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Editorial Notes.

WE regret that in consequence of indisposition, Mr. Lewis has been unable to prepare his papers for the Elocutionary Department for the last and the present issues of THE JOURNAL. Mr. Lewis is now better, and hopes to have "copy" ready in time for next number.

FORTY-SIX per cent. can hardly be regarded as a satisfactory attendance of registered pupils, even in a rural district, yet that is what is shown as the average in the rural districts of Ontario, during the twelve years 1877-1888. In towns it was 59 and in cities it 62 per cent., which is better, but yet very far from what one would like to see. The figures are painfully suggestive of one of the great hindrances to progress with which teachers have constantly to struggle.

MANY of our readers will, no doubt, be interested in the pleasure excursions for members of the profession, advertised in this number. We invite attention to, and a careful perusal of this advertisement, in which the different tours, dates, terms and all particulars will be found clearly set forth. These excursions offer a tempting opportunity to all teachers who can manage by any means to secure for themselves the pleasures and advantages of a trip to the Old World. Such a tour would be, to the wide-awake teacher, an education in itself.

WE had mentally marked a number of facts of special interest brought out by the statistical tables of the voluminous Educational Report. We find, however, that room is left for but one or two in this number. Take for instance these two items, put them side by side, and see if they do not contain a valuable lesson for some one. First fact, total number of Public School Teachers in Ontario in 1888, 7,273. Second fact, there were in the High Schools of Ontario in 1888, 7,776 pupils preparing for Teachers' Examinations. Is it any wonder that we read in another table that the average salaries of Public School teachers in 1888 were, males \$424, females \$292?

SOME statistics recently published in the United States are said to show that seventy per cent. of the convicts in the penitentiaries in the United States are young men, and that a large and increasing proportion of them are native Americans. Such facts bring home to parents and teachers with terrible force their

responsibility in regard to the work of moral training, character-forming in the home and the school. If one-half as much attention were given to the development of strict conscientiousness, and high moral standards in pupils, as is now given to preparing them for examinations in arithmetic or grammar; if every teacher felt it to be his first and highest duty to cultivate truthfulness, honesty and honor in his pupils, surely better results would be seen in after life.

ONE of the first and highest duties of every teacher is to cultivate the moral nature, the conscience, of the pupils. In order to do this he must take frequent opportunities to set them thinking about moral questions, and forming their own conclusions, under proper guidance, about the right and wrong of things. The occurrences of school life will often supply material for discussions of this kind, but in order to secure freedom from prejudice and personal feeling, it is often desirable to present questions with which no such influences have to do. The following, which we take from the *Christian World* (London, Eng.), affords a good problem of the kind. It would be curious to know how many children of average intelligence and character in a Public or High School would see anything wrong in the transaction:

"Has a person who discovers that somebody else is the owner of a masterpiece of art, of the value of which he is entirely ignorant, a right to take advantage of his own knowledge and the other's ignorance to buy the work for the merest trifle? The question suggests itself by the account of the discovery of a picture of Rembrandt in France. It was left among the goods of an old lady at Pecy to be sold by auction. It had been thought worthless, but a picture dealer who saw it discovered its value, kept his knowledge to himself, and bought it through a working-man at the sale for 4,500 francs. A few hours later he was offered 75,000 francs for it, and has now fixed its price at 250,000 francs, which, as it is pronounced by the best judges to be a masterpiece of the great Flemish painter, he will probably get."

The *Christian World* says that "In the present state of brokers' ethics, it is to be feared that, with a few honorable exceptions, all in the trade will simply envy the purchaser, and wish that such a chance might fall to themselves; judged by the ethics of Christianity, however, the transaction cannot appear other than a cruel and shameless robbery." Will not some of our readers put it to their classes, give them time to think it over, and let us know the results? It would not be a bad plan to let them express their opinions, with or without reasons, in writing.

WE are glad to see that some liberal contributions are being made in aid of the Industrial School at Mimico. This school is doing a grand and much-needed work, and recent gifts and legacies give reason to hope that as its character and needs become better known ample funds will be supplied for enlarging the work of this and similar schools to an indefinite extent. We doubt if there is any better investment of funds set apart for charitable and philanthropic purposes.

WE direct the attention of our readers to the "Stories of New France," by Miss Agnes Maule Machar, ("Fidelis"), of which a notice kindly sent us by "E.M.," will be found in another column. We have not yet seen the book, but the title is attractive and the well-known ability of the author is ample guarantee that the work will be of good literary quality. The general subject of Canadian History, with a special phase of which it deals, is one which Canadian teachers would do well to make a special study.

A LADY teacher of Toronto sends the *Empire* an indignant protest against a recent resolution of the City Board requiring teachers, under prescribed penalties, to attend a monthly Saturday morning meeting. This spirited letter-writer denies that the Board have power to enforce such a regulation, and calls upon her fellow-teachers of both sexes to assert their independence and courage by refusing to attend. We fear that the power of the purse which the Board possesses is too strong to be resisted by any means less potent than a general strike, but, certainly, nothing but necessity, or some very important end, not otherwise attainable, could justify trustees in trenching upon the day of rest and recreation so essential to the teacher's health of body and mind.

THE *N. Y. Independent* says that upon the most favorable interpretation of the school statistics of thirteen Southern States it appears that 424,000 colored children within their borders, between the ages of six and fourteen years, were not at school at all last year and have not the slightest prospect of doing better this year, and that to this number should be added about half-a-million more children of the same race and ages whose attendance at school was so brief and irregular and useless that in any other country than the United States and Russia it would have caused them to be counted out, or brought under the grasp of the compulsory service. These statements may help to give us a conception of the tremendous magnitude of the question of the education of the colored people of the South.

How many of the pupils on leaving the Public schools know how to indite, fold and address a letter? It is, we fear, too often the case that the crowded programme leaves no time for instruction in such useful matters. An hour or two of every week could not be more profitably spent than in instructing and exercis-

ing the pupils in this very necessary art. Each pupil should be supplied with good letter or note paper, envelopes, etc. The teacher should indicate the nature of the letter he requires to be written, stating in general terms the contents. Letters to friends and relatives, at home and abroad, letters of travel, description, business, may be required. The variety is inexhaustible. Models might occasionally be given. By way of aid and encouragement the teacher might select a few of those best expressed and read them before the class. He should also approve and exhibit those most neatly written, folded and addressed. The accomplishment thus gained would be of very great value to every pupil in after life.

"To teach the young personally has always seemed to me the most satisfactory supplement to teaching the world through books; and I have often wished that I had such a means of having fresh, living, spiritual children within sight."

So once wrote George Eliot in a letter to a friend. The methods of the teacher and that of the writer are mutually supplementary. Each has its peculiar advantages. The popular author has a larger auditory; the earnest teacher a closer contact. The one speaks mainly to those whose opinions and characters are in a large degree fixed; the other deals with mind and heart in their tender, plastic stages. The one has access to the sources of thought and feeling through a single sense channel; the other can put the hand almost at will upon every delicate spring of child-nature. The one must hew every message into literary form, and transmit it to the many by mechanical agency; the other can speak to the few through kindling eyes and persuasive inflection and loving tone and the still more potent but subtle influence of an exemplary and noble life.

"THE teacher should use natural punishments. On a visit to a school a boy was seen seated on the floor under the teacher's table; he had been lying. Why put him there for that? Another pupil, a boy, was seen sitting between two girls; he had been detected eating an apple. Another pupil was sitting on the teacher's chair, he had been whispering. Will sitting under a table cure lying? Will sitting between two girls cure a bashful boy of apple munching? Will sitting in the teacher's place cure whispering?"

The above from the *N. Y. School Journal* contains a principle which teachers would do well to observe carefully. In school or State, one of the great ends, probably the chief and highest end of all punishment should be the reformation of the offender. To this end there should be some clear and logical connection between the punishment and the offence. The penalty should never be capricious. It should always be suggested by and have relation to the fault. Withdrawal of confidence for a time from the untruthful, isolation for the whisperer, etc., may lead these offenders to feel that trust or confidence is the reward of truthfulness, companionship of self-restraint, and so on.

Educational Thought.

"ONCE to every man and nation comes the moment to decide;
In the strife of Truth with Falsehood, for the good or evil side;
Some great cause, God's new Messiah, offering each the bloom or blight,
Parts the goats upon the left hand, and the sheep upon the right,
And the choice goes by forever 'twixt the darkness and the light."
—Lowell.

WHEN an acorn falls upon an unfavorable spot and decays there, we know the extent of the loss; but when the intellect of a rational being, for want of culture, is lost to the great ends for which it was created, it is a loss which no man can measure.—*Edward Everett.*

"THE studies and lessons and connings and puzzling sand experimentings and even guessings, that all go through to get the proper training, are the means of attaining and not the object to be attained. One boy practices better with his Latin book; another better with his Algebra; another better with his Rhetoric and another better with his pencil. Proper drill in each and all makes the mental and moral athlete, whose fibres are cultivated by the drill, and if the instruments used in the development of a boy's faculties are never seen or heard of any more by him in after life, it will matter little, because after proper drill he assimilates what is necessary for him to have; the rest is but dross on the tinsel of knowledge."—*Prof. S. L. Robertson.*

IT will not hurt you, boys and girls, to learn a little accurate geography, by looking up these places before going on with the story; and if I were your schoolmaster instead of a story-teller, I should stop here to advise you always to look on the map for every town, river, lake, mountain or geographical thing mentioned in any book or paper you read. I would advise you, too, if I were your schoolmaster, to add up all the figures given in books and newspapers, to see if the writers have made any mistakes; and it is a good plan, too, to go to the dictionary when you meet a word you do not quite comprehend, or the encyclopædia or history, or whatever else is handy, whenever you read about anything you would like to know more about.—*Edward Eggleston.*

WHEN you come to a good book you must ask yourself, "Am I inclined to work as an Australian miner would? Are my pick-axes and shovels in good order, and am I in good trim myself, my sleeves well up to the elbow, and my breath good and my temper?" And, keeping the figure a little longer even at the cost of tiresomeness, for it is a thoroughly useful one, the metal you are in search of being the author's mind or meaning, his words are as the rock which you have to crush and smelt in order to get at it. And your pick-axes are your own care, wit and learning; your smelting furnace is your own thoughtful soul. Do not hope to get at any good author's meaning without those tools and that fire; often you will need sharpest, finest chiselling and patientest fusing before you can gather one grain of the metal.—*Ruskin's Sesame and Lilies.*

ONE of the most reliable tests of the success of an institution of learning is the spirit of inquiry and enthusiasm for good things in the body of its students. There are colleges where the coming of any eminent man is the signal for a mental holiday. And no audience is so inspiring as a room full of students, eager for information, ready to be moved and hospitable to anybody who has a valuable word to impart. There are others where the most distinguished visitor stands before empty benches and is chilled by the half-hearted reception of his best idea. The explanation is often to be found in the method of instruction. There are famous schools whose method is a yearly round of lesson-grinding, which crushes the life and blights the enthusiasm of the most earnest student, and nurses in the average scholar that indifference to culture, and incapacity for enthusiasm which is the most melancholy result of false teaching. The best thing about the best University is the "noble" rage for high things, the alertness for truth, the eagerness to see and hear famous people, which will not let the student sleep till he, too, is in sight of his promised land.

Special Papers.

OUR HIGH SCHOOL TEXT-BOOKS IN SCIENCE.*

WHEN it was first intimated to me that it was proposed to form an Association of the teachers of Science of the Province, I did not anticipate that I should be entrusted with the task of opening the discussion on so important a subject as that of our High School Text-Books in Science.

The difficulties attendant upon the introduction of such a subject are not few. In the first place there must necessarily be a great diversity of opinion as to what constitutes a good text book; for what may seem such to one teacher—because he has achieved success with its use—may be considered an inferior work by another equally good teacher for the opposite reason. All do not make the same use of text books, although the same end may be attained.

In the second place I feel the greatest diffidence in criticizing books which are the results of the labors of some of our ablest and most enthusiastic educators in these subjects. However, since the task has been assigned to me I shall do the best I can in a way that, I earnestly hope, will not be offensive to any of the gentlemen referred to.

I propose then, to state in the first place what I think a text-book should be; and then to see in how far our present text-books agree with this definition. For convenience in discussion the subjects of the books under review may be arranged in two classes, those which are ordinarily known as the experimental sciences, Physics and Chemistry, and those which are not so truly experimental, Botany and Zoology. Let us consider first the text books in the experimental sciences.

A text-book in each of these subjects should contain no information that a student could be reasonably expected to obtain by experiment. His text-book then must necessarily contain a great number of experiments and the value of the text-book will almost wholly depend on the care that has been exercised in selecting and arranging these. The amount of theory to be introduced into such a work is also a question beset with many difficulties, but if theory is to be introduced at all it must only come before experiments whose complete understanding is impossible without it and after all possible experiments illustrative of it have been performed.

In addition to this, each point should be illustrated by a number of experiments, as it is unreasonable to expect any student to make correct deductions from observing the results of a single experiment. Of course it is assumed that the information sought to be imparted by experiment is in accordance with latest established facts of the Sciences.

With the application of these principles to the Science Text-Books of our High schools my real difficulties begin. I am like a traveler on a narrow, elevated pathway—a step to either side may land me, there is no saying where. However, I shall proceed, dealing with the experimental sciences in the order in which I think it best they should be introduced into our schools.

This brings me first to speak of Physics and the text-books on that subject. That our present High School Physics fairly well agrees with what I have said with regard to Science Text-Books in general, all will, I think, admit. Still, the book would be improved if more prominence were given to the experimental part of the work while many of the sections devoted to explanations might be omitted and their place supplied with experiments illustrative of the points under explanation. It might also be pointed out that the value of the book for school purposes would be materially increased if more experiments were given to illustrate many of the points dealt with, and thus would be preserved to the student one of the most desirable results of the study of Physics, namely, the cultivation of the reasoning faculties.

Another point to which I might refer and which I am forced to consider a fault, but one with which the author is scarcely chargeable, is that too much

is crowded into a work which must be got over in so short a time. It seems to me that if our Third-Class candidates were given a more thorough grounding in the properties of matter, and the several departments—heat, light, sound and electricity—left for more advanced work, say University or First-Class work, more would be accomplished. Believing as I do, that our High School entrants should be taught Physics, a more elementary text-book is, to my mind, an absolute necessity. I have as yet said nothing with regard to suitability of our present text-book for Second-Class work. The difference between the work of the Second and Third-Class forms is so great that it is almost impossible that the same text should be made to cover the work of both forms. The attempt to engraft Second-Class work into our present text can scarcely be considered successful. At present we are practically without a single work that comprises all that is necessary for a thorough preparation of the work in Second-Class Physics. This defect is not attributable to authors of the text-books that may be used, nor to the author of the High School Physics.

With these remarks I leave the text-book on Physics and proceed to a consideration of that prescribed in the sister science—Chemistry. While I humbly beg to differ from the author of the High School Chemistry in the arrangement of the matter of the text in some cases, yet, on the whole, I have found it a very serviceable book in the laboratory and class-room. I may be permitted to point out some respects in which I do not agree with the arrangement of the work. Important laws, such as Boyle's and similar laws, are introduced without any reference to the experiments on which they are based, and which are a necessity, as all candidates have not had the advantage of a course in Physics. The place of introducing symbols, formulæ and equations is not that which I should deem most advantageous.

Another objection—and a serious one—to the arrangement is that the elements are not dealt with in accordance with the Periodic Law, a law which must in future shape all our teaching of Chemistry. Prof. Remsen in his latest work on the subject, I think, a most excellent arrangement, even if not quite in accordance with this important law. He treats oxygen, hydrogen, nitrogen and chlorine in such a way as to show how each element should be treated by itself, and having done this he takes up the elements in groups as arranged under the Periodic Law, with this mistake, however, that he has introduced a formal discussion of the law before he has shewn experimentally that the elements are so related.

The arrangement I have indicated is, to some extent, followed in our High School Chemistry, but that we have a satisfactory treatment of the subject based upon this law of the elements I can scarcely admit. It may be said, however, in excuse for this that at the time the High School Chemistry was published this law had not gained its present prominence.

With a good deal of reluctance I have to point out that some things now recognized as belonging to elementary Chemistry have been omitted. This oversight—and I do not think it is anything more—on the part of the author will no doubt be remedied in future editions of the work.

I have by no means exhausted the subject of Our Text-Books in the experimental sciences, but I have spent as much time on this part of my subject as I deem prudent.

There yet remain to be discussed the text-books on Botany and Zoology. The text-books in these subjects should be so framed as to give the greatest facilities for the cultivation of the powers of observation and generalization. In order that this may be done most effectively a text-book should point out the most typical specimens and indicate the points to which the observation should be especially directed. There are two dangers to be avoided in the preparation of text-books in these subjects. There is first the danger of putting so much into a text-book that it is possible for a candidate to prepare the work for examination from the text-book without that reference to the specimens which is necessary to an intelligent study of the subject. On the other hand the directions for study may be so meagre as to be of very little value to the ordinary student, thus entailing upon the teacher a great amount of arduous labor in order that his class

may comprehend what is to be done. Assuming then that proper specimens have been selected, a text-book should indicate the observations to be made and outline a method of generalization from such observations.

Having indicated what, in my opinion, a text-book should contain, let us see wherein our present text-books agree with or differ from the criterion. First, the High School Botany. In the selection of specimens for treatment in the text I think good judgment has been displayed. All are forced to admit that the specimens selected, generally speaking, are typical specimens and more than that, the arrangement is such as to give the student an easy introduction to the subject. I may be permitted, however, to state that the manner of treatment of the specimens might, perhaps, be changed without at all detracting from the value of this excellent work. In my estimation it is possible to fairly prepare for examination with it without treating the actual specimens as they should be treated. This objection might easily be removed by giving an outline of the observations to be made rather than the full descriptions now given. In other words, the plants are too fully described and thus the cultivation of the observation in the student is not made so much a matter of necessity as it should be. The generalizations in some cases are made in the text when it would perhaps have been better had the methods of generalization been pointed out.

The remarks I have made are specially applicable to that part of the work which treats of the morphology of plants. I might add the further suggestion with regard to sections devoted to physiology and histology that a simple explanation of the methods of research in these departments would be of advantage to the student.

Of that part of the work which treats of classification I have very little to say. After using it for a number of years I find it eminently satisfactory. No Flora that I have had an opportunity of using is so simply and excellently arranged. Although I deem it my duty to offer a few suggestions with regard to the first part of the work, I may say that after all it would perhaps be as safe to leave well enough alone, for I am satisfied that with this book at hand a teacher should succeed in doing good work, and if he does not it would perhaps be as well for him to enquire whether or not the blame rests with the text-book.

I now come to the High School Zoology, the last of the High School Text-Books in Science to which I shall have occasion to refer. The work has been so recently issued and I have had an opportunity of using it for so short a time that it is with a good deal of reluctance I attempt a criticism of it, more especially seeing that it is the product of the pen of so gifted a gentleman and so eminent an educationist as Prof. Wright. It is not within my province in this paper to say anything with regard to the book as a work on Zoology, but only to speak of its suitability as a text-book on the subject of which it treats.

I have said that a text-book on such a subject should deal with typical specimens and I might have added specimens easily accessible to the majority of those who have to use them. That this has been done in the High School Zoology I think can scarcely be claimed. In its specimens have been selected rather with the view of showing relations between different classes than of giving a general knowledge of the class of animals under consideration. The selection of the Menobranch as an Amphibian is an example of what I refer to, a very good specimen, perhaps, but intended to show rather the relation of the Amphibians to the fishes than to give a good idea of its class; and besides it is not readily accessible to all.

Having now pointed out what, in my opinion, are objections to the specimens selected I shall pass on to say a few words as to the manner in which the selected specimens are treated.

The manner of treatment is not that which, in my opinion, is best designed to attain the objects aimed at. More benefit would have been derived by the student had typical specimens been selected, and had he been directed what to observe, the text-book furnishing him with only such a description of the parts as is necessary to enable him to recognize the several parts when he has found them. This style of text-book would throw the student more on his own resources in the matter of observation and description. If the subject of Zoology is to be

*A paper read before the Science Teacher's Association of Ontario, held in Toronto, Jan. 2 and 3, 1890, by Mr. J. B. Turner, B.A., Science Master, Collegiate Institute, Hamilton, Ontario.

rendered as valuable as possible to the beginner it must be by cultivating in him habits of correct observation, and by furnishing him with a store of facts which will be useful to him in the generalizations of the more advanced study of the subject. To accomplish a part of this work is all that we can hope to do in our High schools. If this be admitted then our High School Zoology contains material which is not only unnecessary, but which will, unless carefully managed, dissipate the energies of the student. The unnecessary material to which I refer may be placed under two heads. In the matter of classification the introduction of animals not native and the discussion of remains of extinct forms are, in my opinion, unsuitable to a text-book such as our High School Zoology ought to be. The distribution of animals on the globe might be profitably postponed until the student has made further progress than he can hope to make in the short time allowed for the subject in our High School course.

The objection has also been urged that technical terms have been given too great a prominence in this work. For my own part I cannot say that I altogether agree with this objection. The technical terms belong to the subject and, so far as I can see, may as well be introduced at once, or as soon as the necessity for their use arises. They must be learned sometime, and I know no valid reason why other names should be learned first.

In a short paper such as it has been my duty to prepare I cannot give as full a review of the works in hand as might otherwise be done, nor is it possible to point out how best the defects I have indicated may be removed. More time would be required than is at my disposal to enter into a more detailed discussion of the subject I have in hand, but yet I trust that what I have said may be the opening of an interesting discussion. In the preparation of this paper I was engaged in the performance of a duty that was scarcely in accordance with my tastes. I should have preferred it had some one more capable been entrusted with so important and delicate a task.

Before closing I should like to say with regard to the gentlemen whose works I have had the honor of reviewing, that we all owe them a debt of gratitude for having placed at our disposal the products of their ripe scholarship and the fruits of their years of experience in the noble profession which they adorn.

Primary Department.

NOVELTY MAPS.

RHODA LEE.

SOME time ago we discussed the subject of primary geography, referring to preparatory objective talks, direction and structural geography, and it is not my intention at present to say anything further on these topics. I wish merely to mention some expedients that have lately come under my notice, namely, *novelty maps*.

Some one writing on an educational subject lately remarked that "in the multiplicity of duties and the endeavor to instruct in the three R's, one has neither time nor opportunity for originality." Sometimes it is not what we believe, but what we wish to believe that we act on, and it is quite possible for those who do not wish to devise new plans and methods to persuade themselves that they "really have not the time."

Others find time for a good deal of originality. We all have the same amount of time. The question is how much we can get into it.

Would that we realized more fully the possibilities of school life. How much we *might* do. How often we become discouraged and think that our efforts are lost, that even though the tree has blossomed slightly there will be no fruit in the autumn.

We are worrying ourselves and the children in our care when we allow such thoughts to creep into our minds. Let us close the door when such seek entrance, and looking at the present, say: We have little or nothing to do with results, we will simply do all that we can in the best way we can, in the time we have, and leave the rest to the Great Teacher.

But I have wandered far from my subject of

novelty maps, and will betake myself to the track once more.

The first of these attractive constructions was a representation of the earth divided into zones or belts. The frigid zones were of white glazed paper, the temperate green and the torrid red.

In the Frigid Zones were pasted pictures of the animals, fish and birds inhabiting that part of the world. Likewise in the Temperate and Torrid Zones were seen the creatures belonging to those parts.

Another chart of the same kind was based on plant life, and had pictures in the different zones of fruit, flowers and trees found in those regions.

The pictures were partly collected by the children, and were a great source of pride and interest.

One other map which attracted my attention was a large outline of North America drawn by pupils in the class, and measuring about five feet by seven.

On this were pasted little pieces of the products and manufactures of the different places.

Where the articles themselves could not be procured, pictures were substituted.

In British Columbia and California we observed several kinds of minerals; in the Southern States, cotton, tobacco and sugar-cane; in Ontario, lumber, grain, etc. Little bottles of oil indicated petroleum wells, while furs of all kinds were widespread over the Hudson Bay and North-West Territories.

Another new feature displayed was in making the cities square or oblong instead of circular, as in bondage to an old custom we have been doing for so many years.

Maps were also made of clay and putty in relief, showing slopes and mountain ranges, while some ingenious youth had carved out one of wood. Some optimistic writer states that "one can find anything one looks for," and no doubt if we desire novelty and variety in Geography as well as other subjects, to impress and interest our scholars, we shall find it, provided we seek earnestly and thoughtfully.

In teaching the outline of a continent or country I prefer to use sheets of stout Manilla paper and lead-pencil. They can be drawn a little at a time and put away and preserved, while if slates or practice books be used they will probably be defaced.

Before leaving the subject of maps let me advise great care and precision in drawing. A little at a time and that done well. Have one coast perfected before beginning another. Preserve the interest by frequent talks, gathering up all the information you can regarding the part studied.

Ruskin, in talking to young artists on the cultivation of patience—and his words seem to me to be specially applicable to map-drawing—says, "Hurry is not haste, but economy and rightness is."

BEAUTY IN THE SCHOOLROOM.

RHODA LEE.

"STILL through our paltry stir and strife
Glow down our wished ideal,
And *longing* moulds in clay what life
Carves in the marble real."

ONE clear duty of the teacher is by constant reading and study of educational matter to gain new thoughts and higher ideals of her work. We never expect to attain our ideal no matter how much at times our "longings" may persuade and tempt us to think so. Let it be ever ascending; as we rise let it rise.

Stand on your guard against the "content with merely living" that will hold you down and questioning yourself as to the height you have reached, analyze your aim or object and your methods of gaining it.

Is our object to make our pupils strong—bodily, mentally and morally; to give them power to seek and find for themselves?

Are we in our discipline striving to form the self-governing being, pure in heart and mind and strong in purpose and control? We are forming characters of some kind. Are they, or are they not, of a beautiful nature? We must make our schoolroom beautiful. How? Emerson says, "Though we search the whole world over to find the beautiful, we must carry it with us or we find it not."

Thus our schoolrooms *may* be beautiful and with so many hearts to carry the beauty it surely must be fair.

Happy is the sympathetic, tactful, wise teacher who can call forth from the heartstrings in her care the sweetest harmony and purest tone. But before speaking of the inward beauty let me say a word about the outward, which must unconsciously exercise a refining, purifying influence on most of the children in our schools, and which necessarily contributes towards the growth of that inward beauty of character to which we aspire.

We receive in all enlightened localities great encouragement to make our school-rooms attractive, and an earnest teacher will stint neither time, labor nor money to do this.

We have always some in our classes who come from homes that are bare and comfortless but who can, I may confidently say, be taught incidentally to love and appreciate all that is tasty and beautiful in the decorations of the room and the cleanliness and daintiness of all that pertains to it.

These less-favored ones have to be aroused, to have stirred in them that love of beauty that lies dormant, and as surely as the common little dandelion opens to the influence of the sun, so will these little hearts and minds bud and beautify, even though they may be outshone by the daintier, more graceful blossoms around them.

The development of the love for beauty may be reached in numberless ways and the light thus gained, reflected on the character, must brighten and glorify it. By personal examples of kindness, thoughtfulness, gentleness, unselfishness and all that goes to make up the fine-grained soul that is careful and gentle in contact with everyone.

By stories and biographies of noble, grand characters; by pictures; and best of all by drawing attention to, and studying the beauties of nature.

Have delightful little talks on the snow as you see it from the windows falling softly down to enfold mother earth. Examine the plants and flowers and lose no opportunity of drawing attention to beauty in any form.

In the discipline of little children it seems to me that showing the ugliness of wrong-doing and the beauty of right, is a much more effective mode of correction than many stricter and harsher methods in use. With some children this would be sufficient, but not of course with all.

To give an instance: A class has been left with work while their teacher was called from the room. On returning she finds one or two playing. They had been trusted and the confidence was misplaced. Now a little serious kind talk, showing the beauty and manliness of a boy who is honorable and trustworthy, and revealing something of the offensiveness and ugliness of an untrustworthy character, will go far towards instilling a spirit of honesty and inspiring the whole class to more careful watchfulness when left on their "honor."

"Sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny."

OUR BIRD LESSON.

ARNOLD ALCOTT.

OUR chief aim in a development lesson should be to strengthen the powers of our pupils in *gaining* knowledge. For this reason we introduce, in the early stages, objects which are clearly defined in form, in color, in size, in shape, etc. We appeal to the perceptive powers, clearly, by presenting *definite* percepts. Again, we wish to employ the sense of hearing, and we have different kinds of sounds produced, and so on; if we wish to develop the sense of taste we get our pupils to use that particular sense. Whatever be the particular sense we wish to develop we do so by getting our pupils to *use* it.

But whilst engaged in developing the powers of observation we should also remember that the *reflective* powers, the powers of comparing, of judging and of reasoning need to be trained.

Of course, the problems presented to the minds of the little ones should be carefully adapted to their particular grades of understanding.

In these reflective exercises we specially want to enable our pupils to make practical applications of the knowledge which they already have. In short, we want to get them to properly *use* knowledge.

This March of ours, "the boisterous month,"

being the forerunner of the months which bring to us the birds and the flowers, it seems to us that it would be wise to lead our pupils to observe nature as she unfolds.

With this idea uppermost we have been led to give an outline of a bird lesson, which is specially intended to train the reflective powers of our little folks.

The teacher may begin as follows:—"Those pupils who would like to learn a spring song?"

And as our little folks love music we know we have them fully interested.

"Tell me something which we see in the spring when we go into the woods, Elsie."

"We see flowers, Miss A—"

"Something which we hear, John?"

"We hear birds singing and chirping."

"This morning we shall have a little talk about birds, and then we shall learn a new spring song about birdies."

Now the teacher draws on the blackboard an outline of a bird's head with thick curved beak.

"What do you learn of this beak by looking at the picture?" Mary—"The beak is *short*."

"John, what do you see?" "I see that the top of it is round or *curved*."

Another pupil will probably tell that the beak is *thick*.

Now, our aim is to get our pupils to decide from these conditions or causes what sort of food this bird will eat. We want our scholars to reason from cause to effect.

Lead pupils to decide that a short thick beak is stronger than a long thin one.

How are we to show that a *curved* top is stronger than a flat top?

We may illustrate by referring to a bridge and also to the arch of the skull.

Pupils know that great weights travel over bridges, sometimes even the railway train. Then strength is necessary. Men have found that the *curve* is the strongest form, and, therefore, bridges are built *arched*.

Again, lead pupils to tell that this skull of ours contains the brain, and that by means of this brain we think.

"Did you ever get hit on the head, Tom?"

"Yes, Miss A—"

And Tom will probably go on to give you a full account of his latest misfortune. This will be all very well if we do not wander too far from our lesson or consume very much time. Now pupils know that knocks on the head hurt. Tell them that the brain is very soft and spongy and that it is very delicate. Tell that it is covered or protected by this strong box of bone, the skull.

Ask what shape the top of the head is.

Then show that the all-wise Creator provided us with this curved shape which is so strong to protect the delicate brain.

Perhaps we might incidentally mention that ignorant people used to bind the heads of little infants very tightly so as to flatten the tops. And the bones being soft this could be done easily. Then tell that these children were silly and idiotic as they grew older.

Now to summarize:—

"Pupils, what have we learned about the curved shape?"

Jessie—"We have learned that the *curved* shape is very *strong*."

"Those who can tell me what kind of food a bird with this sort of beak will eat?"

Fred—"I think it would eat seeds."

George—"It would crack nuts."

"Name a bird with a beak like this."

"A parrot." "A grosbeak."

Then *deepen* the impressions by asking pupils to name the different things which Polly Parrot eats. Now, in the foregoing we have proceeded from cause to effect.

We may vary and take first effect and then cause.

For instance, the teacher dictates a problem such as this:

"I get my food out of the holes in the trees; I pick for insects away into the bark of old stumps; I pick out seeds from husks"

"Scholars, you may draw for me the beak of this bird."

A more suggestive way would be to ask for the name of a bird which does the foregoing. And Frank will tell us that it is a woodpecker. Then

ask your little folks to draw the beak. After a few minutes pass through the class noting the efforts, and let one of your accurate little artists put his or her sketch on the board. How much a little tot likes to hold a piece of chalk in its hand!

Then the teacher may put *her* picture on the board and the pupils may compare and we talk about our mistakes and immediately rectify them.

Our promise at the beginning of the lesson was a spring song about birds, so we teach our little friends that pretty one called "The Birdies' Ball," which tells about the woodpecker, the jay, the nightingale and the wren.

In our next issue we hope to give another little talk on the *feet* of birds, with their uses and shapes.

Question Drawer

MR. W. S. HOWELL, of Sombra, kindly sends the following in reply to unanswered questions.

I write you a few notes upon questions on page 313, March 1st, hoping they will be acceptable.

1. Barbara Lewthwaite is generally taken to be the *real* name of the little girl overheard by Wadsworth while feeding her pet lamb.

2. "Sheelah" is an Irish pet name for one's sweetheart.

3. "Abou Ben Adhem" is a fictitious Arab name, "Friend, Son of Adam;" we are all sons of Adam if not all friends.

4. Conway is a small seaport town in Carnarvon County, North Wales, at the mouth of the Conway river. See the map.

5. St. Anne's is a village in the parish of Sainte Anne, Bout de l'Isle, Jacques Cartier County, Quebec, at the confluence of the Ottawa and St. Lawrence. Here are St. Anne's Rapids referred to in the poem, and here the G.T.R. crosses the Ottawa by a fine bridge.

6. Lovell's and Lippincott's Gazetteers are good books of reference.

7. A transitive verb in the active voice is known by its taking a word (the object) answering to the question *What?* after the verb. Many verbs, generally intransitive, have some peculiar transitive meaning, and many verbs commonly used with the object given are also used intransitively without reference to the object acted upon, but with special reference to some of the circumstances under which the act is performed. John ran away, ran a race, ran the horse. He ate too fast, ate the apple, ate himself sick; ran what? ate what?

The West Lambton Teacher's Institute, February 28th, passed a resolution: "That the Public School History is not well adapted to the wants of Public School pupils"

1. "SAINT of this green isle," from "Canadian Boat Song," verse 3, Third Reader, page 73 What "Saint" and what "isle"?

2. Where and what is "St. Anne's"? verse 1, of the same lesson.

3. "The Rapids are near." What Rapids are meant?

4. What is the meaning of "Utawa's" in verse 3, and pronunciation?

5. Can the holder of a Third-Class Certificate study for a First without first taking a Second?

6. Pronunciation of "commandant"?

7. Can trustees of a rural school compel the teacher to be at the school-house at a quarter to nine in the morning?

[1, 2 and 3 are answered elsewhere.

4. "Utawa" (u-tā-w-a) is but a mere poetic form of the Indian word "Ottawa." The name of the river is here personified. We don't know the primary meaning of the word. Perhaps some teacher can tell us.

5. Yes—non-professional, of course.

6. *Com-man-dānt*. Last *a* as in *far*.

7. Reg. 12, (1) makes it the duty of the teacher to see that the school-house is ready for the reception of pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon.]

1. CAN a person get an Arts degree, B.A. or M.A., in a University, by taking Science instead of Language, and which do you think the best to take?

2. Can a person take a full law or medical course in a University?

3. How long will it take a Third-Class teacher to pass the Matriculation Examination into a University?—E.H.M.

[1. We know no University which bestows a B.A. or M.A. degree without requiring more or less of language study. Degrees in Science (B.Sc. or M.S.) may, of course, be thus obtained. For the purposes of a liberal education we deem a mixed or general course unquestionably best.

2. Yes, if the University has complete Law and Medical departments. Many so-called Universities have not such departments fully equipped.

3. About two years of hard study.]

(1) WHAT is the correct pronunciation of *Cockburn*? (Cockburn Island).

(2) What is the *mileage* of the Canadian Pacific Railway (main line), running from Montreal to Ottawa, Manitoba and British Columbia? Also *mileage* of the Toronto and Ottawa division (C.P.R.) from Toronto to Ottawa?

(3) What answer would you give to this mental arithmetic question:—There is a number which, when divided by 4, and the quotient increased by 9, the sum multiplied by 3, and the product decreased by the difference between the arithmetical complements of 4 and 7, gives 33. Find the number?

(4) Must the words "for value received" appear on a note?

(5) A note drawn January 31st, at one month, is due when?—INQUIRER.

[(1) *Kō-bern*. (2) Montreal to Ottawa 120 miles, Ottawa to Winnipeg 1,304, Winnipeg to Vancouver 1,566. Total, 2,996. Toronto to Ottawa 260 miles. (3) Let some young arithmetician answer. (4) Not necessarily. Value is implied. If the value received can be proved the note can be collected whatever its wording. (5) March 3rd.]

A FRIEND sends the following:—One of your correspondents asks how he can study zoology alone. The only book that will help him is Colton's Practical Zoology. (Ginn & Co., Boston.) The material for direction is easily procured, and the directions therein supplemented by Ramsay Wright's High School Zoology, will enable a *very intelligent* man to do a good deal of biological work alone.

(1) WHAT kind of phrase is, "At a shrine" in "Hung like a votive garland *at a shrine*?"

(2) Explain the meanings of Government and Agreement, giving as many examples of each from the following:—James and I saw her on this roadside.

(3) Explain the meaning of the term syntax, and state the syntax of each of the *italicized* words in the following sentence:—

There, where a few torn shrubs the place *disclose*,
The *village preacher's* modest mansion rose.—M.H.

[1. Adverbial, of place. 2. *Her* and *road side* would ordinarily be said to be governed in objective case by the verb *saw* and the prep. *on* respectively; and *saw* to agree with its compound subject *James and I*, in number and person. 3. Syntax treats of the relations of words to each other in sentences. Any good grammar will make the matter clear to you. We have not room to illustrate.]

(NOTE.—We must cry for mercy in this Question Drawer business. It is rapidly outgrowing the space which we can afford to it. We are now obliged to hold over a formidable bundle of questions. We are particularly anxious to help those who most need help, viz., those whose opportunities have been most limited, but many of the questions asked are such as any teacher of average intelligence should be able to find out for himself from text-books, dictionary, etc. Please send no questions till the means of information at your disposal have been exhausted. Every teacher or school should be supplied with at least a good dictionary and a cyclopedia, a gazetteer, etc. We are glad to find that the publishers of this journal are making arrangements to offer to teachers a valuable cyclopædia in a single volume at moderate cost. It will shortly be announced. Something of this kind should be in every school.)

Examination Papers.

UNIVERSITY OF TORONTO — ANNUAL
EXAMINATIONS, 1889.
JUNIOR MATRICULATION.

ARTS.

ENGLISH COMPOSITION AND PROSE
LITERATURE.

PASS AND HONORS.

Examiners { A. H. REYNAR, M.A.
DAVID REID KEYS, M.A.

NOTE.—Candidates for University Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Pass or Honors or Second Class or First Class Certificates) must take the first four questions and any two of the remainder.

*Pass Candidates are warned that Part I. counts half the paper.

I.

*1. Write a composition on :—

The Genius of Goldsmith as illustrated in the Citizen of the World.

II.

*2. Explain the title, "The Citizen of the World." Under what circumstances were these essays written? Who were Goldsmith's models in this style of writing?

*3. "The distinction of polite nations are few; but such as are peculiar to the Chinese appear in every page of the following correspondence. The metaphors and allusions are all drawn from the East. Their formality our author carefully preserves. Many of their favorite tenets in morals are illustrated. The Chinese are always concise; so is he. Simple; so is he. The Chinese are grave and sententious; so is he. But in one particular the resemblance is peculiarly striking: the Chinese are often dull; and so is he. Nor has my assistance been wanting. We are told in an old romance of a certain knight-errant and his horse who contracted an intimate friendship. The horse most usually bore the knight; but in cases of extraordinary dispatch the knight returned the favor and carried his horse. Thus in the intimacy between my author and me, he has usually given me a lift of his Eastern sublimity, and I have sometimes given him a return of my colloquial ease.

Yet it appears strange in this season of panegyric when scarcely an author passes unpraised either by his friends or himself, that such merit as our philosopher's should be forgotten. While the epithets of ingenious, copious, elaborate and refined are lavished among the mob like medals at a coronation, the lucky prizes fall on every side, but not one on him. I could on this occasion make myself melancholy, by considering the capriciousness of public taste, or the mutability of fortune; but during this fit of morality, lest my reader should sleep, I'll take a nap myself, and when I awake tell him my dream."

(a) State the subject of each of these paragraphs.

How is the transition made?

(b) Cite or refer to examples of the Chinese peculiarities in these essays.

(c) Distinguish between: *metaphor* and *simile*; *tenet* and *doctrine*; *formality* and *stiffness*; *concise* and *precise*; *simple* and *clear*; *romance* and *novel*.

(d) Derive *sententious*, *romance*, *knight-errant*.

(e) Note any words used in a different sense from that now given them, and explain the distinction.

(f) *Panegyric*. Give synonymous words and distinguish carefully in meaning.

*4. Rewrite the second paragraph, substituting words of Old English (Anglo-Saxon) origin where you can.

*5. Criticise Goldsmith's use of figurative language.

6. Describe the visit to the Club of Authors.

*7. Sketch the character of the Man in Black.

8. Compare Beau Tibbs with a modern dandy.

*9. Compare Goldsmith as an essayist with the writer of the Victorian age who, in your opinion, most resembles him.

NORTH HASTINGS PROMOTION AND
REVIEW EXAMINATIONS, JUNE, 1889.

ENTRANCE TO SECOND CLASS.

ARITHMETIC.

FULL work required.

1. Find the cost of 17 three-cent stamps, 10 two-cent stamps and 9 one-cent stamps.

2. Make an example ("a story") about sheep out of this: $\$63 \div 7$; and one about school classes out of $2 \times 18 \div 3 \times 9$.

3. I sent a message of 44 words by telegraph. I paid 25 cents for the first ten words and two cents for each of the other words. What did the message cost?

4. In a school of 93 pupils, 47 were boys; how many were girls?

5. What will these articles cost: 7 pounds of sugar, at 8 cents a pound; 7 pounds of barley, at 4 cents a pound, and 6 oranges at 3 for 14 cents?

6. (a) A boy has two baskets of nuts. The larger basket has 76 nuts in it and the smaller one has 24 nuts in it. If it takes 20 nuts to fill a quart measure how many quarts are in both baskets?

(b) Draw both baskets. Write on each the number of nuts that it will hold. Draw the quart measure and write on it the number of nuts that will fill it. (Give no marks for drawings if not well done.)

7. Mr. Jackson sells his fresh cucumbers at 20 cents a dozen: one morning he picked 54 cucumbers, sold as many dozens as possible, and kept the rest; how much money did he get, and how many cucumbers did he keep?

8. Finish these stories: 4 gallons = ? pints. 2 yards = ? inches. 3 days = ? hours. 42 days = ? weeks. $? \times 13 = 78$. $48 + 23 + 14 - 27 + 26 + 16 = ?$ (Values—3 for each of the first five; 5 for last.)

9. I bought eight yards of cloth at six cents a yard, and gave in payment a quarter of a dollar and three ten-cent pieces. How much change ought I to receive?

10. Find the difference between XCIX and 54; 93 and LXVII; and forty-five and eighty-two.

ORAL ARITHMETIC.

THIS paper must not be seen by any one but the teacher during the examination. Give no explanations of any kind.

To be dealt with as directed in the introductory note to the Oral Arithmetic for the Third and Second Classes.

1. $7 + 5 + 12 + 7 + 5 + 7 + 20 + 9 + 10 + 3$ are how many sevens?

2. In 4 gallons, how many quarts?

3. In 7 feet, how many inches?

4. How many months in 7 years and 6 months?

5. How many dozens in 96 eggs?

6. How many five-cent pieces should a boy get for 80 single cents?

7. If oranges sell at the rate of three for 7 cents, how many should be got for 56 cents?

8. A boy has a rope just long enough to go around a small yard that is 12 feet long and 10 feet wide, how long is the rope?

9. In eight weeks, how many school days?

10. A boy bought a pencil for 11 cents, a sponge for 8 cents, a copy-book for 10 cents, and had 20 cents left; how much money had he at first?

11. From 53 take 9, then 7, then 6, then 8, then 13. How much more than 7 is left?

Values—five each.

DRAWING.

THE ruler is not to be used in any of these exercises. The teacher should give one exercise at a time and allow the pupils sufficient time to finish it before proceeding to the next. No exercise, or part of one, is to be written on the B. B. The paper should be placed directly in front of the pupil with its long edges parallel to the long edge of the desk.

1. Have the pupils draw five straight lines entirely across the paper or slate, leaving some space between them. (Value 0 to 10.)

2. Cut a paper oblong, 3 by 6 inches. Show it to the pupils and have them draw an outline of it—approximate size. (For proportion, 0 to 7; for execution, 0 to 5.)

3. Show the pupils a cup and have them draw an outline of it—approximate size. (0 to 5 for proportion; 0 to 5 for execution.)

4. (a) Have the pupils draw a vertical line (they should know what vertical, horizontal, etc., mean) one inch long. (b) Have them draw another vertical line 2 inches long. (c) Divide the line last drawn into two equal parts. (Values—(a) 5; (b) 3; (c) 3.)

5. Have the pupils draw some object they have drawn during the term. (Values—0 to 12.)

N.B.—As very few First Class pupils have drawing books, no marks will be given for them.

LITERATURE.

1. WRITE sentence-answers to these questions:—What is meant by "God, who sendeth, He only lendeth?" What tools are used by miners? What is the lowest part of a ship's bottom called? Why did Mary's lamb love her?

2. Write single words that have the same meaning as the words in italics: It is a *day for rest and play*. He learned his lesson in a *short time*. They are to have an *out-door party to which each will bring his own basket of food*. He met a *person who was born in Canada*.

3. Explain, in sentences, the meaning of these: A frolicsome brook. The lake had overflowed the pool. A snag. She is headstrong. They deemed themselves lost. Trim vessels.

4. Write eight lines of verse about the first day of the year.

5. Write these sentences using instead of the words in italics other words having the same meaning: It is a *dingy* room. It *was food for mirth*. It is *mute*. They are not *selfish*. We had to *bide our time*.

6. Write words that have the same meaning as these: Sorrows, fright, changed, staggered, companion, a couple, a narrow road, not deep, trusty, enemy, a large pail, dressed.

7. Write the names of four insects, five kinds of trees, five colors, four kinds of fruit.

ENTRANCE TO THIRD CLASS.

ARITHMETIC.

FULL work required. For penmanship and neatness of arrangement from 0 to 8 additional marks may be given.

1. Find the sum of nine, seven thousand and seventy, six hundred and six thousand and sixty, thirty thousand three hundred and three, eight hundred and five, nine hundred and thirty-nine thousand nine hundred and thirty-nine, five thousand and fifty. (No marks to be given for incorrect answers.)

2. Divide 6577349 by 72, using factors. After each quotient and remainder, write its name, that is, tell what it is, *units, fours, sevens, twos*, etc. (Value—5 for solution and 4 for names.)

3. I have a bag of 3,741 beans: what is the least number of beans which must be *added* to these to make the sum exactly divisible among thirty-nine persons?

4. A railway conductor makes a trip every day except Sunday from Cobourg to Toronto and back. If these places are 60 miles apart, how many miles does he travel in a year, if he has a vacation of two weeks? *There are 52 weeks in a year.*

5. Divide 806075 by 896. (Give nothing for inaccurate work.)

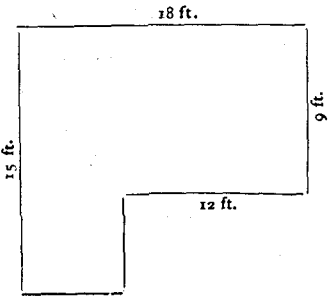
6. Three cans contain altogether 160 quarts of milk; the first can contains 8 quarts more than half of all the milk, and the other two cans contain equal quantities. How many quarts does each of the equal cans contain?

7. What remains when 347 is taken from 123456 as many times as possible?

8. What is the value of $48769 + 48769 + 48769 + 48769$ until there are, in all, 70908 addends?

9. A lady bought 13 yards of print at 15 cents a yard, 22 yards factory cotton at 9 cents a yard, 13 lbs. currants at 8 cents a pound, and a pair of shoes at \$2. She gave the merchant a ten dollar bill; How much change should she get?

10. How many feet of border are needed to go around a room of the size and shape shown in the diagram?



Full marks are to be given for correct solutions only. For those that are nearly correct, the method being quite correct, from 10 to 40 per cent. may be given.

LANGUAGE AND COMPOSITION.

INSIST on neat legible writing and complete sentences. One mark off for every error in spelling. Full-stops, question marks and capitals should be used where needed. From 0 to 5 additional marks may be given for penmanship and neatness.

1. Examine very carefully the picture your teacher has placed before you, and then write the story of the picture. At least five, or six sentences must be written.

2. Listen very attentively to the story your teacher will read to you, and then write in words of your own as much of it as you can remember. (Story on Special.)

3. Write these sentences making such changes as will make the words in italics mean more than one. Make any other changes that are needed:— The *child's* eye was bright and joyous. The *thief's* name was known to that officer. The crust of the loaf was eaten by this boy.

4. Write a sentence about something that happened last week; another about something that has happened this week; another about an event that will happen next week.

5. Write these sentences, leaving out the words in italics, and in their places putting single words that have the same meaning: I love my home in the country. The little girl wrote her letter with care. The chain of gold which I found was very valuable.

6. Of the objects shown to you by your teacher name in statements those that are orange, violet or red. (Value—1½ for accuracy as to color and 1½ for sentence.)

7. Write sentences containing words meaning the opposite of the following: horizontal, stupid, polite, brittle, generous.

8. Unite each of the following groups of statements into a single sentence: (This man is at home. His wife is in Madoc. His boy is in Stirling.) (It was John who dug the garden. It was I who dug the garden. It was you who dug the garden.)

LITERATURE.

ANSWERS to be awarded full value must be in complete sentences and correctly spelled. Deduct a mark for every mistake in spelling. From 0 to 5 marks may be given for neatness. These marks should be reported as suggested in Arithmetic for the Third Class.

1. Write the first three verses (stanzas) of Abide with Me.

2. What parts (fruit, root or seed) of the following plants do we use at our meals: peas, onion, beet, apple, coffee, tea, lettuce, tomato?

3. To King Hal's question about the source of the miller's happiness what was the latter's reply?

4. In your own words explain clearly the meaning of these expressions: What but Thy grace can foil the tempter's power? A heart for every plea. Tremulous motion. Broods on the grass. A brood of chickens. In a most tempting manner. A humble condition often brings safety. Generously

resigns himself With some judgment view it. (Values—1st, 5; 2nd, 6th, and 8th, 3 each; 3rd, 4th, 5th, 2; 7th and 9th, 4).

5. Name four things that are needed to cause a seed to sprout.

6. Write the following, using instead of the italicized parts other words meaning the same thing:— Now it *chanced*, while they were *still* below, that one of them thought the *fuse* too long. He *accordingly* tried to cut it shorter. Taking a *couple* of stones he *succeeded in cutting* it the *required* length. While he was thinking what an *unlucky* fellow he was, the butcher-bird *pounced* on him, and put an end to his *existence*; after which he *deposited* him on a thorn, till he should feel *inclined to eat* him.

7. What useful lesson may boys and girls learn from the story of The Lazy Frog?

8. In your own words express the full meaning of this stanza:

Beautiful faces are they that wear
The light of a pleasant spirit there;
It matters little if dark or fair.

9. The loss, by death, of friends, and deep grief of any kind often makes those who have had these trials hard-hearted and less brave and trustful than before. Write the verse of Grandpa that tells you that troubles and losses did not change him in that way.

GEOGRAPHY.

To all but 1. give sentence-answers. Deduct a mark for every mistake in spelling. From 0 to 5 additional marks may be given for neatness. These marks should be reported as suggested in Arithmetic for the Third Class.

1. Draw an outline map of the county showing the boundaries of the townships and marking the positions of Bancroft, Baynooth, Stirling, Tweed, Madoc, Deseronto and Belleville, and the route of the Central Ontario R.R.

2. Name the Continents that border on the Atlantic Ocean, and the oceans that border on Asia.

3. Name two lake-expansions of the Moira, and one of the Crow River.

4. Make a drawing showing two islands separated by a narrow channel of water. Draw the outline of one of the islands so as to show a gulf and a peninsula. On the drawing mark island, gulf, peninsula and strait.

5. What is a hemisphere? Which hemisphere has the greater quantity of water?

6. If both sides of a street are lighted by the sun early in the morning and, also, in the evening, in what direction does the street run?

7. What is meant by "driving logs"? What name is given to those who "drive"? On what do they drive the logs?

8 (a) Name a kind of soil that is made into a material for building (b) Name a rock that is used as a building material. (c) Name a rock that is manufactured into a substance that is used in building with the substances whose names are asked for in (a) and (b). (d) What substance taken from an animal is used in building with that asked for in (c)?

9. In what township is Millbridge? Foxboro? Frankford? Bannockburn? Thomasburg?

HYGIENE AND TEMPERANCE.

To be awarded full value, answers must be in complete, correct sentences. One mark off for every error in spelling. From 0 to 5 additional marks may be given for neatness.

1. Why should we sit and stand without stooping? Give two or three reasons.

2. What harm does alcohol do to the brain and nerves? to the stomach? to the heart?

3. What can be done to care for the eyes? the ears? the teeth?

4. How does frequent bathing improve the health? Explain fully and clearly.

5. Name some ways in which the use of tobacco injures a person.

6. Give some reasons for eating slowly and chewing well, and for breathing through the nose rather than through the mouth. Count 60 a full paper.

Teachers' Miscellany.

THE PROPHECY OF THE SETTLER'S AXE.

THE following is a gem from a Canadian author, the late Isabella Valancy Crawford:

"Bite deep and wide, O Axe, this tree;
What does thy bold voice promise me?"

"I promise thee all joyous things,
That furnish forth the lives of kings!"

"For every silvery, ringing blow,
Cities and palaces shall grow!"

"Bite deep and wide, O Axe, the tree;
Tell wider prophecies to me.

"When rust hath gnaw'd me deep and red,
A nation strong shall lift her head!"

"Her crown the very Heav'n's shall smite,
Æons shall build her in their might!"

"Bite deep and wide, O Axe, the tree;
Bright Seer, help on thy prophecy!"

A HINT ON CONVERSATION.

BENJAMIN FRANKLIN, in his autobiography, lays down a canon of good breeding in conversation which is worth keeping in mind. He says that he formed the habit of expressing himself "in terms of modest diffidence," never using the words "certainly, undoubtedly, or any others that give an air of positiveness to an opinion," on subjects that may possibly be disputed; saying, rather, "it appears to me, or, I should think it so, or so, if I am not mistaken." This habit, he said, was of great advantage to him in persuading people to adopt his views, and also helped him to gather much valuable knowledge which otherwise would have been withheld. For, as a rule, people do not care to impart information to one who is firmly intrenched in his own opinions. Young people are very apt to have a positive dogmatic way of expressing themselves, and should be trained to a moderate, as well as graceful, use of language. The use of slang has a tendency toward the error which Franklin tried to avoid.—Wisconsin Journal of Education.

EMERSON ON NEWSPAPER READING.

THE following from "Emerson's Talks with a College Boy," in the February Century, contains some useful hints for teachers and pupils.

"Newspapers have done much to abbreviate expression, and so to improve style. They are to occupy during your generation a large share of attention." (This was said nearly a quarter of a century ago. It was as if he saw ahead the blanket editions.) "And the most studious and engaged man can neglect them only at his cost. But have little to do with them. Learn how to get their best, too, without their getting yours. Do not read them when the mind is creative. And do not read them thoroughly, column by column. Remember they are made for everybody, and don't try to get what isn't meant for you. The miscellany, for instance, should not receive your attention. There is a great secret in knowing what to keep out of the mind as well as what to put in. And even if you find yourself interested in the selections you cannot use them, because the original source is not of reference. You can't quote from a newspaper. Like some insects, it died the day it was born. The genuine news is what you want, and practice quick searches for it. Give yourself only so many minutes for the paper. Then you will learn to avoid the premature reports and anticipations, and the stuff put in for people who have nothing to think."

LEARNING by study must be won,
'Twas ne'er entailed from sire to son.—Gay.

BUSINESS NOTICES.

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

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

TEACHERS' CONVENTIONS.

West Leeds, at —, April 2nd and 3rd.

WILL Secretaries of Associations, or Public School Inspectors, have the kindness to forward us programmes of their meetings, for announcement as above. Also, will Secretaries please send an epitome of the more important business transacted, for publication in THE JOURNAL.

Editorial.

TORONTO, MARCH 15, 1890.

THE ENGLISH LITERATURE QUESTION.

WE have received the Report of the Minister of Education for 1889 too late for extended examination or comment in this issue, though we give elsewhere some of the many interesting facts brought out touching the work and progress of the schools. Our attention is attracted at the outset, however, to what we consider one of the most important of the many questions now demanding attention, that viz., concerning the teaching of English Literature in the High schools. Inspector Seath's Report contains some interesting remarks on this subject.

It may be remembered that, in his Report for 1877, referring to the desirability of extending the list of authors prescribed in English Literature, Mr. Seath replied as follows to the objection that the amount of literature prescribed was too small to secure for the pupil the full benefit of the subject:

"This objection is based on a misapprehension of the function of the school, which is, I take it, to form the pupil's taste and to beget in him the habit of intelligent and appreciative reading. The latter purpose can be accomplished only by a minute and careful study of a comparatively limited course. If the texts and the teacher are of the proper character, the love for literature will follow, and it is infinitely better that the pupil should himself extend his acquaint-

ance with literature than that he should attempt to 'get up,' as has been proposed, seven or eight books, with the dread of an examination before him."

We have never been able to assent, save to a limited extent, to this view in so far as it bears upon the study of either classical or modern literature. Thoroughness is, of course, very desirable, and skimming very objectionable in the class-room. But neither reason nor experience supports the theory that better results follow from the very careful and critical reading of a limited course than from a more extended, even though less minute exploration in a wider field. If the choice had to be made directly between the two evils we should say, Let the pupil read as widely as possible, consistently with a fair understanding of the author's meaning, rather than confine his whole time and attention to what may be regarded as a thorough study of limited and fragmentary portions of the works prescribed. We are convinced that much better results will be obtained in the way of the cultivation of literary taste and relish—which is, after all, the main thing—from the former than from the latter method. Further experience seems to have led Mr. Seath to somewhat similar conclusions. His policy, and that of the Department, seem now to favor a combination of the two methods, which is, perhaps, the wisest course. In the Report before us he deals with the subject in the following paragraph, which seems to us so sound and good that we quote it entire:

"Although opinions may differ as to how it is to be effected, no one, I presume, will deny that in English Literature the purpose of High school education is, 'to form the pupil's taste and beget in him the habit of intelligent and appreciative reading.' The 'habit of intelligent and appreciative reading' can be acquired only by 'the minute and careful study of a comparatively limited course.' At school, at least, one book carefully studied is worth a hundred merely read. Even during this process, the cultured teacher can do much to cultivate the pupil's taste and beget a love for literature. I have, however, to modify the latter part of the opinion expressed in the above extract. Further experience has shown me that the strain of the examination is so great that exceedingly few pupils read much beyond the texts prescribed for examination. Nor so far have many High school libraries enabled the teacher to supplement his class work. Good taste and a real abiding love for literature can be secured only by extended familiarity with our best authors. If our schools are to lay broad foundations, we must have prescribed, in addition to works for careful and minute study, others—and the larger number—of which the candidate will be expected to have merely a good general knowledge. When once the pupil knows *how to read*, he may safely be left to the influence of the 'master spirit'; for, as Milton says, 'books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul whose progeny they are; nay, they do

preserve as in a vial, the purest efficacy and extraction of that living intellect that bred them.'"

AN INTERESTING APPENDIX.

THE annual report of the Council of the Canadian Institute, which is issued as part of an Appendix to the Report of the Minister of Education, is an interesting and instructive document. The "Archæological Report," by David Boyle, which makes up the bulk of the pamphlet, is specially valuable, containing as it does a large amount of specific and detailed information in reference to the archæology of Ontario. It is encouraging to learn that the interest in this department of the work of the Institute has increased very considerably throughout the Province, in consequence of the energetic operations of the Society. We are glad to see the names of several teachers on the list of those who have made contributions of more or less important "finds" to the Institute during the past year. Still, it must be confessed that the number of such names is not nearly so large as we should have expected, seeing that not only have teachers exceptional opportunities for acquiring from others information of the kind indicated, and for making explorations on their own account during their hours of recreation, but from the nature of their professional pursuits might reasonably be expected to take a special interest in such matters.

It is encouraging and, as the writer of the Report says, inspiring to the workers connected with the Institute to know that their work is approved and pronounced valuable by so high an authority as Dr. Parkman, who sends an appreciative note, and of leading American ethnologists and archæologists, many of whom took advantage of the opportunity afforded them by their presence at the meeting of the American Association for the Advancement of Science last summer, to examine the Institute collection of specimens. Several of these gentlemen pronounced the collection "valuable," "almost unique," in some respects, one of which "Ontario will soon have reason to be proud," etc.

In addition to the matter of the various reports, the pamphlet before us contains about twenty-five pages of "Notes," by David Boyle, which are specially interesting by reason not only of the clearness with which each of the numerous specimens is described, but also of the numerous illustrative plates which accompany them. These notes make a curious and instructive study and will be of value as a guide to amateurs in the work of collecting and estimating the value of their discoveries. We hope the Report may have a wide circulation amongst teachers.

THE untrained and unskilful teacher, ignorant of the laws of mind, believes that children are educated mainly by what they are told, or by what they commit to memory from books. He fills all children to the brim with facts. Like Gradgrind and M'Choakumchild in Dickens, he seems "a kind of cannon, loaded to the muzzle with facts, and prepared to blow the boys and girls clear out of the region of childhood at one discharge."—*Swett's Method of Teaching.*

Literary Notes.

W. H. H. MURRAY begins a beautiful Canadian idyl, or Indian legend, of the Northern tribes, in the March *Arena*, entitled "Ungava." It is a prose poem of a high order, much resembling "Mamelons," which appeared in the January and February *Arenas*.

Our Little Ones and the Nursery (The Russell Publishing Co., Boston) for March is a charming number, full to the brim of pictures, pretty and grotesque, and of sprightly reading matter in prose and verse, well adapted to the tastes and capacities of the little ones.

The Kindergarten for March is just received. *The Kindergarten* is an illustrated monthly magazine for mothers, primary teachers and Kindergarteners. It is thoroughly established and fully recognized by educators as the only organ representing Froebel's teachings. It aims to embody the most progressive methods in natural education. It presents each month typical suggestive lessons of practical value to those who are seeking aid in child culture.

"CULTURE and Practical Power," the eloquent and inspiring address delivered by Nicholas Flood Davin, M.P., at the opening of Lansdowne College, a few months ago, has been published from the press of W. T. Mason, Ottawa, in the shape of a neat and attractive pamphlet. A notice and extract appeared in the *JOURNAL* at the time of the publication of the address in *The Week*. This production has won unstinted praise from high quarters in Canada and England. Among others Mr. Gladstone pronounces it "interesting and valuable," "a stroke struck for civilization."

Scribner's Magazine, after devoting its opening pages for several months to articles of practical interest and exploration, has, as its leading feature for March, a purely literary paper on Charles Lamb, who always commands the sympathetic interest of people who read. It also contains the concluding paper in Col. Church's remarkable study of Ericsson's career; a brief description of the Australian Boomerang; a striking summary of the recent wonderful French experiments in hypnotism; a picturesque account of the remnant of Seminoles who live in the Everglades of Florida; dramatic chapters in the two illustrated serials, and a good short story, poems, and "The Point of View," the new department. Six of the articles are illustrated.

THE readers of "Looking Backward" will turn with eagerness to the reply which Edward Bellamy makes to the criticisms of Gen. Francis A. Walker, in the March number of the *North American Review*. The same number contains, amidst its variety of able articles on subjects of living interest, papers on "The Papistical Power in Canada," by a well-known Toronto journalist; "Coming Men in England," by Justin McCarthy; "Electric Lighting and Public Safety," by Geo. Westinghouse, Jr.; and "Family Life Among the Mormons," an unusually entertaining paper by a daughter of Brigham Young. Max O'Rell was recently invited to write an article for this *Review* on the subject of "Comic Journalism in America." "That means all your journals," he replied, "for they are all comic." Under the title of "Lively Journalism," he, however, contributes an article to the March number.

CASSELL PUBLISHING COMPANY, New York, announce a new story by Judge Tourgee under the characteristically attractive title, "Pactolus Prime." That it is attractive and means some-

thing is a matter of course. "Pactolus Prime" is unique both in scope and method. While dealing with an entirely new phase of the race-problem, the author slashes right and left at the pet follies of the time, and with the skill of the trained satirist touches a good many people's self-complacency, who, perhaps, have little thought of being hit. The characters have all the life-likeness with which this author has clothed so many types of American life; and "Pactolus Prime" is bound to live in the memory of all readers as one of the creations of genius which can never be forgotten. It is predicted that it will be one of the most notable books published in a long time.

"Two Soldiers," by Captain Charles King, author of "Dunraven Ranch," "The Colonel's Daughter," "From the Ranks," "The Deserter," etc., is the complete novel in *Lippincott's Magazine* for March. Edgar Fawcett contributes a remarkable poem of some length, entitled "The Tears of Tullia." It is a touching and beautiful story of the triumph of love during the tyrannous reign of the Roman emperor, Caligula. The third part of the interesting fragment, "Nathaniel Hawthorne's 'Elixir of Life,'" an article by William McGregor, Jr., about "Western Mortgages," "A Hint to Novelists," by the well-known English novelist, W. H. Stacpoole, one by Anne H. Wharton upon "The Brownings in Italy," another by Felix S. Oswald upon "Weather Prophets," and several little essays by Julian Hawthorne and others under the head of "Book Talk," make up the number.

The Arena for March opens with a poem of some length by the Rev. Minot J. Savage, entitled "Pan's Revenge." Among the other leading thinkers represented in the pages of this number is Rabbi Solomon Schindler, the great liberal Hebrew scholar of Boston, Rev. Howard Crosby, of New York, Helena Modjeska, H. H. Gardener, Rev. George B. Cheever, who for 50 many years presided over the Church of the Pilgrims in New York, and who is one of the most pronounced orthodox thinkers of the day, A. B. Richmond, Junius Henri Browne, H. H. Gardener and W. H. H. Murray. The new No-Name Series of papers are opened in this number, by a brilliant contributor, entitled the "Glory of To-day," written by a well-known magazine writer and a regular contributor to *The Arena*. For enterprise, courage and ability *The Arena* is taking a conspicuous place in the periodical literature of the New World.

THREE very timely and important subjects are treated in the March *Century* by specialists. The first is the subject of "Municipal Government," Dr. Albert Shaw describing the workings of the local government of Glasgow, one of the world's model cities in this respect. The subject of "Irrigation" is treated in the first of a series of three articles by Professor Powell, the Director of the United States Geological Survey. This paper is entitled "The Irrigable Lands of the Arid Region." The third great subject is discussed in a paper by Professor Fisher on "The Nature and Method of Revelation"—the concluding one in his very timely series. The same number of the *Century* has editorials on "Municipal Government," "Our Sins Against France," and "University Extension." The number is also notable for the beginning of the most authentic and original account yet published of the "Prehistoric Remains in the Ohio Valley." In the next number of the *Century*, Professor Putnam will describe the famous "Serpent Mound," the present paper being an introduction to the April article. These are, of course, but a few specimens from the large and varied contents of this number.

FOLLOWING is the rich table of contents of *St. Nicholas* for March:—Frontispiece, "On a Mountain Trail," drawn by W. Taber; "On a Mountain Trail," Harry Perry Robinson, illustrated by the frontispiece and other drawings by W. Taber; "Quite a Singer," jingle, Malcolm Douglas, illustrated by R. B. Birch; "The Crows' Military Drill," Agnes Fraser Sandham, illustrated by H. Sandham; "The Imperious Yawn," verse, Henry Moore; "Jack's Cure," Susan Curtis Redfield, illustrated by W. A. Rogers; "George and Nellie Custis," Margaret J. Preston, illustrated from miniatures and other portraits; "March," verse, Katharine Pyle, engrossed and illustrated by the author; "Seven Little Indian Stars," verse, Mrs. S. M. B. Piatt; "The Ducking of Goody Grill," Alice Maude Ewell, illustrated by George Whartop Edwards; "Off for Slumberland," verse, Caroline Evans; "Friends or Foes?" A Comedy for Children, Elbridge S. Brooks; "An Old Doll," Margaret W. Bisland, illustrated from a photograph; "Fifteen Minutes with a Cyclone," M. Louise Ford, illustrated by Thomas Moran and by W. Taber; "The Screech-Owl," Ernest E. Thompson, illustrated by the author; "Noray and the Ark," Harry Stillwell Edwards; "Crowded out o' Crofield," Chapters IV., V., VI., W. O. Stoddard, illustrated by C. T. Hill; "Winter Costumes," Rose Mueller Sprague, illustrated by the author; "Thereby Hangs a Tale," Harper Pennington, illustrated by the author; "Mother Nature's Babes in the Wood," E. M. Harding; "The Letter-box," (illustrated); "The Riddle-box," (illustrated).

Correspondence.

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—As Messrs. Shannon and Fletcher have written on behalf of Queen's College to contest the statement of the trustees of Kingston Collegiate Institute, that a preparatory class was in operation, I may be permitted, as Chairman signing the Institute report, to say on behalf of my colleagues:

That our use of the term "preparatory" was prompted by no other information than that received from college sources, and that the importation of an experienced master in Classics gave color to the impression conveyed by the term.

That no injustice was intended to Queen's in the Institute report is clear, since three of the six trustees concurring in it are graduates and one is a leading professor of the College. Further, this professor was named one of the trustees by request of the other five, that Queen's College might be represented. The letters sent you do not acquit the trustees of bad intentions, nor do they frankly tell you that at the opening of this session the College drew from Kingston Institute twenty-four pupils, only eight of whom had passed the full Matriculation. This exhibit of effects on only one High school may decide whether we were justified in giving credence to the information that a preparatory class was in motion. As it is hinted in College circles that this "drill class" will not exist, as at present constituted, over another session further discussion may be unnecessary.

Yours respectfully,

EDW. J. B. PENSE.

KINGSTON, Feb. 28, 1890.

WHEN the object is to have thoughts, facts, reasonings reproduced, seek to have them reproduced in the pupils own words. Do not set the faculty of mere verbal memory to work. But when the words themselves, in which a fact is embodied, have some special fitness or beauty of their own, when they represent some scientific datum or central truth, then see that the form as well as the substance of the expression is learned by heart.—J. G. Fitch.

Book Reviews, Notices, etc.

Stories of New France, by Agnes Maule Machar and Thomas G. Marquis, B.A. Boston: D. Lothrop Company, 1889.

I QUESTION if there is any subject taught in our Public schools with so little enthusiasm as Canadian history. And why? The reason is not far to seek. A teacher does not and can not teach well a subject of which his knowledge is limited, and I venture to assert that not one teacher in ten goes up to even a Second-Class examination with much further knowledge of Canadian history than the mere dry bones he has gleaned from the Public school text-book. This is seldom the case with the student of English history, because he can so readily find books that fill out the bald details of his text—from Dickens' "Child's History of England" to Shakespeare's dramas.

Some excellent Canadian histories we have, but, as in the case of Parkman, they are too costly and too lengthy to meet the wants of the average Canadian student. Neither of these faults can be found with the recently published "Stories of New France," the joint production of Miss Agnes Maule Machar (Fidelis) and Thomas G. Marquis, B.A. Miss Machar's name alone is a guarantee of superior literary work, and in this volume she more than sustains her reputation. Mr. Marquis, a young Canadian of fine literary promise, has treated his subjects with ease and vigor, and shown himself not unworthy of his more practiced companion.

The volume consists of a series of tales, each complete in itself, yet forming on the whole a connected account of the French Regime. The heroic deeds of the self-sacrificing men who founded our young nation are here pictured in language earnest and clear. What teacher can afford to be ignorant of the inner and fuller lives of such men? What father can risk his boy growing up ignorant of the brave deeds of his country's founders, the men who fought, and suffered and died that Christianity and civilization might find a footing in this fair land? The ardent school-boy, whose pulses quicken in admiration of Scott's Cœur de Lion, who thrills with pity over little Prince Arthur, who recognizes the hero-heart of Gordon—and such boys are not few in Canada—would he not thrill with a finer patriotism to feel that his own country was bought and baptized with the blood of brave men, as heroic as any of other lands?

Why should he be in ignorance of the heroic deeds of the French missionaries, of Daulac, of La Salle, of Champlain, of the early martyrs of Canada? The "Stories of New France" tell all these and many more, and no teacher whose pupils find Canadian history dry and uninteresting can give them a more pleasant surprise than by reading aloud one of these finely-told stories.—E.M.

A German Reader for Beginners in School or College, with Notes and Vocabulary, by Edward S. Joynes, M.A., Professor in South Carolina University. Boston: D. C. Heath & Company.

This book is designed to be, the author tells us, simply what its title indicates, a German Reader for Beginners only. The aim in the selections has been to secure not novelty, but fitness and excellence. Part I. is interlinear, Parts II., III., IV. and V., progressive, as is likewise the treatment in the notes. A very useful and well arranged book, we should say.

Moffat's German Course, by G. H. Williams, M.A., Assistant Master Felstead School. Price, 2s. 6d. London: Moffat & Paige, Warwick Lane, Paternoster Row.

This book attempts to proceed on the only correct method. Instead of teaching the grammar before the language, the language is made to teach the grammar. It is to a great extent an exercise book, but in each case the pupil has the correct translation given him. We are not sure that the competent teacher will regard this as a merit. Nor are we quite sure that the book follows the inductive method so fully and logically as is to be desired. It contains, however, a mass of information which cannot fail to be of great use to the students.

La Métromanie, Comédie, en cinq Actes, par Alexis Piron, with an Introduction and Notes by Léon Delbos, M.A. Boston: D. C. Heath & Co.

Jeanne D'Arc, by A. De Lamartine, edited with Notes and a Vocabulary by Albert Barrère, Professor Royal Military Academy, Woolwich, Eng. Boston: D. C. Heath & Co.

Aus Dem Staat Friedrichs Des Grossen, Von Gustav Freytag, edited with Notes by Herman Hager, Ph.D. (Lips.), Lecturer in the German Language and Literature in the Owens College, Victoria University, Manchester. Boston: D. C. Heath & Co.

The three foregoing books are neat and well printed editions in paper, belonging to Heath's Modern Language Series.

Livy Book XXI. Adapted from Mr. Capes' edition, with Notes and Vocabulary, by J. E. Melhuish, M.A., Assistant Master in St. Paul's School. London: MacMillan & Co., and New York.

This addition to the "Elementary Classics" Series is well printed. The notes are copious and largely explanatory of the meaning of the text.

Aeschines Against Ctesiphon (on the Crown), edited on the basis of Weidner's edition, by Rufus B. Richardson, Professor of Greek in Dartmouth College. Boston: Ginn & Co.

This volume is the latest addition to the "College Series of Greek Authors," which is being published by Ginn & Co. The series is edited under the supervision of John Williams White and Thomas D. Seymour. We have on previous occasions objected that the books of this excellent series were spoiled for class-room purposes by the fact of the notes being placed on the same page as the text. We now notice that a separate copy of the Text Edition of each of the volumes in the series accompanies each copy of the edition with Text and Notes, and is furnished to the purchaser by the bookseller *without extra charge*. The Text Edition, which is bound only in paper, is also sold separately at twenty cents a copy. This is an excellent arrangement.

School-Room Methods.

IN THE PRIMARY SCHOOL.

THE NOUN.

T.—SOME words in your reading lesson are names of things or of persons—names of something. Now, find some of these name-words in your lessons.

S.—"Ran."

T.—Did you see a "ran"? Is "ran" a thing?

S.—No. John ran.

T.—Which word is the name-word?

S.—John.

T.—Is "ran" the name of anything?

S.—No. John ran.

T.—"Ran" tells what John was doing, does it not?

S.—Yes, it is a doing-word—tells what John was doing.

T.—Very good. Find some more name-words.

S.—School. Flowers. Sky. Rabbit.

T.—Day—is that a name-word?

S.—Yes. There is yester-day, fine day, rainy day. Day is a name-word.

T.—Well, let us try to get a shorter word for name-word. The Latin people who made our letters said *nomen* for name. And some people who couldn't spell nor pronounce properly—old French people—shortened it to *nom* and pronounced it something like *nong*. When old English people long ago heard this word they thought *noun* would be a pretty good way to spell it. And we must just take their old notion, because we are not allowed to change words now, and we call *name-word* for short, *noun*.

S.—Noun, nong, nom, nomen. Were they not very great scholars when they changed the word so many times?

T.—No. They changed them because they were such poor scholars.

S.—And were very many words changed that way?

T.—Yes. Nearly all our words. But we have schools to train people not to change words.

S.—To change the spelling or the pronunciation of a word is a grammatical blunder then.

T.—Correct. We must go by authority.

S.—Is not that the same as saying to be grammatical we must copy exactly the grammatical blunders of the people before our time?

T.—Well, yes. But we must do so, or else every person might be making changes to suit himself, so that in a very short time the English language might change in some places so that we could scarcely understand it.

S.—Well, couldn't they make changes at headquarters—changed hard and long words to easy and shorter ones. We could write them twice as fast.

T.—Well, probably they may when you are at headquarters; but there are no real headquarters at present. So let us all see that we can spell and pronounce n-o-u-n.

S.—N-o-u-n.

T.—This word is shorter and easier than name-word, is it not?

S.—It is shorter.

T.—Well, make a list of all the nouns you can find in your lesson.

(They make a list.)

T.—Now, I am going to write them down in a column on the board, beginning at the first. (Teacher writes down first noun.) All who have this show hands. Any who missed—hands.

T.—Very good. Now for the next. (Teacher goes on until a column of nouns is on the board, and all the nouns missed by any of the pupils have been noticed. The column of nouns is left on the board for the next lesson, when *adjectives* will be placed before them.)—*The Educational Review*.

ENGLISH LITERATURE IN THE COMMON SCHOOL.

AN example of good work of this kind we observed on Friday afternoon, preceding the Christmas vacation, in the vice-principal's department in the Morris Street school, Halifax. Ten minutes a day during the past year were devoted to the study and memorization of short poetical passages, together with the date, country and chief work of the author. The children at home had much pleasure and educative amusement in searching for striking poetical gems to be presented for selection by the teacher. The result was the memorization of some 344 of the most beautifully expressed thoughts in the English language, with an outline sketch of about seventy noted authors. Without an instant's hesitation, some sixty or seventy such quotations followed each other in a ceaseless fascinating stream, well recited, author and work stated, all in obedience to the motion of the teacher's eye. This was only a part of the interesting programme, but the one which interested us most. The Superior, the Secretary and the Chairman of the School Commissioners were present. With most judicial ruthlessness, the Supervisor, before expressing an opinion, continued the examination by asking for specimens of the poetry of certain authors with some leading points in their history. The result showed that the pupils had one or more illustrations of the poetry of a great number of authors ready at hand with an outline biographical sketch. Here was being laid a real, practical and useful foundation of English literature—useful for present purposes and the best preparation for more advanced work. And only ten minutes a day were absorbed!—and not a wearisome or uninteresting ten minutes. Then, how much was read at home in the literary game of digging in the poems for the brightest gems and hunting in encyclopædias and reference books for biographical sketches? And what a store of beautifully coined thoughts had each pupil in this school! Over three hundred apiece—as many as some writers have in their book of quotations and two or three hundred more than they hold in their heads. We recommend the consideration of this method to our teachers from the charming illustration which we so much enjoyed ourselves.—*Educational Review*.

OH, what a tangled web we-weave
When first we practice to deceive.—*Scott*.

Hints and Helps.

WHY SOME TEACHERS DO SUCCEED.

1. THEY have a clear and definite idea of what they wish to teach. This requires a clear and distinct knowledge of the subject, or, in other words, of the entire group of ideas that constitute that part or phase of the subject which they are undertaking to teach. The order in which these ideas follow one another is also seen, and this constitutes the method of teaching.

2. They have a definite notion of what the pupil already knows, which they have discovered by conversation with the pupil and by questions. An inventory of the child's mental possessions has been taken, and the teacher has compared its knowledge with the subject, and knows what is the next thing to teach.

3. They have thought through the lesson before the recitation hour, and have chosen a way of approaching the main point that is to be impressed. They have thought of illustrations and of other matters that will add interest to the subject of the lesson.

4. But they use this preparation freely and as the state of mind of the class suggests. A preparation servilely followed will prevent the spontaneity that makes a recitation a success. They follow the inspiration of the moment, but the antecedent preparation gives a general direction to this inspiration.

5. They always connect the first part of the lesson of to-day with what has gone before, and make the entire work of the month or term one connected whole.

6. They hold the class for a definite amount of preparation and test them thoroughly upon it.

7. They are genial and pleasant in their intercourse with the children but exacting in the matter of work assigned and of duty. But they never allow any barriers to grow up between themselves and their pupils.

8. They do not talk about rules, but about what is right and for the best. They are indeed earnest in their efforts to help the children, and are alive to every suggestion and source of help within their reach.

9. They do not worry about what they cannot help. They do the present duty as well as they know how, and then do the next one cheerfully but earnestly and have faith. Worry kills more people than work.

10. They have learned to labor intelligently and to wait with patience. And, besides, they take good care of their health, and so are full of hope and courage, always looking up and not down, forward and not backward, and are ever ready to lend a hand.—*Public School Journal.*

FOR TEACHERS.

"It is not difficult to enlist the sympathies of children in the animal world. Take, for instance, the history and habits of birds; show how wonderfully they are created; how kind to their young; how useful to agriculture; what power they have in flight. The swallow that flies sixty miles an hour, or the frigate bird which, in the words of Audubon, 'flies with the velocity of a meteor,' and, according to Michelet, 'can float at an elevation of ten thousand feet, and cross the tropical Atlantic Ocean in a single night'; or those birds of beauty and of song, the oriole, the linnet, the lark and, sweetest of all, the nightingale, whose voice caused one of old to exclaim: 'Lord, what music hast Thou provided for saints in heaven, when Thou hast afforded such music for men on earth?'"

"Or, take that wonderful beast of the desert, the camel, which, nourished by its own humps of fat, and carrying its own reservoirs of water, pursues its toilsome way across the pathless deserts for the comfort and convenience of man.

"Is it not easy to carry up the mind and hearts of children by thoughts like these from the creature to the infinitely wise, good and powerful Creator?"

"Ever after I introduced the teaching of kindness to animals into my school," says M. De Saily, an eminent French schoolmaster, "I found the children not only more kind to animals, but also

more kind to each other.' 'I am sure children cannot be taught humanity to animals without at the same time being taught a higher humanity,' says the superintendent of the Boston Public Schools. 'The great need of our country,' says Hiram Powers to me at Florence, 'is more education of the heart.'—From "Protection of Animals," by Geo. T. Angell.

EXHIBITS IN COUNTRY SCHOOLS.

I OFTEN asked myself if there was anything I could add to my last day exercises to make them more beneficial to my school and more interesting to the community. The exhibit of school work at the National Education Association in Chicago caused me to try something on a small scale, in the same line in my school in connection with my "last day" exercises; and it is my experience with exhibits of school-work in a country school that I am going briefly to narrate.

For my elementary class in language, I collect from all possible sources, but principally from children's illustrated papers, a suitable number of pictures from which stories can be written. These at intervals throughout the term I distribute to the class for them to write stories about. After the stories have been written I carefully correct them, and, if necessary, cut them down so that no one with its picture will fill more than one page of foolscap paper. I then paste each picture in one of the upper corners of a page of foolscap paper, around which I have previously ruled marginal red lines, and have the pupils copy their corrected stories on these pages. In this work I require the utmost neatness and accuracy; and if any one does not come up to the standard it has to be done over again until it does.

The corrected work of the more advanced classes in language is copied on letter or sermon paper. At the close of the term I enclose each pupil's work in a pretty paper cover and bring it together with ribbons.

All of my pupils who are old enough to do so are required to write a letter and address its envelope for the exhibit.

The classes in geography draw maps on the best paper they can obtain. Generally this is nothing better than Manila, but even on this a well-drawn map looks well.

By this course of procedure I have collected at the close of the term a large quantity of material for the exhibit which I arrange so that it will make as handsome and imposing a display as possible.

Now for the results: On the part of the pupils there has been better attendance, increased interest in school-work and greater ambition to do as good work as possible; on the part of the parent there has been a larger attendance at the "last day" exercises, a more thorough appreciation of the value of what the school was accomplishing, and a greater desire to sustain a good school. Of these facts I have received many proofs. The larger boys who are compelled by the demands of farm-work to leave school early in the spring, now remain in school longer than heretofore; and when they finally have to leave, they ask for work to be assigned them so that they can prepare it during the evening hours at home. Knowing that their work is to be examined is a strong incentive to the pupils to painstaking effort. After the exhibition most of the work is kept with the family *larses* and *penates*.

In one family it lies conspicuously on the parlor centre-table; in another it adorns the parlor walls; in another it is sacredly kept with the children's keepsakes. One little girl who had written a story from a picture begged of me a duplicate picture, as she wished to translate her story into German, and send it to her mother who still remains in Germany. Other illustrations of the beneficial effects of my exhibits of school-work could be added but the foregoing are sufficient. Perhaps I ought not to omit that they have been instrumental in obtaining for me higher wages and a more secure tenure of office—a result that most teachers will consider the most important of all.—*A Country School Teacher in Popular Educator.*

RUN if you like, but try to keep your breath;
Work like a man, but don't be worked to death.
—Holmes.

For Friday Afternoon.

THE MISER'S FATE.

So, so! all safe! Come forth my pretty sparklers—
Come forth, and feast my eyes! Be not afraid!
No keen-eyed agent of the government
Can see you here. They wanted me, forsooth,—
To lend you, at the lawful rate of usance,
For the State's needs. Ha, ha! my shining pets,
My yellow darlings, my sweet golden circlets!
Too well I loved you to do that,—and so
I pleaded poverty, and none could prove
My story was not true.

Ha! could they see
These bags of ducats, and that precious pile
Of ingots, and those bars of solid gold,
Their eyes, methinks, would water. What a comfort
Is it to see my moneys in a heap
All safely lodged under my very roof!
Here's a fat bag—let me untie the mouth of it.
What eloquence! What beauty! What expression!
Could Cicero so plead? Could Helen look
One half so charming? (*The trap-door falls.*)

Ah! what sound was that?—
The trap-door fallen;—and the spring-lock caught;
Well, have I not the key?—Of course I have.
'Tis in this pocket,—No. In this?—No. Then
I left it at the bottom of the ladder.—
Ha! 'tis not there. Where then?—Ah! mercy,
Heavens!

'Tis in the lock outside!
What's to be done?

Help, Help! Will no one hear? Oh! would that I
Had not discharged old Simon!—but he begged
Each week for wages—would not give me credit.

I'll try my strength upon the door.—Despair!
I might as soon uproot the eternal rocks

As force it open. Am I here a prisoner,
And no one in the house! no one at hand,
Or likely soon to be, to hear my cries?

Am I entombed alive?—Horrible fate!
I sink—I faint beneath the bare conception!

* * * * *
(*Awakes.*) Darkness? Where am I?—I remember now,

This is a bag of ducats—'tis no dream—
No dream! The trap door fell, and here am I
Immured with my dear gold—my candle out—
All gloom—all silence—all despair! What, ho!

Friends!—Friends?—I have no friends. What
right have I

To use the name? These money-bags have been
The only friends I've cared for—and for these
I've toiled, and pinched, and screwed, shutting my
heart

To charity, humanity and love!
Detested traitors! since I gave you all,—
Ay, gave my very soul,—can ye do naught
For me in this extremity?—Ho! Without there!

A thousand ducats for a loaf of bread!
Ten thousand ducats for a glass of water!

A pile of ingots for a helping hand!
Was that a laugh?—Ay, 'twas a fiend that laughed
To see a miser in the grip of death.

Offended Heaven! have mercy!—I will give
In alms all this vile rubbish, aid me Thou
In this most dreadful strait! I'll build a church,—
A hospital!—Vain! vain! Too late, too late!

Heaven knows the miser's heart too well, to trust
him!

Heaven will not hear!—Why should it? What
have I

Done to enlist Heaven's favor,—to help on
Heaven's cause on earth, in human hearts and
homes?

Nothing! God's Kingdom will not come the sooner
For any work or any prayer of mine.

But must I die here—in my own trap caught?
Die—die?—and then! Oh! mercy! Grant me
time—

Thou who canst save—grant me a little time,
And I'll redeem the past—undo the evil
That I have done—make thousands happy with
This hoarded treasure—do Thy will on earth
As it is done in Heaven—grant me but time!
Nor man nor God will heed my shrieks! All's lost!

BEFORE men made us citizens,
Great nature made us men.—*Lowell.*

THE WEIGHT OF A WORD.

HAVE you ever thought of the weight of a word
That falls in the heart like the song of a bird,
That gladdens the springtime of memory and youth
And garlands with cedar the banner of Truth,
That moistens the harvesting spot of the brain,
Like dewdrops that fall on a meadow of grain;
Or that shrivels the germ and destroys the fruit
And lies like a worm at the lifeless root?

Words! Words! They are little, yet mighty and
brave;
They rescue a nation, an empire save—
They close up the gaps in a fresh bleeding heart
That sickness and sorrow have severed apart.
They fall on the path like a ray of the sun,
Where the shadows of death lay so heavy and dun,
They lighten the earth over our blessed dead.
A word that will comfort, oh! leave not unsaid.

BOYS WANTED.

BOYS of spirit, boys of will,
Boys of muscle, brain and power,

Fit to cope with anything,
These are wanted every hour.

Not the weak and whining drones,
Who all troubles magnify,

Not the watchword of "I can't!"
But the noble one "I'll try."

Do whate'er you have to do
With a true and earnest zeal,

Bend your sinews to the task,
Put your shoulder to the wheel.

Though your duties may be hard,
Look not on it as an ill.

If it be an honest task,
Do it with an honest will.

In the workshop, on the farm,
At the desk, where'er you be.

From your future efforts, boys,
Comes a nation's destiny.

LIVE IT DOWN.

HAS your heart a bitter sorrow?
Live it down.
Think about a bright to-morrow,
Live it down.
You will find it never pays
Just to sit wet-eyed and gaze
On the grave of vanished days;
Live it down.

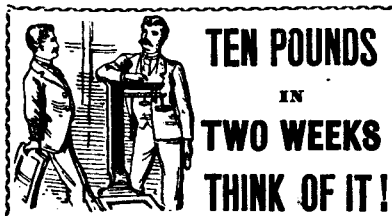
Is disgrace your galling burden?
Live it down.
You can win a brave heart's guerdon;
Live it down.
Make your life so free from blame,
That the luster of your fame
Shall hide all the olden shame;
Live it down.

Has your heart a secret trouble?
Live it down.
Useless grief will make it double.
Live it down.
Do not water it with tears—
Do not feed it with your fears—
Do not nurse it through the years—
Live it down.

Have you made some awful error?
Live it down.
Do not hide your face in terror;
Live it down.
Look the world square in the eyes;
Go ahead as one who tries
To be honored ere he dies;
Live it down.

—Ella Wheeler Wilcox.

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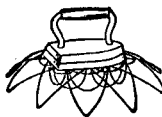
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JULY, 1890.

1. The Vision of Mirza—First Reading..	pp. 63-66
2. " " Second Reading..	68-71
3. To Mary in Heaven.....	97-98
4. Flow Gently Sweet Afton.....	98
5. The Bell of Atri.....	111-114
6. Ring out, Wild Bells.....	121-122
7. Lead, Kindly Light.....	145
8. The Heroes of the Long Sault.....	155-161
9. Lochinvar.....	169-170
10. A Christmas Carol.....	207-211
11. The Heritage.....	212-213
12. Song of the River.....	221
13. The Ocean.....	247-249
14. The Song of the Shirt.....	263-265
15. The Demon of the Deep.....	266-271
16. Edinburgh after Flodden.....	277-281
17. Canada and the United States.....	289-291
18. The Forsaken Merman.....	298-302

DECEMBER, 1890.

1. Pictures of Memory.....	pp. 31-32
2. The Barefoot Boy.....	43-45
3. The Vision of Mirza—First Reading..	63-66
4. " " Second Reading..	68-71
5. The Face against the Pane.....	74-76
6. To Mary in Heaven.....	97-98
7. The Bell of Atri.....	111-114
8. Ring out, Wild Bells.....	121-122
9. Jacques Cartier.....	161-163
10. The Ocean.....	247-249
11. The Song of the Shirt.....	263-265
12. Edinburgh after Flodden.....	277-281
13. Canada and the United States.....	289-291
14. The Merchant of Venice—First Reading..	311-316
15. " " Second reading..	321-330

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization, as well as passages of special beauty from the prescribed literature selections for July, 1890. They will be expected to have memorized all of the following selections:—

1. The Short Extracts.....	(List given on page 8.)
2. I'll Find a Way or Make It.....	pp. 22
3. The Bells of Shandon.....	51-52
4. To Mary in Heaven.....	97-98
5. Ring out, Wild Bells.....	121-122
6. Lady Clare.....	128-130
7. Lead, Kindly Light.....	145
8. Before Sedan.....	199
9. The Three Fishers.....	220
10. Riding Together.....	231-232
11. Edinburgh after Flodden.....	277-281
12. The Forsaken Merman.....	297-302

For the examination in December, 1890, and thereafter, Nos. 1, 2 and 11 of preceding list will be omitted, and "To a Sky Lark," pp. 317-320, will be added

TIME-TABLE OF THE EXAMINATION FOR 1890.

FIRST DAY.

9.00 A.M. to 11.00 A.M.....	Grammar.
11.15 A.M. to 12.30 P.M.....	Geography.
2.00 P.M. to 3.30 P.M.....	History.

SECOND DAY.

9.00 A.M. to 11.00 A.M.....	Arithmetic.
11.05 A.M. to 11.15 P.M.....	Drawing.
1.15 P.M. to 3.15 P.M.....	Composition.
3.25 P.M. to 4.00 P.M.....	Dictation.

THIRD DAY.

9.00 A.M. to 11.00 A.M.....	Literature.
11.10 A.M. to 11.40 A.M.....	Writing.
1.30 P.M. to 3.00 P.M.....	Temperance and Hygiene or Agriculture.

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

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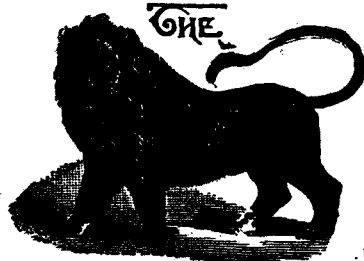
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