from the first. We hail it as one of the most hopeful educational innovations ever made in this or any age. We anticipate grand results, though development may be slow for a time. With reference to what we know of the tone and spirit of the discussion which resulted in the formation of the Canadian society, we venture to make two or three observations.

The question of finance is of fundamental importance, and was earnestly discussed. We were particularly glad to learn that the great majority of those present favoured the voluntary or self-supporting system, pure and simple. For many reasons, which we need not now stay to give, we are persuaded that this is the only sound principle, and the only healthy and hopeful basis of action. It alone can stimulate local self-help, arouse enthusiasm, and give scope for unlimited expansion. The temptation was strong to ask help, which, in view of the interest shown by the Minister of Education, would perhaps not have been denied, from the Government. This would have been, we are persuaded, a great mistake in policy as well as in principle. It would have tended to weaken self-reliance, to check the liberality of philanthropists, and to alienate many of those for whose special benefit the project is designed. Moderate local fees, supplemented by a fund derived from membership fees, and the gifts of men of means and philanthropy, should be, and we have faith to believe will be, when the plan becomes fully known and understood, equal to every need. We hope, then, that the principle of neither asking nor accepting help from funds raised by taxation, either Provincial or local, may be rigidly adhered to.

Again, it would greatly retard the movement should the notion prevail that the work of instruction must be done wholly or chiefly by the professors and lecturers from the universities. Many of these will, no doubt, enter into the work heartily, and render invaluable service. But there is, perhaps, scarcely a large village, and certainly no important town or city in the Dominion in which there may not be found in the Collegiate Institutes and High and Public Schools, and in other professions and occupations, men and women competent to render excellent service in conducting classes, whose services would be available at very moderate rates of remuneration, and in some cases gratuitously. We hazard nothing in saying that the special kind of instruction and guidance needed in these classes, will often be even more effectively given by such teachers, thoroughly in sympathy with their students and

enthusiastic in their special subjects, than by the most learned University professors, if lacking in those essential qualifications. This, again, suggests possibilities of unlimited expansion.

Teachers of all ranks and classes, if they have the true professional spirit, will give their heartiest sympathy and help to this movement in their respective localities. Hundreds of them should take part in the work either as teachers or students. If taken hold of in the manner and spirit in which we hope to see it carried on, this movement will, in time, work a revolution in the intellectual, moral and social life of the nation, of which the free Public School system was but the prophet and precursor.

* Editorial Notes. *

MUCH has been said and written with reference to the nature, proofs and manifestations of what we call "genius." Our readers will be glad to know that all such questions have been finally set at rest by a foreign writer whose article is quoted in the last number of the *Canada Lancet*, and who gives a carefully worded, scientific definition of the term. According to this authority genius is "a degenerative epileptoid psychosis." That settles it.

MR. A. H. MCKAY, Principal of the Halifax Academy, and one of the editors of the *Educational Review* of the Maritime Provinces, has been appointed Superintendent of Education for Nova Scotia, in the place of Dr. Allison, who resigned to accept the Presidency of the Mount Allison University, at Sackville, N.B. Mr. McKay is a teacher of ability and experience, and a conspicuous leader in the School of Science. In his hands the Scientific Department of the *Review* has been conducted with marked ability. We congratulate our brother journalist on his well-earned promotion.

THE following apt word-criticism is from *Our Language*. It would be easy to adduce many similar instances of perversion of the proper meaning of words in common use. Precision in the use of words should be taught in connection with all language and composition lessons:

I often hear in New York, and suppose the same are common in men other seaports, astonishing statements in regard to baggage being piled on the docks, or persons being seen sitting on the docks fishing!—astonishing, in view of the fact that a dock is the *space* between two wharves or piers, and hence must be a very poor place to deposit baggage, and must afford a decidedly damp and unsubstantial seat for a fisherman.

Primary Department.

HELPLESSNESS.

RHODA LEE.

THE morning had been dull and dark, the clouds had a fleecy look that betokened winter and coming snow, and the wild, furiously gay wind, bearing its armful of rustling leaves hither and thither, did not tend to lessen the depressing effect of the day, but as Louise and I left the school gate the sun breaking through the banks of gray, suggested that a walk might be a very effective banisher of gloom. What clears away the cobwebs and dust that will at times gather about even a primary teacher, like a brisk walk in these autumn days so full of rich and rarest beauty.

Louise is one of those teachers who, while always preserving perfect love and sympathy for her little folks, contrive at the same time to get a great amount of entertainment and amusement from their quaint ways and speeches. If there is a suspicion of an amusing side to anything she is sure to discover it. The children in her class reflect much of this spirit also, and while there is never an unkind joke, or a laugh at anyone's expense, there is prevalent at all times the greatest of good humor. The best natured side of life is always uppermost. The strong definiteness shown in all her work and in all her commands, softened and sweetened by her bright good-nature and appreciation of all that is good, renders disobedience and waywardness next to impossible.

Our conversation, as was natural, turned at first to school work. As we sauntered down a quiet road something reminded my friend of an amusing little scene of which she had to tell me, and it set me thinking. A new scholar had come to her that morning, a little girl of only five years. When the children were getting their wraps before going home, Miss B— had not noticed that the child was sitting alone and had no one to assist her. A little boy, however, was ready for the occasion, and stepping across the aisle he helped her with her coat, hooked and fastened it and was proceeding to tie a fantastic bow with the ribbons of her bonnet when one of the larger girls interfered. Louise had been a silent spectator of most of the performance, and the wide-open eyes of the little maiden while her yellow curls were being carefully tucked in by the gentle little fellow, and his important, yet kindly air, as he returned to his seat, made it extremely difficult for her to control her features.

That boy has been trained at home to make himself helpful, was my inward comment, and I do not think we give our children half enough of that kind of training at school. As yet we do far too much for the children and they do far too little for themselves and others.

Every healthy child delights in activity, loves work, and likes to be useful. The will and the power are both there ready for our direction. When are your pupils happier than when they feel that they are assisting you and helping on the work of

the school? What an amount of self-respect and dignity that careless boy assumed when you conferred upon him the honor of *monitor*.

How can we best foster this spirit of helpfulness and promote a more genial spirit of co-operation in our classes? Do not cripple the children by continued assistance when the work, whatever it may be, can be accomplished unassisted. Watch for opportunities that will admit of their assisting you. A hundred and one little offices can be rendered every day if you permit them. Allow the older scholars to assist the younger ones. Let one from your highest class go to the "babies" and help them with their writing, drawing, figures or whatever the busy-work may be. Friday afternoon when sewing you will find some little girls who have been to "sewing schools," using their needles quite skillfully and they will be delighted to help the little ones thread needles, fasten ends, etc. When the cold days come and there are overshoes and mufflers to be put on and little fingers and ears to cover, let seatmates help each other in every way possible. Care must be taken, of course, or the helping may be very much overdone and trouble result, but as Susan Coolidge quaintly and truly says:

Every smallest hand can lend some kind or helpful touch,
Lift the weight a little and the many make the much.

Shared feasts are savory feasts, shared joys are best;
And the shares and the shared-with both alike are blest.

By example, by precept, by the formation of good habits, I believe we primary teachers can do something towards eliminating some of the selfishness of this world by making our children *helpers* in the truest sense of the word—helpers of the frail and the weak, mentally, morally and physically with whom they come in contact.

I admire the great and sympathetic heart that grieves for the "little feet that such long years must wander on through hopes and fears," and that sighs over the "little hands that, weak or strong, have still to serve or rule so long," but I have a greater admiration for the man or woman who is actively helping and strengthening the feet and hands and hearts that they may be prepared for the pit-falls and rocks of life's highway.

Less of the monarchy and more of the republic is what we are gradually getting into our schools and the co-operative spirit of helpfulness is perhaps the strongest and most potent means of bringing about this state of affairs.

HOW TO VARY SEAT WORK.

ARNOLD ALCOTT.

It will be conceded by all primary teachers that employment of the little ones at their seats, is one of the most important problems which she has to solve.

What is the primary object of seat work?

I answer, to give employment to the little hands, while the teacher is engaged with another class.

The old adage, "Satan finds some mischief still for idle hands to do" is very true

in the class-room, with this appendix, that the tongue is sure to be a co-partner in the work.

Now, the difficulty in the solving of the seat work problem is that this work must be profitable for the head as well as for the hands, also that in order to be profitable it must be well-chosen, and must be of different kinds. "Variety is the spice of life," and nowhere does this more truly obtain than in the primary room.

Besides aiding the mental and manual powers, seat work has for its object, I think, the training of the perceptive faculties. The powers of observation should be thoroughly exercised.

I have named only two of the objects which I believe seat work should accomplish. In a later number I hope to make clear the other aims, which I believe a teacher should try to reach in this particular branch of school work.

Before proceeding, a word or two on the examination of this work may not be amiss. All work done by pupils should be looked at by the teacher. Especially does this hold good in junior rooms, where a word of encouragement begets such wonders. "Such wonders!" yes, indeed. I know teachers who have received valuable suggestions from their pupils, which would never have been given unless a golden bond of sympathy bound the one to the other. This examination need not occupy much time, as the teacher can easily pass down the aisles between two rows of desks, and glance at the slates very quickly. A mark of colored chalk will cheer many a little heart, and many a big one too, for that matter, when the slate is brought home and exhibited at dinner time. Sometimes have the pupils march past you with slate in hand, and sometimes have them line along the side of the room. The best work should be on exhibition, so that the lesser may see and profit by a comparison between their own and the first class work. Many devices for correcting will occur to you, which will doubtless just suit your particular class.

Let me give a few examples of seat problems which are adapted for this autumn season, and which develop observation of nature, and consequently love for it.

LEAVES.

1. Get a number of catalogues of flowers and plants from a seedman; tear out the pages; let the pupils bring scissors and cut out the leaves from the paper. Then let them place these on colored cardboard, cloth, velvet, chamois, or flannel and cut out. What nice little mats and penwipers might be made from these.

2. Get a collection of autumn leaves; have pupils draw them, and color, and then cut out. Drawing necessitates a careful observation of the object.

3. Flower-pictures may be cut from books, copied and painted with colored crayons.

PICTURES.

4. Shew a picture to the class: ask them to write what they see in it; and then to give the picture a name.

5. This is the converse of number four. Teacher says, "I saw a picture called 'The

Rescue, those who can, may tell me what they think it was like."

Take this sometimes orally and sometimes on the slates. A variety of answers will be given, including ship-wrecks, run-aways, fires, etc.

6. "I saw a picture called 'The Farm-yard,' draw me the picture."

7. Write a little poem or story on the board and let the pupils give a name to it.

8. Conversely suggest a title such as "My Cat," and get your pupils to write a story.

Probably eight examples are sufficient for one contribution. We shall give more in a future number.

* Literary Notes. *

THE *School Journal* of New York, has made two important moves this fall on attaining its twenty-first year. These are, the change in form to a smaller form, and the monthly issue of a Primary Number with eight additional pages. The last issue is very attractive.

MRS. GLADSTONE has contracted to write a series of articles for *The Ladies' Home Journal*, of Philadelphia, especially intended for American readers. The series will be called "Hints From a Mother's Life," and in it the great English statesman's wife will tell the method which she adopted in bringing up her children. As Mrs. Gladstone is one of the most practical women in England, and her children have all attained positions of eminence, her articles for the *Journal* will have a peculiar interest to every mother in the land.

Our *Little Men and Women* for November reaches us with as warm a welcome as usual. "The Busy B's in the B-hive," "How a Good Penny Returned," "How Did They Know?" about Katy's jam exploit, "Such a Story!" "The Little Freighter," and "Thanksgiving Dinner," are all delightful; while "We Three," "We Four," and other beautiful illustrations are charmingly drawn. For our boys and girls who have just learned to read, it is one of the best magazines that could be provided. \$1.00 a year. D. Lothrop Company, Boston.

THE *Overland Monthly* for November as a friendly recognition of the presence of the American Library Association in San Francisco, has for its leading article a full account of the "Libraries and Librarians of California," by Mr. F. H. Clark, who was himself on the staff of the State University library. It contains also its usual variety of serial and short stories, solid articles, poetry, etc. "What is Practical Education?" by Edwin H. Woodruff, will specially interest teachers, while "Calvin as Ruler," by F. B. Perkins, will attract the attention and possibly provoke the ire of the very numerous admirers of that theological giant. The bill of fare presents in all a choice of more than twenty articles.

THE *Educational Review* for November is strong in every department. President Hyde of Bowdoin points out in a striking way what is to be the policy of the small college, now that great universities have been developed. Dr. William H. Maxwell has a scholarly paper on the "Literature of Education," that is full of information and suggestion as to the teacher's reading. Miss Annie Tolman Smith describes in detail the provisions made in Europe for the pensioning of superannuated teachers, and suggests the inauguration of a similar policy here. Prof. Wm. B. Smith, of the University of Missouri, in a novel article entitled "Twelve versus Ten," argues for the overthrow of the decimal system of numeration. The discussions on "City School Supervision," and "Practice Teaching," are continued by Superintendent Greenwood, of Kansas City, and Chancellor W. H. Payne, of Nashville, Tenn. There are also articles on "Women as Teachers," "Recent Changes in the Regent's Examinations in New York," "The New School Law for St. Paul, Minn.," "The Socratic Method of Teaching," and "The Educated Proletariat of Germany."

Scribner's Magazine for November contains several notable illustrated articles on countries that are little known to American readers—including the first of several papers by Carl Lumholtz (the author of "Among Cannibals") on his explorations in the Sierra Madre. There is also a striking paper by Napoleon Ney, the grandson of the great Marshal of France, on the proposed Trans-Saharan Railway, which the French Government has approved. Alfred Deakin, one of the most influential political leaders in Australia, writes of the great federation movement in that country. Among other notable articles in this number are "The Picturesque Quality of Holland," by George Hitchcock (third paper); "Mr. Lowell as a Teacher," by a Harvard graduate, another installment of Andrew Lang's literary recollections, etc.

THE complete novel in the November number of *Lippincott's Magazine* is contributed by Mrs. Poulney Bigelow, author of "Beautiful Mrs. Thorn-dyke," etc. It is entitled "The Duke and the Commoner," and tells how a brilliant New York society woman is sought by two lovers, one an English duke, the other an untitled but clever diplomat. Octave Thanet, one of the very cleverest of American short-story writers, contributes an original and very entertaining story called "The Return of the Rejected." It is founded on fact, and gives the history of the travels of a manuscript and its various rejections. George Alfred Townsend, who, under the name of "Gath," is the most famous of newspaper correspondents, allows himself to be interviewed, and gives the history of his journalistic experiences in "An Interviewer Interviewed." Among other articles of interest are: "Some Colonial Love-Letters," by Anna H. Wharton; "Association Foot-Ball," by Frederick Weir; and "Modern American Humor," by William S. Walsh. Poems are contributed by Clinton Scollard, Barton Hill, Harrison S. Morris, and others.

ALL teachers will be interested in the *Atlantic Monthly* for November, as it contains many articles of great value. Chief among these may be mentioned S. E. Winbolt's paper, "The Schools at Oxford." The paper is particularly interesting as showing the difference in the manner of attaining a degree in the English and American universities. There is a very interesting article, "Count Tolstoi at Home," an account of a visit paid to the celebrated author and his family at their summer home in Tula, a day's journey south from Moscow. This is written by Miss Isabel F. Hapgood, the translator of many of the novelist's works. Among other noteworthy articles may be mentioned the final installment of Mrs. Catherwood's "The Lady of Fort St. John"; Part I. of Henry James's "The Chaperon"; Part II. of Professor James B. Thayer's very able paper on the legal status of the Indians, "A People without Law"; Professor W. J. Stillman's essay on "Journalism and Literature." There are also the customary monthly "Comment on New Books" and the "Contributors' Club."

THE feature of the November *Century* which is likely to attract the most attention is probably the new novel, "The Naulahka," by Rudyard Kipling and Wolcott Balestier, the latter a well-known American now living in London. Under the title of "A Rival of the Yosemite," John Muir, the California naturalist, contributes the first fully illustrated description which has been made of the great cañon of the South Fork of King's River. The death of Mr. Lowell is further commemorated by a paper of literary criticism by Mr. George E. Woodberry, the newly appointed professor of English poetry at Columbia College. Accompanying this article are a new full-page portrait of Mr. Lowell, engraved by T. Johnson, and a brief article by Joel Benton, introducing a notable letter from Mr. Lowell, replying to criticisms upon him for his political poems of 1875. This number contains three short stories—"How Old Folks Won the Oaks," by J. J. Eakins, illustrated by Helmick; "The Major's Appointment," by Mrs. Julia Schayer, illustrated by Gibson; and "A Theft Condoned," by Miss Gertrude Smith. These are but sample specimens from a full and promising table of contents.

THE first number of the Nineteenth Volume of *St. Nicholas* contains the beginning of a serial for boys, by Brander Matthews. It is called "Tom Paulding," and deals with the search by a New York boy for buried treasure in the upper part of

Manhattan Island. Among the most amusing things in this bright number is "The Barber of Sari-Ann," by Jack Bennett. Another clever bit of work is "Launcelot's Tower," by Marjorie Richardson, wherein fun and good counsel are equally blended. "The Dickey Boy," by Mary E. Wilkins, is a pathetic story of a country waif. C. H. Palmer, an English writer, tells the history of "The Sea-Fight off the Azores," in more detail than is permissible in Tennyson's ballad, "The Revenge." Birch illustrates the article with spirit and accuracy. In another descriptive sketch, Lucie A. Ferguson relates the first trip "To the Summit of Pike's Peak by Rail," and C. T. Hill has made the journey vivid by skilful pen-and-ink drawings. Lieutenant Schwatka describes another kind of travel, "A Dash with Dogs for Life or Death." "Professor Chipmunk's Surprising Adventure," by Tudor Jenks, tells the tale of a captured chipmunk from his own point of view. Mr. Beard's pictures are careful and full of humor. A charming poem, by Mildred Howells, suggests an equally delightful frontispiece by Birch; the "Tee-Wahn Folk-Stories" are continued, and all the chinks and crevices are neatly filled with stories, bits of verse, pictures, and helpful notions of all kinds.

UNIVERSITY Extension, which is undoubtedly the foremost educational topic of the day, has the first place in the November *Popular Science Monthly*. The article is by Prof. C. Hanford Henderson, and embodies the methods and plans of the American Society organized in behalf of the movement. Mr. W. F. Durfee concludes his account of "The Manufacture of Steel." An essay on "Ornament" among savage tribes, with many illustrations, is contributed by Prof. Frederick Starr. The question, "Do we teach geology?" is asked by Robert T. Hill, who is inclined to think that much of our science-teaching is still unscientific. In "Possibilities of Economic Botany," Prof. G. L. Goodale describes some of the plants that might be cultivated for food if any of our present food-plants should be lost. Mr. Carroll D. Wright gives the second of his "Lessons from the Census." There is an account by W. G. Benton of "The Ethics of Confucius." M. Lazar Popoff writes on the "Origin of Painting." There is an interesting sketch of the doings of mountain butterflies, under the title "High Life." In the Editor's Table, University Extension and the recent Group of Scientific Meetings at Washington are discussed. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

THE cover of the *North American Review* for November invites special attention to three of the articles which form its attractive list of contents. The first of these is entitled "Russian Barbarities and Their Apologist," and is furnished by Dr. Hermann Adler, chief rabbi of the united Hebrew congregations of the British Empire. The "apologist" with whom he deals is, of course, Professor Goldwin Smith, whose article on "New Light on the Jewish Question," in the *Review* for August, has occasioned so much discussion. Dr. Adler's paper is an eloquent reply to Professor Smith's strictures. The second "starred" article is "How to Improve Municipal Government"—a symposium to which four experts contribute. No. 3 is Part I. of "Italy and the Pope," by ex-Prime Minister Crispi, who writes clearly and with full knowledge on this interesting subject. Besides these three articles and the usual variety of Notes and Comments, this number of the *Review* contains seven striking articles by well known and able writers on topics of living interest. Among these is one by Justin McCarthy, M.P., on "Women in English Politics," showing that women are doing much more in England than here to control political movements. He thinks that their influence is altogether for good.

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THAT great American periodical, The Century, is going to outdo its own unrivalled record in its programme for 1892, and as many of its new features begin with the November number, new readers should commence with that issue.

In this number are the opening chapters of "THE NAULAHKA,"

a novel by Rudyard Kipling, the famous author of "Plain Tales from the Hills," written in collaboration with an American writer, Wolcott Balestier. It is the story of a young man and a young woman from a "booming" Colorado town, who go to India, he in search of a wonderful jeweled necklace, called "the Naulahka" (from which the story takes its name), and she as a physician to women. The novel describes their remarkable adventures at the court of an Indian maharajah. Besides this, The Century will print three other novels during the year, and a great number of short stories by the best American story-writers.

The well-known humorist Edgar W. Nye ("Bill Nye") is to write a series of amusing sketches which he calls his "autobiographies," the first one of which, "The Autobiography of a Justice of the Peace," is in November. This number also contains a valuable and suggestive article on "The Food-Supply of the Future," which every farmer should read, to be followed by a number of others

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A celebrated Spanish writer is to furnish a "Life of Columbus," which will be brilliantly illustrated, and the publishers of The Century have arranged with the managers of the World's Fair to print articles on the buildings, etc.

One of the novels to appear in 1892 is A STORY OF NEW YORK LIFE,

by the author of "The Anglomaniacs," and the magazine will contain a great deal about the metropolis during the year—among other things a series of illustrated articles on "The Jews in New York." In November is an illustrated description of "The Players' Club," founded by Edwin Booth, and one of the features of the splendidly illustrated Christmas (December) number is an article on "The Bowery."

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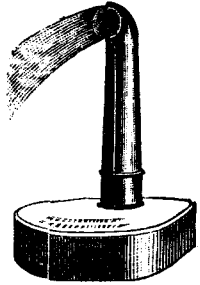
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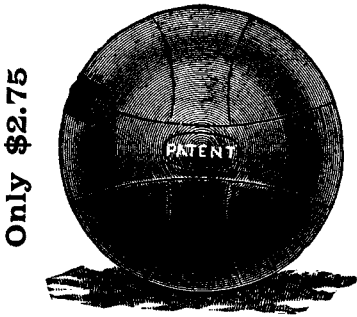
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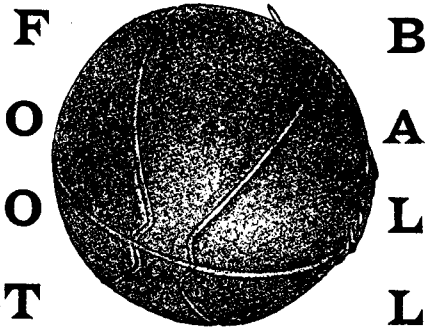
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- Lesson V. " X. Pictures of Memory.
- " XIX. The Barefoot Boy.
- " XXIV. The Death of the Flowers.
- " XXVI. The Face Against the Pane.
- " XXXV. From the Deserted Village.
- " XL. Resignation.
- " XLII. Ring out Wild Bells.
- " LII. Lady Clare.
- " XCI. Jacques Cartier.
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- " XLVI. Lady Clare.
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- " LXXVIII. Before Sedan.
- " XCIX. The Three Fishers.
- " CIII. The Forsaken Mermaid.
- " CV. To a Skylark.
- " CV. Elegy Written in a Country Churchyard.

PROFESSIONAL EXAMINATIONS.

Third Class.

The closing examinations of the County Model Schools will begin on Monday, 7th day of December, and continue as many days as the Board of Examiners may deem necessary;

Monday, 7th December.

P.M. 1.30—3.30 - Methods of Instruction.

Tuesday, 8th December.

A.M. 9.00—10.30 - Theory of Education.

" 11.00—12.00 - Temperance and Hygiene.

P.M. 1.30—2.30 - School Law and Regulations.

The Board of Examiners will fix, to suit its own convenience, the time for the other subjects in which an examination may be required; but the time selected for this examination and for the examination in Practical Teaching must not be before the 7th December.

Second Class.

At Provincial Normal Schools commencing on Monday, 7th December.

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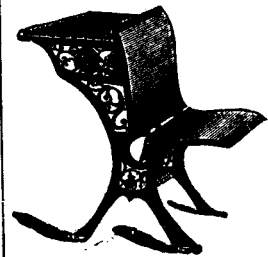
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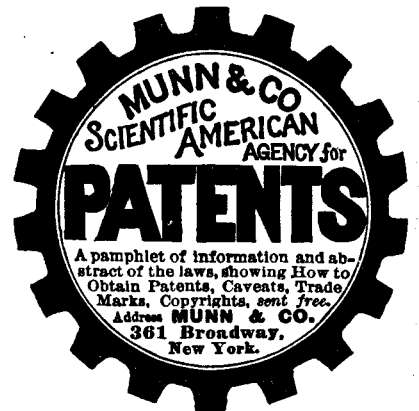
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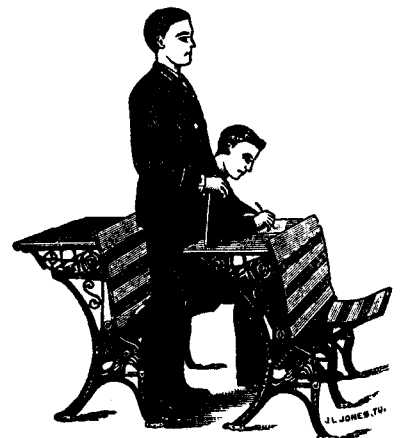


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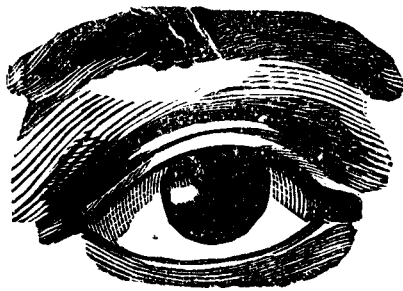
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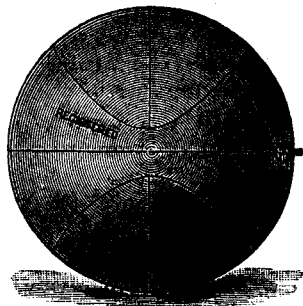
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