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THE GREAT EDUCATIONAL CONVENTION.

FOR the information of all concerned, we publish the following extracts from a circular issued by the Executive Committee which has been constituted for the purpose of making and overseeing all necessary arrangements for the Convention of the National Educational Association of the United States, which is to be held at Toronto, from the 14th to the 17th of July next, and will, on this occasion, be of an International character. The meeting promises to be the largest and most important yet held by the Association, as it will probably be attended by some fifteen thousand of those actively engaged in educational matters from all parts of the United States and Canada.

The most complete arrangements are being made by the local committees for the reception, accommodation and entertainment of delegates and visitors to the Convention.

The Railway Companies throughout the Union and Canada have agreed to grant return tickets to Toronto for one fare, plus \$2.00, the membership fee to the Association, the railway tickets from distant points being good for return until September. Special cheap excursions will be arranged for the benefit of those attending the Convention, to points on the great Lakes, down the St. Lawrence River, through the Thousand Islands and Rapids, to the Atlantic and Pacific Coasts, the White Mountains and all other points of interest, east and west, north and south.

A great exhibition of School work and School supplies, etc., will take place in connection with the Convention, and many other features that will be of special interest to the visitors.

Rates of board at hotels range from \$3.00 per day down to \$1.00 per day, and in private houses from 1.00 per day to \$4.00 per week. Those intending to remain in the city or neighborhood for several weeks can obtain first-class board in good localities for from \$4.00 to \$6.00 per week, and at the many summer resorts on the Lake shore.

The officers of the Association for the present year are as follows, viz:—Messrs. W. R. Garrett, President, Nashville, Tenn.; James H. Canfield, First Vice-President, Lawrence, Kansas; E. H. Cook, Secretary, New Brunswick, N. J.; T. M. Greenwood, Treasurer, Kansas City, Mo.; and N. A. Calkins, Chairman of Trustees, New York City.

The Official Bulletin, or programme, of each day's proceedings during the meeting, officers of the Association, railway arrangements, special excursions, hotels and rates, summer resorts and all other information of advantage to those who propose attending the Convention will be issued about the middle of March and will be sent to all State Managers, and to others who may desire to procure the same, on their dropping a postal card to Mr. J. L. Hughes, Chairman, or Mr. H. J. Hill, Secretary of the Local Committee, Toronto, Canada.

* Editorial Notes. *

IN another place will be found two interesting "notes," explanatory of points in Mr. Wilkin's essay given in our last number. They are certainly worth reading. Some other notes touching geological facts and nomenclature, etc., we are unable to give for want of space.

MR. H. B. SPOTTON, M.A., has been appointed Principal of the New Collegiate Institute in this city. Out of a number of names before the Board of Trustees, the contest seems to have been chiefly between those of Mr. Spotton and Mr. J. E. Wetherell, M.A. Both are among the foremost educators engaged in the secondary schools of the Province, and no mistake could have been made in appointing either. Mr. Spotton's qualifications are of a high order and his record excellent. We tender our congratulations both to the Board and to our friend, Mr. Spotton.

THE indications are that the International Teacher's Convention in this city next July will be a mammoth affair. Inspector

Hughes is receiving assurance from superintendents of schools from all parts of the United States that the attendance of teachers will exceed that at any previous convention. Hon. A. S. Draper, State Superintendent of New York, expects that there will be 3,000 from New York alone. Illinois and Ohio will send 1,000 each, and New England about 2,000. President Garrett says the South will send double as many as usual, and Secretary Cook reports great interest in all parts of the United States. The indications are that there will be fully 15,000 teachers present.

The Schoolmaster (London), says:

"We regret to note that the Norwich School Board has so little sense of what is just and fair as to make the salary of the master recently appointed to the Higher Grade School depend not on what would be a fair amount, not even on what a poor town like Norwich could afford, but on what the teacher asked. They put the appointment up to a Dutch auction, and the advertisement issued inviting candidates inserted that most objectionable phrase, 'state the amount of salary required.' One teacher was thus pitted against another as to the least amount he would be willing to accept."

We are sorry to say that what the *Schoolmaster* rightly regards as unjust, unfair, and in every way most objectionable in England is a common custom in Canada. Many Boards here think it no shame to resort to the degrading "Dutch auction" plan.

IT is our highest ambition, in connection with the JOURNAL, to make it as helpful and stimulating as possible to teachers of all grades in the Public and High Schools. Our experience teaches us that it is really much easier to secure contributions adapted to the wants of the higher grades than to those of the lower. We very much desire that our subscribers in all departments of the schools should write us frequently, and freely, telling us wherein, in their opinions, we succeed, and wherein we fail. We should be glad to receive during the next few weeks a shower of postal cards, in which teachers of all grades from the Primary classes to the High School Specialists would tell us frankly just what they think of us, and how we can better serve them. Such a variety of criticisms would be invaluable to us in our work. Tell us what you want which the JOURNAL does not give you.

* Special Papers. *

* SOME WAYS OF MAKING
"ENGLISH" MORE VALUABLE
EDUCATIONALLY.

BY W. H. HUSTON, M.A., PRINCIPAL OF WOODSTOCK COLLEGE.

WHEN asked to state the subject of a paper to be read before this meeting of the Modern Language Association, on the spur of the moment I chose the subject given on the printed programme "The Educational Value of 'English.'" To-day I ask permission to change this title; not because I found that little could be said under the old heading, for I daily grow more convinced that no study affords greater disciplinary advantages than does English; but because it seemed that the members of this Association would, as well as myself, understand these advantages and that I therefore would merely be bringing the symbolical coals to Newcastle. I have decided to ask you to allow me to occupy a few moments of your time in the consideration of some suggestions on the ways by which we may make the teaching of English even more valuable educationally. These suggestions, it is needless perhaps to say, have occurred to me as a result of my experience as a teacher of the subject.

In the first place: I think we do not do enough *oral* work of a certain kind. As language is spoken to a far greater extent than it is written, it goes without question that it is of more advantage to be able to speak than to be able to write. This fact we have either forgotten or neglected in our teaching of English. We have given much time to the consideration of written English, some to the expression of thought in written symbols, but have, I think, given very little to a similar expression by means of spoken language. There are two almost untilled fields of oral English for us to begin to cultivate. First *Conversation*, and second, what for lack of a better name, I may call *Oratorical composition*.

We all, I am sure, admire and envy the good conversationalist, the man or woman that can say an ordinary thing in a pleasant and interesting way. How often is it the case that a man of good thinking powers, great breadth of knowledge, and worth of character, is unable to converse with satisfaction to himself or profit or pleasure to others? Now, while the conversational faculty, like every other, is largely a gift, I have no hesitation in stating that it may be greatly strengthened and developed by proper exercise. The place for this exercise is, of course, at home, but in the failure of the home to do its duty the school-master has to step in with his magic and power. But there is a limit to all his power and all his magic, and the question arises, "How can the school-master be of service in this matter?" In the first place, by himself learning to appreciate the value and the urgent need of proper methods of conversing. Most boys and girls fall into bad habits of conversation because they do not deem it essential to be careful; there is a common feeling that it does not matter

how we speak so long as we convey in some more or less adequate way our meaning. By a change in this feeling, a change in the manner and matter of conversation is accomplished. It is a first duty, therefore, of every teacher, but especially of every "English" teacher, to impress upon boys and girls the necessity of taking pains with their speech. Words express thought, and thought, if not the man, is the most important part of him. When a boy talks he is giving himself and revealing his character to his listener. How careful he should therefore be to speak worthily of himself. In a thousand ways a teacher can enforce the necessity of right speaking. By his own attention to his own speech, by apologizing for an imperfect or lazy pronunciation, by his correction of his own slipshod sentences he can do much. To insist always on pure English words, on clear pronunciation, and complete sentences; to reprove the jumbling of syllables or words, indistinct articulation, and the violation through unseemly hurry of all the laws of syntactical construction, will in a short time effect a radical change. The dictionary, unused before, will be voluntarily referred to, to find the meaning and customary pronunciation of words; the directions of the teacher to books containing advice on the matter of conversation will be gladly followed; his account of the conversational powers of noted men and women will be listened to with interest, and selections from the conversational portions of our great writers will be carefully examined. In short, if boys and girls appreciate the importance of conversation, its meaning and its power, they will take pains to speak as becomes intelligent human beings.

The preceding paragraph may appear to some fanciful and unnecessary, but I am convinced that, if we may judge from the ordinary talk in the home or on the street, one of the very best things we can do is to get our young people to speak plainly and distinctly and with pleasant variety of pitch and tone; and to acquire the habit of finishing one sentence before undertaking another, in other words, to banish all the lazy, slipshod habits of speech so easily acquired in schooldays and so painfully broken in after life.

Again: I think that in most schools too little attention is paid to oral or extempore composition. There are few things harder to introduce into a class than this, especially if it be on a set theme. Yet no exercise can be much more profitable. For it encourages confidence in one's power to think when speaking, a confidence that many a man would give much to possess. It also begets a readiness, a celerity of decision, on matters of debate, a quickness of judgment that is almost invaluable. The exercise will at first necessarily be short, and will deal with subjects well known and of interest to all. It will sometimes be well to have a subject given beforehand for preparation, and sometimes more profitable to have it laid before the class without notice. As the class becomes used to this kind of work it will grow interested and will be in a position to undertake more pretentious exercises in the way of debates and general discussions. I have found it

advantageous, for class and teacher to select in conjunction a subject, to look into it, understand its bearings, and decide as to the lines along which it should be argued. Time spent in this way will be far from wasted, even if some other study has to be neglected, for the result will be that our boys and girls will learn, not only to judge concerning the validity of arguments presented on any subject, but also to look beneath the surface in considering any debated question, to find the point on which the decision hinges, and to present in plain and simple fashion their own conclusions. The ready confidence, the skill in arguing, the ability to gather information from all quarters, the wide knowledge of things, the enlarged vocabulary thus obtained, are each as valuable as anything acquirable at school. I know it may be argued that I am making a Literary Society of the English class. Whether this be so or not it matters not, for it might be a good thing if we had more of the literary society in our schools. And that this work can be overtaken by the ordinary literary society seems to me to be out of the question. Its meetings are too infrequent and its proceedings, though extremely valuable educationally, are often concerned with matters that we can by no stretch of imagination include under the title of "English." Moreover, the literary society, unless—as is best, but not usual—it is controlled by the school authorities, affords opportunities in some sense not only for improvement, but also for debasement. For, unless corrected and helped, every student will only be confirmed in his mannerisms and faulty ways of presenting his thoughts.

To the extent of the work included in *oral* composition there is practically no limit, and therefore its utility is exceedingly great. Nearly every mental power may be trained and strengthened by it. Whether it be an oral account, off-hand or prepared, of an ordinary incident, or ceremony, whether it be the oral expansion or condensation of a story, or the oral description of a landscape or a work of art, it will be found in many ways most valuable. It may extend from the description of what took place on the way to school, to a speech to an imaginary parliament, or to the narration of an imagined story, but whatever it is it results in increased intellectual, emotional and artistic power. Half an hour so spent daily in our Public and High schools, could not fail to accomplish great things, and lectures so conducted in the universities would be delightful, profitable and popular.

Again: I think we often fail because of lack of effort or opportunity to guide the reading of our students. Though they complain very bitterly of their lack of time to prepare their lessons, I am certain that they do a vast amount of outside reading—often of the most unhealthful kind. Boys and girls—if they are the same now as they used to be—do themselves permanent harm by indulging in not only the harmful reading of bad books, but in the harmful reading of good books. It is the duty of the English master to teach his pupils how to read a book properly. This can best be done by showing them how improperly they generally use a book. Let any class be asked

* A paper read before the Modern Language Association at its last Annual Meeting.

to read a selection from their reader, a chapter from their history, an article from a magazine, and let them then be examined as to their ability to tell what they have been reading and they will feel convicted and humiliated by their failure. Experience will show that this exercise, if followed up, will soon work wonderful results; not so encouraging because of ability to remember the contents of the special passage read, as because of the unconscious formation of a habit of reading everything thoughtfully, even if—as is often the case—the reading must be hasty. It may be said that this is not school-work and that if it were it could not, for lack of time and facilities, be accomplished in the ordinary school. To neither of these opinions can I assent. The thing *has* been tried more or less successfully in the ordinary school, and it is a truism that the more valuable any work is educationally the better is its right to a place on our school programme. It is most natural—because most easy—for a teacher to impart knowledge and not develop power. It is shorter to tell a pupil a fact than to train him to find out facts for himself. But it is better to be *fact-less* and *powerful* than *powerless* and *fact-full*. It is surely more our business to put the pupil in a position to get at the thought of a book, to remember it, and to express it either by writing or by speech, than to tell him what is in the book or in a hundred books. And I have never found anything so useful in developing the almost incompatible things, speed and accuracy, as this putting the pupil and the book in close contact in this way. To be able to decide speedily whether a book is worthy of being read, and, if so, how and to what extent it should be read, is an accomplishment as great as any that can be gained from the usual High School course.

Once more: I am inclined to think that we make too slavish a use of the text book on *English Grammar*. My own experience leads me more and more to use the *Grammar* text as a work of reference, and that principally in the senior classes. After some years of "English" teaching, consisting to a great extent in assigning a certain amount of reading in the "Grammar" and then questioning and cross-examining the class to find out whether they had studied their lesson, and after frequent disappointment at the end of each term, at the unaccountable failure of the students to show that they understood what we had been reading, I resolved to shut up the text book and to deal with the subject in my own way, merely using the text book to illustrate the various topics as they arose. Results since then have been much better. Why, I cannot tell (for the text book principally used in our Canadian schools is certainly well ordered) unless, indeed, the reason be that when the text book is used as a lesson-book the teacher and his class unconsciously come to look upon its mastery as the end, the final thing in their study, instead of being what it should be—a help to the correct understanding of our language.

Further, in connection with *English Grammar* I am of the opinion that we shall do more valuable educational work if we come straight out into the land of liberty

in dealing with the *Grammar* of our language. Is it not possible—*naï*, is it not usual—for our High School pupils to leave school without any adequate or correct notion of the processes by which words change their meanings and functions. To me—and I had good teachers and Fowler's and Mason's *Grammars*—it was a revelation to read Earle's *Philology*. Here was *Grammar* indeed—something I had not thought of and yet that I could see was connected in a very genuine way with the science of language. The formalities of traditional *Grammar*, either became spiritual things or lost their right to exist. It would, it seems to me, be a good thing for some skilful hand to write a *grammar* for high school use, following out to its full extent the principle enunciated by Earle and combining it with a dissertation on the English sentence after the manner of Wrightson in his "Functional Elements of the English Sentence." Perhaps some of the gentlemen present will undertake it.

Lastly: We should test our progress by written exercises. I have, this last year, in some of my classes, insisted on a daily written exercise, and I have been much pleased with the results. It tends to accuracy and thoroughness, besides affording the teacher a means of testing his class work. In few subjects is it as possible for an inaccurate, careless boy to think he is doing good work as in English. In addition, therefore, to the utmost vigilance in hearing the ordinary recitation, there should be a requirement that every day the pupil put down in black and white a definite answer for severe criticism by the teacher. Whatever we do let us be sure to get at things and not at words. We have made progress in this direction, but there is still a vast amount of confusion and uncertainty in our classes concerning matters that the students think are well ordered and well understood.

Educational Thought.

"THE style of a writer is almost always the faithful representation of his mind; therefore, if any one wishes to write a clear style, let him begin by making his thoughts clear; and if any would write a noble style, let him first possess a noble soul."—*Goethe*.

It is easy for teachers to mistake excitement for enthusiasm. Haste to try all the new schemes which are praised by others will not take the place of genuine love for one's work and painstaking effort to achieve the best possible results which material and circumstances will allow. Real enthusiasm means unceasing, conscientious, unselfish devotion to one's profession, than which none can be more inspiring.—*The Student*.

THE teacher has more encouragements than are found in most walks of life. They may surely have great and pure gratification when they see this pupil and that pupil growing like the plant in knowledge and in all that is good. There will be fathers and mothers showing deep gratitude for the care taken of their children. In all cases the fruit of a faithful teacher will remain

and go down to the generation following.—*Dr. McCook*.

"TO arouse, animate, awaken and strengthen man's joy in and power for working continually on his own education, had been and remained the fundamental necessity of my educational work. All my efforts and methods as a teacher, are directed towards the awakening and fostering of this joy and strength, of this personality by which the human being first truly sets himself to work as a man"—*Fredrich Fröbel*.

BUILD the child's education up from a physical foundation. Bodily habits that are healthful and pure, mean more to the republic's future than intellectual acumen or acquirements. The man wonderful lives in a house beautiful, but science teaches, even as the Bible does, that "whoso defileth this temple him shall God destroy, for the temple of God is holy, which temple ye are." The child should learn that this destruction is not wrought in vengeance, but as the inevitable sequel of violating natural laws so beneficent that obedience to them would insure a happy life.—*Miss Willard*.

THE greatest of all Teachers once said, in describing His own mission, "I am come that they might have life, and that they might have it more abundantly." And may we not without irreverence say that this is, in a humble and far off way, the aim of every true teacher in the world? He wants to help his pupil to *live* a fuller, a richer, a more interesting, and a more useful life. He wants so to train the scholar that no one of his intellectual or moral resources shall be wasted.

That mind and soul according well,
May make one music.

No meaner ideal than this ought to satisfy even the humblest who enters the teacher's profession.—*Fitch*.

TEACHING has always been a worthy profession. It has not always commanded the highest talent, and does not pay for the most brilliant intellects, but it has a tendency to make good men and to develop good work. In the future it is to tempt higher talent and develop greater brilliancy. It will develop better thought by higher inspirations. No patriot has more to stimulate him to high endeavor, no philanthropist has a loftier ideal, no man has a more exalted privilege or more sacred mission than the teacher. Teaching is no longer the mere instruction in facts and processes. The teacher will be held responsible for awakening the germinant mind, for stimulating its powers and directing its forces. He is to be emancipated from much of the fruitless routine, and from the worthless worry that has characterized too much of the work of the past.—*Journal of Education*.

It is better to do one's best in a contest, than merely to do the best that is done in that contest. One may do his best and come out next best in a competition, while he who comes out best may have done less than his best. But in view of the great Judge, only he has done best who has done his best.—*Sunday-School Times*.

* English. *

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto.

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible the editor will afford space.

RING OUT, WILD BELLS.

BY MISS NELLIE SPENCE, B.A., PARKDALE COLLEGIATE INSTITUTE.



ALFRED, LORD TENNYSON.

In Memoriam, say the critics, is the noblest elegy in the English language. It appeared in 1850, at first anonymously. The poet's dearest friend, Arthur Hallam, the historian's son, who would have been brought into a still closer relationship with Tennyson by marriage with the latter's sister, had not

— that remorseless iron hour
Made cypress of her orange flower,"

died at Vienna in 1833. A series of one hundred and twenty-nine poems, full of tenderest pathos and with all the rhythmic charm characteristic of Tennyson's best efforts, was the poet's tribute to the memory of his friend. That he finds it possible to write on such a theme, to put in words something of the grief he feels for one whose place no second friend can fill, seems almost a sin.

But, for the unquiet heart and brain,
A use in measured language lies;
The sad mechanic exercise,
Like dull narcotics, numbing pain."

Yet it is not the unmanly wail of a personal sorrow that is prolonged through these one hundred and twenty-nine poems. The inner life of the human soul, its fitful struggles, its holiest feelings, its moods of depression and hopefulness, of darkest doubt and sublimest faith—all its storms and calms—are vividly portrayed.

Ring Out, Wild Bells forms the 106th poem of the series. In the two preceding poems, Christmas—but a Christmas spent in a new home—is described. The poet is sad, for

"We live within the stranger's land,
And strangely falls our Christmas eve.
Our father's dust is left alone
And silent under other snows;
There in due time the woodbine blows,
The violet comes, but we are gone."

He makes an effort to be cheerful, feeling that the "cares that petty shadows cast" should

"A little spare the night I loved,
And hold it solemn to the last."

But he has no heart for the usual Christmas festivities,

"For who would keep an ancient form
Thro' which the spirit breathes no more?"

New Year's eve comes, and the poet is in a happier mood. The spirit of hopefulness has triumphed,

and, in glad faith that the future holds better gifts than the past has bestowed, that the good will grow until it finally triumphs over the evil, he hails the New Year which the bells are ringing in.

In an analysis of the poem for the purpose of ensuring a clear comprehension, and, if possible, something approaching to a proper appreciation or it, the following suggestions, questions and explanations are offered the teacher:

Stanza 1.—(a) What kind of scene is suggested by the expressions, "wild sky," "flying cloud," "frosty light"? Is "wild" in "wild bells" used in the same sense as in "wild sky"?

(b) "The year is dying . . . let him die." The year is represented as a person dying. Compare "The Death of the Old Year," by the same poet, in which the personification is much stronger, e.g.

"How hard he breathes! over the snow
I heard just now the crowing cock.
The shadows flicker to and fro,
The cricket chirps, the light burns low,
'Tis nearly twelve o'clock.
Shake hands before you die,
Old year, we'll dearly rue for you;
What is it we can do for you?
Speak out before you die."

Stanza 2.—(a) "Ring, happy bells . . . let him go." How different the sentiment in these lines from that contained in those quoted above! Here, thinking of the sorrows the past has brought him, and hoping better things of the future, he is eager to see the old year go and the new year enter in; in the other poem, thinking of the joy and jollity the old year gave, and afraid of the trouble the new year may be bringing, he feels

"I've half a mind to die with you,
Old year, if you must die."

(b) "The false"—"the true." This first wish of the poet seems a kind of general prelude, or text, to what follows. By "the false" he seems to mean all those things which produce the discords of life—the *griefs, feuds*, etc., which he enumerates afterwards; by "the true," all those things which cause the harmony of life—the sweeter manners, purer laws, the love of good, etc.

Stanza 3.—(a) ". . . the grief that saps the mind." What personal reference here? How does grief "sap the mind"? Does this contradict what the poet says elsewhere in *In Memoriam*?

"I hold it truth whate'er befall,
I feel it when I sorrow most;
'Tis better to have loved and lost,
Than never to have loved at all."

(b) "The feud of rich and poor."—The long-standing hatred between the two. In such an old country as England inequalities in the distribution of wealth are much more marked than here. Is Tennyson's dream any nearer realization than when he wrote these words? That the riddle of the growing poverty of the masses with the growing wealth of the race has engaged the attention of the greatest minds, we know. Whether a cure for the evil can be found seems doubtful, but if cure there be, surely the fact that all sorts and conditions of thinkers, from Henry George in "Progress and Poverty," to General Booth in "In Darkest England," are seeking it, should lead us to hope that it will somehow and soon be found.

Stanza 4.—(a) "Ring out a slowly dying cause,
And ancient forms of party strife."

Tennyson is not a politician, though he takes an active interest in great national questions. He seems to prophecy here the close of party government, with all the strife which it occasions. Cox, in his "British Commonwealth," in speaking of party government, remarks that it is by no means a necessary thing, and is inclined to think that though in its day it has served a good purpose, that day is almost over. As it had a beginning, it seems reasonable to suppose it may have an ending. It is true, as Macaulay remarks, that in one sense party government always has existed, but only in the sense in which we may say there are two parties in every department of life, that is, a party anxious to preserve, and a party anxious to make changes. But in the sense in which we understand party government, it certainly did not exist in England till the time of Charles I., or, in the strictest meaning of the expression, not till William III.'s reign. Still the hot party spirit existing at this day in England doesn't seem to point to a speedy fulfilment of Tennyson's prediction. Or is it rather a wish than a hope he expresses?

(b) "Nobler modes of life," "sweeter manners," "purer laws."—As our lives become nobler, our manners, the reflections of our lives, will of themselves become sweeter; and as the laws of any (free) people are an index to the national character, they will become purer as that character improves. There has been a great improvement in English laws since the eighteenth century, especially in the criminal law—for example, men are no longer hanged for theft—but we have not yet reached the point beyond which no advance is possible.

Stanza 5.—(a) "The want, the care, the sin."—Note the order in which the words occur. Does Tennyson intend a climax?—"the want." The poverty and wretchedness, the physical distress, that must be removed before anything else can be done; "the care"—the mental distress, worse even than physical wretchedness; "the sin"—moral evil, worst of all, worse than any suffering, the cause of nearly all suffering.

(b) "The faithless coldness of the times."—The absence of sympathy for suffering humanity Tennyson looks upon as the most discouraging feature of the times. And why this absence of sympathy? Because men have no faith in humanity, hence no motive for trying to better it. There are more "infidels to Adam" than "infidels to God." Some hopeful spirits like Tennyson persist in believing that "somehow good will be the final goal of ill," but many have no power to help, because no power to believe in any good to come from any effort to assist helpless, struggling humanity.

(c) "Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in."

Tennyson does not do justice to himself here. His rhymes may be mournful, but critical judgment has decided that such poetry as *In Memoriam* deserves and will meet with a better fate than the poet prophesies for it when he says elsewhere:

"These mortal lullabies of pain
May bind a book, may line a box,
May serve to curl a maiden's locks."

(d) "Minstrel."—A minstrel in mediæval times was a poet who sang, usually to the accompaniment of a harp, his own poetry. But the art of writing, and afterwards the invention of printing, made this combination unnecessary, and the race of poet-singers died out. In Scott's "Lay of the Last Minstrel" we have an illustration of how the once honored guests of castle and hall sank in social status. There the word is used simply for poetry. "Fuller minstrel."—The perfect poet with full command of feeling and expression; not singing in one mournful strain, as Tennyson says he sings.

Stanza 6.—(a) "Ring out false pride in place and blood."—Tennyson, in many places, speaks out his scorn for this false pride. Compare the lines in *Clara Vere de Vere*—

"Trust me, Clara Vere de Vere,
From yon blue heavens above us bent,
The gardener Adam and his wife
Smile at the claims of long descent,
How'er it be, it seems to me,
'Tis only noble to be good,
Kind hearts are more than coronets,
And simple faith than Norman blood."

(b) "The civic slander and the spite."—It is so well known a fact that public men are slandered, that any candidate for any public position expects it as a matter of course. "*Civic*"—"civis," a citizen.

(c) "Ring in the love of truth and right,
Ring in the common love of good."

If the conduct of public men were based upon such motives as these, "the civic slander and the spite" would soon cease.

Stanza 7.—(a) "Foul disease."—Does Tennyson refer here to moral or physical disease, disease of the mind or of the body?

(b) "The narrowing lust of gold." How is the love of money "narrowing"?

(c) "Ring out the thousand wars of old,
Ring in the thousand years of peace."

Can you point to any instances in modern times to show that nations are beginning to settle their disputes by diplomacy rather than by war? Compare the hopeful spirit shown here with a similar hopefulness in Locksley Hall—

"Till the war-drum throbb'd no longer, and the
battle-flags were fur'd
In the parliament of man, the federation of the
world."

There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law."

Is this the millenium? See Revelations xx.

Stanza 8.—(a) What is meant by "darkness of the land?"

(b) Christ has lived. Then why speak of "the Christ that is to be?"

(c) Show how the last two lines sum up all that is contained in the poem.

CORRESPONDENCE.

1. M.M.— "Where ignorance is bliss,
'Tis folly to be wise,"
is found in Gray's *Ode on Eton College*.
2. M.M.—Ulva's Isle is west of Mull, which is off the west coast of Scotland. Inchcape Rock (Bell Rock) is twelve miles S.E. of Arbroath in Forfarshire, Scotland. (See JOURNAL of November 15, 1890.)
3. M.M.—Rising inflection with first, second and third lines, to indicate that you expect some answer to follow: falling inflection with the refrain, to indicate the end of the thought.
4. M.H.—Use Mr. Huston's *Lessons in English Composition*, published by the Grip Co.
5. J.K.—We shall endeavor to find space in next issue for what you require.
6. SUBSCRIBER.—(a) It is not generally known whether the story is founded on fact or fancy. Let us believe the former. (b) A pitched battle is one in which the opposing forces are arrayed or marshalled in order of battle; a drawn battle is one in which neither side is victorious. (c) The poet speaks of his affectionate memory (heart) in which he has imprisoned his daughters. His memory of them will outlast the "forever," it will outlast his own body when it crumbles away.
7. TEESWATER.—(a) In the sentence given it is impossible to say whether the equivalent expressions will be "Silently and sadly she passed," etc., or "Silent and sad she passed;" hence it is impossible to say dogmatically that "in silence" and "in sadness" modify "she" rather than "passed." Our preference is for the latter. (b) The people of the Grecian island have forgotten, according to the poet, the bards whose songs still resound beyond the islands known to the old Greeks as the "Islands of the Blest." See Mr. Wells' High School Reader Notes. (c) We regret that we cannot. You will find full notes in either Gage & Co.'s edition or Rose & Co.'s. (d) Predicate "wait," limited by the adverbial phrase of time "one moment." "Thou holy man" is nominative of address, independent of the preceding. The subject is "thou" understood. It is not essential to express "thou," though it would be clearer to do so.

LESSONS IN RHETORIC.

BY J. E. WETHERELL, B.A.

THE present lesson will illustrate the various kinds of similitudes, literal and figurative. As this is the first lesson in *figures of speech*, it will be necessary at the outset to arrive at a clear understanding as to the nature of a "figure." An examination of a few simple sentences will be sufficient.

Compare

- (a) Cæsar was as great a General as Alexander;
- (b) Cæsar was as irresistible as a summer tempest.
- (a) Man is a wonderful creature;
- (b) What a wonderful creature is man!
- (a) You cannot find a perfect man;
- (b) Can a perfect man be found?

It is seen, then, that "a figure of rhetoric is a deviation from the literal or from the more ordinary application of words; or, it is some turn of expression prompted by the mind in intense action."

LITERAL COMPARISONS.

- (1) When he came into my employ he was as illiterate as a hodman.
- (2) Aluminum is a metal with a lustre like that of silver.

(3) The Bengalee has been known to endure torture with the firmness of Mucuis.

What is the use of these similitudes? For clearness? For Emphasis? Have they a rhetorical value like the figurative examples given below?

SIMILES.

- (1) "A war of Bengalees against Englishmen was like a war of sheep against wolves."
- (2) "Ah, Wilfred, Wilfred! Couldst thou have ruled thine unreasonable passion, thy father had not been left in his age like the solitary oak, that throws out its shattered and unprotected branches against the full sweep of the tempest!"
- (3) "Alas!" said the jester, "to restrain them by their sense of humanity is the same as to stop a runaway horse with a bridle of silk thread."
- (4) "The Knight Templar's eyes were bent on her with an ardor that, compared with the dark caverns under which they moved, gave them the effect of lighted charcoal."
- (5) "The champions closed in the centre of the lists with the shock of a thunderbolt."
- (6) "No spider ever took more pains to repair the shattered meshes of his web than did Waldemar Fitzurse to re-unite and combine the scattered members of Prince John's cabal."
- (7) "The lovers of the chase say that the hare feels more agony during the pursuit of the greyhounds than when she is struggling in their fangs. And thus it is probable that the Jews, by the very frequency of their fear on all occasions, had their minds in some degree prepared for every effort of tyranny which could be practised upon them"

To constitute a simile, it will be noticed, there must be a comparison between things of different classes, there must be *actual likeness amid essential unlikeness*.

In a simile the comparison must be distinctly and formally stated, although not necessarily by such a word as "like" or "as." The examples above show the great variety of forms which the simile may assume.

The rhetorical value of the similes in the exercise should be examined. Are they to aid the understanding? Are they to rouse the emotion? Do they contribute to clearness? To force? To beauty?

Many of the similes of poetry are almost purely æsthetic. A few examples from "Evangeline" will serve for illustration:

- (a) "When she had passed, it seemed like the ceasing of exquisite music."
- (b) "The sun from the western horizon like a magician extended his golden wand o'er the landscape."
- (c) "Down sank the great red sun, and in golden, glimmering vapors veiled the light of his face, like the Prophet descending from Sinai."

METAPHORS.

- (1) "He is a falcon well accustomed to pounce on a partridge, and to hold his prey fast."
- (2) "The Lady Rowena is a Saxon heiress of large possessions; a rose of loveliness, and a jewel of wealth, the fairest among a thousand, a bundle of myrrh, and a cluster of camphire."
- (3) "It was only the relics and embers of the fight which continued to burn."
- (4) "Yet is the injured nation not extinct. At long intervals gleams of its ancient spirit have flashed forth."
- (5) "Ingratitude! thou marble-hearted fiend."

The foregoing examples exhibit the metaphor as a comparison implied, but not formally stated. It will be seen that there are two varieties of metaphors—(a) those in which the associated object is directly named, (b) those in which the associated object is taken for granted. The former kind of metaphor is little more than an implied simile, but it is bolder than the formal simile. The following sentences will illustrate the ordinary simile and the two forms of metaphor:

- (a) The glory of his fame was suddenly *obscured as the sun under eclipse*.
- (b) These *evil days* were but a *temporary eclipse* that darkened his glorious career.
- (c) His brilliant career suffered a *brief eclipse*.

The metaphor is the most spontaneous of all the figures of speech, and is thus by far the commonest. Indeed, much of our every-day language is stocked with metaphors. When a metaphor becomes colloquial or commonplace its rhetorical flavor diminishes and often vanishes entirely. Do

the following metaphors retain any of their early figurative value?

- (a) That is a striking thought.
 - (b) I haven't a shadow of doubt about it.
 - (c) He arranged his speech under three heads.
- As the metaphor is the commonest of figures, so it is the figure that is most frequently abused. The principal caution needed in the employment of this figure is, to be careful not to mix two or more metaphors together. A few examples will furnish a sufficient warning against "mixed metaphors."

(a) The soldiers that night *kindled the seeds of rebellion*.

(b) This world with all its trials is the *furnace* through which the soul must pass and *be developed* before it is *ripe* for the next world.

(c) The apple of discord is now fairly in our midst, and if not nipped in the bud it will burst forth into a conflagration which will deluge the sea of politics with an earthquake of heresies.

It will be seen from (c) above that the mixed metaphor may produce humorous effects. The legitimate metaphor, also, is often humorous or witty; as: "The hermit put into his very large mouth some three or four dried peas, a miserable grist for so large and able a mill."

PERSONIFICATION.

This figure gives the attributes of life and mind to inanimate things and abstract ideas. There are two species of this figure, as the following examples indicate:

- (a) We feared the raging sea.
- (b) See how my sword weeps for the poor king's death.
- (c) At every word a reputation dies.
- (d) With how sad steps, O moon thou climb'st the skies!
- (e) "Close by the regal chair
Fell Thirst and Famine scowl
A baleful smile upon their baffled guest."

The earlier examples here are simply *personal metaphors*. There are touches of personality, but there is not *complete personification*, as in the later examples.

ALLEGORY.

Allegory is usually defined as "a continued metaphor." The principal subject is not mentioned by name in the allegory itself, but is described by another subject resembling it. The following passage from Cowper will show how a simile passes into allegory:

"How, as a gallant bark from Albion's coast
(The storms all weather'd and the ocean cross'd)
Shoots into port at some well-haven'd isle,
Where spices breathe, and brighter seasons smile,
There sits quiescent on the floods, that shew
Her beauteous form reflected clear below,
While airs impregnated with incense play
Around her, fanning light her streamers gay;
So thou, with sails how swift! hast reach'd the shore,
Where tempests never beat nor billows roar;
And thy loved consort on the dangerous tide
Of life long since has anchor'd by thy side.
But we, scarce hoping to attain that rest,
Always from port withheld, always distress'd,—
The howling blasts drive devious, tempest-toss'd,
Sails ripp'd, seams opening wide, and compass lost,
And day by day some current's thwarting force
Sets me more distant from a prosperous course."

The following lines from Gray's "Bard" are an allegorical representation of the reign of Richard II.:

"Fair laughs the morn, and soft the zephyr blows,
While proudly riding o'er the azure realm
In gallant trim the gilded vessel goes;
Youth in the prow, and Pleasure at the helm,
Regardless of the sweeping whirlwind's sway,
That, hush'd in grim repose, expects his evening prey."

This allegory will provide, also, a fine study in personification and in metaphors. Can the poet be defended from the charge of mixing his metaphors in the last two verses?

QUESTIONS.

- (1) What are the relative values of simile and metaphor (a) in the expression of passion, (b) in illustrations, (c) in the region of fancy?

(2) How is the English language specially adapted to effective personification?

(3) Form sentences containing similes, using the following terms: star, storm, mountain, serpent, army music.

(4) Form metaphors from the following terms: eye, dagger, gold, eagle, tree, darkness.

(5) Form personal metaphors containing these epithets: angry, stern, laughing, frowning.

GRAMMAR EXAMINATION.

By M. F. LIBBY, B.A.

For Candidates for the Junior Leaving.

I.

(THE SCIENTIFIC OR LOGICAL OBJECT.)

1. "AN adjective is a word used to qualify a noun."—*Whitney*.

(a) Discriminate a *thing*, a *notion* (of a thing), and a *name* (of a thing), by the aid of examples. Which of these three is "qualified" by an adjective?

(b) Are there any words not called *nouns* in our Grammars that may be "qualified" by words called *adjectives*? Give examples. Are there any words used to "qualify" *nouns* that are not called *adjectives*? Give examples. What should a definition be? What rules of correct defining are violated by this definition?

2. A part of speech is a word used in making a sentence. There are seven places or functions that words may hold in sentences:

- Subject of the assertion.
- Receiver or object of the notion of the verb.
- Asserting-word.
- Modifier of subject or object.
- Modifier of asserting-word.
- Connective of noun in a modifying phrase.
- Connective of words used in the same way.

(a) With these *data* show the falseness of saying that the parts of speech in the sense of nouns, pronouns, etc., are classified on the single consideration of use in the sentence.

(b) Suggest original names for the seven classes of words described above, making the names as simple, convenient and appropriate as you can.

(c) Write a fact six times, the first sentence containing the two function-words needed most absolutely in making the statement, the remaining five sentences containing three, four, five, six and seven function-words respectively; (and any other words that may be really needed to make the sentences). Show the use of each additional word.

II.

(OBJECT—AID TO THE STUDY OF FOREIGN LANGUAGES.)

1. A tense is a verbal or assertive expression which denotes

- The stem-notion of the verb.
 - The belt of time in which the notion is put.
 - Sometimes* a notion of completeness, or emphasis, or continuance, or a combination of these.
- (a) I write, I wrote, I killed; he is writing, he will write, he has written, he had been writing, he will have been writing; you do visit; he did tell.

Show how those things which a tense is said above to denote are denoted in these verbal expressions.

(b) Make out a set of convenient names for the forms given above, taking care that no one name describes two forms unless the two forms denote the same kinds of notions.

2. "A horse's head."

(a) How else could you express the notion of the ending of horse's?

(b) Show by examples that in other parts of speech endings used for inflection may be translated into separate words.

III.

(OBJECT—TO BRING OUT RULES THAT MAY BE USED FOR STRAIGHTENING OUR LANGUAGE.)

1. *Government* is the power a word has of requiring another word to take on a certain form.

Agreement is the taking on of the form required by the governing word.

(a) Which of the parts of speech have government? Give examples. Which of the parts of

speech take on forms at the bidding of other words? Give examples.

(b) Show that it is possible to depart from the common usage of educated people in the matter of agreement. Give examples of different classes of such errors.

2. I wish to borrow a knife from some pupil in the class; should I say, "Have any of you a knife?" or what?

IV.

(OBJECT—TO DISPEL IGNORANCE OF THE MOTHER TONGUE AS A GREAT AND INTERESTING SUBJECT OF THOUGHT AND CONVERSATION.)

1. How many words are there in a great dictionary of English? How many people speak English? How does English rank in literary, political and commercial importance? Meiklejohn, a famous grammarian, says that in the fifth century there were only about 500 words in English. Where have the rest come from?

2. Does a dictionary give only the best literary use of words? Is a word necessarily unfit for conversation because it is not dignified enough for an essay? Give examples.

3. Do the educated Scotch, Irish and Americans speak with the same accent as the educated English? Is it necessary that Canadians should imitate the English accent of England closely? Do our best educated Canadian public speakers pronounce the "r" in "harm," "car," "never," and such words?

Examination Papers.

WEST MIDDLESEX PROMOTION EXAMINATION, DECEMBER 22 AND 23, 1890.

FROM I. TO II. CLASS.

LITERATURE, ETC.

Values—6, 12, 6, 8, 10.

1. Write carefully the first verse of the "Evening Hymn."

2. How would you make a dart?

3. Write sentences containing the following words properly used: rode, road; here, hear; maid, made.

4. Form sentences (not those in the book) containing scan, scud, brook, pool.

5. Re-write the following sentences, using suitable words instead of the italicized ones:

(a) The water of the lake just *laves* its base.

(b) They often *gaze* at the swallows flying in and out of the *cave*.

(c) The wind has been its *foe* for many a year.

DRAWING.

Values—5, 5.

1. Open your Reader and copy the picture of the teapot that is on the cover.

2. Open your Reader at page 71 and draw the cow's head.

The presiding examiner will please explain "italicized" and see that the pupils do not have their Readers till they begin the drawing.

ARITHMETIC.

1. Add 756, 83, 3249, 847, 4103, 87.

2. In one year there are 365 days. How many days has a boy lived who is 7 years and 4 weeks old?

3. A man has \$80 in a bank; he drew out \$24; then placed in the bank \$29, and then drew out \$18. How much money has he left in the bank?

4. The difference between two numbers is 3,451, the larger is 8,456; find the smaller.

5. Find the sum of all the numbers between 778 and 785, and subtract it as many times as you can from 20,000.

6. How long a string will it take to go round a field 8,795 feet long and 758 feet wide twice?

7. The sum of three numbers is 1,234.25; the first is 9,876; the second is 1,579 more than the first. What is the third number?

8. A man bought four horses for \$828. For the first he paid \$139, for the second \$65 more than for

the first, and for the third \$33 less than for the second. How much did he pay for the fourth?

9. Subtract $896 + 754 + 89 + 37$ from $9,892 + 87 + 756 + 86$.

10. How many times can you pay \$37 out of \$200, and what will be left?

20 marks for each question.

SPELLING.

1. My mamma is as full of kisses as nurse is of pins.

2. Heavenly Father, protect me through the night.

3. I must not steal the birds to grieve their mother's breast.

4. You used to watch the swallows darting to and fro.

5. They forgot their merry pic-nic by the lake shore.

6. The boy mourned the loss of his faithful friend.

7. Some girls skip very gracefully.

8. The meal was simple.

9. The little pig knocked him down with his nose.

10. They gathered berries and ate them with sugar.

11. The mowers shall rest no more beneath the shade of the elm.

12. Herbert produces a very pure tone with his flute.

13. The old country yew-tree is hard.

14. They brought flowers for the teacher's desk.

15. The stove was blackened.

16. The trustees promised to plant nice shade trees.

17. There was a spring coil in the engine.

18. Floy was quite annoyed at her brother.

19. Just say, "you're glad 'twas Dolly's head that broke."

20. Dare to be true—nothing can need a lie.

Five marks for each correct number.

LITERATURE.

FROM II. TO III. CLASS.

Values—12, 7+7+9, 5+7, 6+10, 8+2, 6+10, 12.

1. Put the proper marks in the following: O Father said Ethel as Mr. Ray came in to tea one winter night your coat is covered with snow Will I will brush it off for you

2. Describe tea under the following headings: (a) Where does tea grow? (b) What part of the plant is it? How is it prepared by the Chinamen?

3. (a) Write the first stanza of "The Little Stray-Away." (b) Give the meaning of it in your own words.

4. Draw an apple leaf, a tulip leaf, a maple leaf. Describe the different forms of the little stalks that join the leaves to the branches.

5. (a) Of what use is the root to the plant? (b) Name a plant that has only one large root.

6. "Do you think, O blue-eyed banditti

Because you have scaled the wall,

Such an old moustache as I am

Is not a match for you all?"

(a) Give the names of the "blue-eyed banditti."

(b) Write the two verses that tell what the "old moustache" did with them.

7. Give the meaning of each of the following phrases: lovely colors, curious plan, maze of drops, fringed with fern, delight to bathe, reigns supreme.

ARITHMETIC.

Values—12+12, 20, 20, 15, 20, 20, 20, 15+10, 16.

1. Multiply 8932703 by 56, and divide 8921304 by 72. Use factors.

2. How many times must 720 be added to 522 to make 987642?

3. A dealer bought 55 head of cattle at \$24 each, and paid \$1,000 cash, and the remainder in pigs at \$10 a head. How many pigs were required?

4. Divide 4006433 by 489.

5. How many times may the difference between 2184 and 7692 be taken from 8 times the sum of 56213 and 49439, so as to leave a remainder of 24524?

6. If a sheep gives 9 pounds of wool in a year, how many pounds can be got from 44 sheep in 5 years, and what will the wool be worth at 28 cents a pound?

7. If 48 boys receive \$6,912 for 16 weeks' work, how much a day does each boy receive?

8. If \$1,163.23 be divided into 89 equal parts, what will be the amount of 49 of them?

9. Divide 2188601 by 689, and prove the correctness of your answer.

10. A good cow yields a hundred and sixty-eight pounds of butter a year. It takes two hundred and fifteen thousand cows to supply London with butter. How many pounds of butter are used every year in London.

GEOGRAPHY.

Values— 10×3 , 3×20 , 2×3 , 4×1 .

1. Define cape, ocean, volcano, mountain, harbor, isthmus, town, island, river.

2. (a) Draw the map of the County of Middlesex.

(b) Print on it the names of the townships.

(c) Mark on it the towns, railways and rivers.

3. Tell where the Jail and Poor House are situated in the County.

4. Name the continent, country, county and township, town or village in which you live.

Rulers may be used for drawing the map.

LITERATURE.

FROM III. TO IV. CLASS.

Values— 2×4 , 5, 3, $5 + 2 + 3 + 4$, 5, $3 + 2$, 4, 6, 14, $1 + 3 \times 3 + 6$, 3×2 , 4×2 , 6.

1. (a) Tell what Farmer John means when he says:

"Now I'm myself."

"You haven't a rib."

"We'll wean the calf."

"The best of a journey is getting home."

(b) Write the stanza that tells what Farmer John learned by going away.

(c) What useful lesson may you learn from this poem?

2. Describe the hippopotamus. Upon what does it feed? How is it caught? What parts are used, and for what are they used? Explain carefully: "Tremendous array of teeth," "Impaled on the stakes," "Shoot it fatally," "The hunters hold their prey tight until it is despatched."

3. "Thee, when young Spring first questioned Winter's sway,

And dared the sturdy blusterer to the fight,
Thee on this bank he threw.

To mark his victory."

(a) Give carefully, in your own words, the meaning of the first line.

(b) What is called a "sturdy blusterer," and why? What is the fight about?

(c) What is meant by "thee," "he" and "threw" in the third line.

(d) Explain: "Offspring of a dark and sullen sire," "nipping gale," "Openest thy tender elegance."

4. Give briefly in your own words the story of "The Flax," showing the different stages through which it passed.

5. What is a Golden Deed? Show as clearly as you can that what each of the following persons did was a golden deed: Sir Philip Sidney, Little Peter and Pythias.

Tell carefully something you could do that would be a golden deed, and show why it would.

6. "batter over stony ways."

(a) Write the whole of this stanza, and the one following it.

(b) Write the meaning of both stanzas in your own words.

(c) Give fully the meaning of "Here and there a lusty trout," "I linger by my shingly bars," "I make the netted sunbeam dance."

* Correspondence *

[THE three following communications should have appeared some weeks ago. They were duly put in type, and having seen the revised proof sheet, we dismissed them from our mind and failed to observe that they did not appear in their proper place. In making up the number they were crowded out. We were not notified of the fact, and, through some oversight, the galley containing them was laid aside and escaped observation until now. We deeply regret the circumstance, especially as the well-written sonnet in memory of the late Mr. Dunn, had, as explained, already been unduly delayed. The writers and others interested will please accept our explanation and apologies.—ED. JOURNAL.]

ENTRANCE LITERATURE.

To the Editor of THE EDUCATIONAL JOURNAL:

DEAR SIR,—This note is to express agreement with your approval of Inspector Brown's method of examining in literature. Teaching literature and filling the memory with literary passages are two very different things. Doubtless many teachers do good work under the system of prescribing a dozen or fifteen lessons for the examination, but it is in spite of the system, not on account of it. Under it there is much temptation to the error you mention, viz., mere cramming the learner's memory with the statements or knowledge contained in or related to the prescribed lessons. Upon such a basis pupils may be coached to pass the examination without acquiring much, if any skill, in reading new passages with intelligence and sympathy. In no other subject than literature is the quality of the teaching of so much more importance than the quantity. The lessons, be they few or many, should be taught in such a manner that the pupil may gain power to read other lessons of equal difficulty with intelligence and appreciation. The teacher's object should be, not so much to help the child to learn and remember the author's meaning, as to train the child how to discover that meaning for himself. Acknowledging this principle the East Middlesex promotion examination papers in literature have not for several years been based on any prescribed lessons, but are set on lessons taken from any part of the book, the examiners being permitted to have their readers open when they are writing the paper. The results of this practice have been highly satisfactory.

J. DEARNESS.

THE LATE INSPECTOR BOYLE.

FOR the past forty-five years the most prominent figure in educational affairs in London, Ont., has been the late Mr. J. B. Boyle. At the time of his death, which occurred very suddenly, he had entered his 77th year, but was still, for his age, an unusually vigorous and healthful-looking man. On the afternoon of the 28th of January, after returning from one of the schools, he seated himself at his desk in the office and there breathed his last, his death being occasioned by heart disease or, perhaps, apoplexy. He was born in Antrim in 1813, and after receiving a good education in his native country came to Canada about 1840, settling in Toronto, where for over ten years he was actively identified with its educational interests. In April, 1855, he was appointed principal of the Central school in London, and although the High school, or Mr. Bayley's Grammar School as it was then called, was in operation, Mr. Boyle regularly taught classes for teachers' certificates and for university matriculation. In 1871 he was appointed Public School Inspector of the city of London, and continued to discharge the duties of that office with a high degree of fidelity and efficiency until his death. His name was rarely if ever missed from the list of attendants at the regular and committee meetings of the Board of Education. The imposing cortege that formed into procession to the cemetery where his remains were placed, testified to some extent the general respect and esteem in which he was held.

J. D.

IN MEMORIAM.

THE following tribute to the memory of a highly respected and worthy worker in the educational field, by one who was an old pupil and in later life a friend of the deceased, should have appeared some weeks since, but the MS. was accidentally mislaid or overlooked:

JAS. MURISON DUNN, M.A., LL.B.

MY humble wreath I too, would sadly twine,
Thy pupil and thy friend, upon thy bier,

In tender grief for one to many dear.

Alas! how poor, how weak these words of mine

To tell thy worth. Where find 'mongst men thy peer!

Who saw what tasks in ardent youth were thine,
Yet knew thee e'er in word or look repine,

Or fail in filial care from year to year?

"Whose life was work," even to the bitter end.

Perfect by suffering, through a blameless life,

Thy gift unto thy sons a spotless name.

That coming years a well earned rest might lend

We hoped; the Master gave to close the strife

His rest, to tired brain and weary frame.

JANET CARNOCHAN.

NIAGARA, Nov., 1890.

* Question Drawer. *

1. How many cable lines run across the Atlantic Ocean?

2. Are there any crossing the Pacific?—T.S.

[1. The first cable was laid in 1858, a second in 1865, a third in 1866, a French cable in 1869, a direct United States cable in 1875. We are not sure whether there is any other. One or two of those first laid are, we think, not now in use. 2. No.]

KINDLY publish in your next issue the names of the Lieutenant-Governors of the seven Provinces of Canada, respectively.—A.M.

[Ontario, Sir Alexander Campbell, K.C.M.G.; Quebec, Hon. A. R. Angers; New Brunswick, Sir Samuel Leonard Tilley, C.B., K.C.M.G.; Nova Scotia, Hon. M. B. Daly; British Columbia, Hon. Hugh Nelson; Manitoba, Hon. John C. Schultz.]

WHICH system of shorthand, of the many taught at present, is the best? and which system is most generally followed in Ontario?—SUBSCRIBER.

[Isaac Pitman's is the most famous and, we think, most generally used in Ontario. Of course each stenographer, as a rule, will think the system he has learned the best.]

1. WHERE can I obtain the latest book of Entrance Examination Papers and Answers, and at what price?

[No such book is published so far as we are aware. In regard to the second question asked we think trustees should know the difference between a non-professional and a professional second class certificate.]

IN July, 1888, I wrote at the Second Class Examination and passed. The certificates were not sent to us, and as I was some distance away, teaching on a Third Class Certificate, and supposed the papers were quite safe where they were, it was some time before I went for mine. When I did go, no one knew anything about them. The Inspector of the district told me he would see about it and send me word. He has not done so. What can I do about the matter? Who is responsible for such matters?—THIRD CLASS TEACHER.

[We do not understand what is meant about "the papers." If you passed the Examination, you are entitled to your certificate. You should not have neglected the matter so long. Write direct to the Education Department, giving facts and dates.]

(Continued on page 329.)

The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

* Editorials. *

PUBLIC AND HIGH SCHOOLS ARE
TRAINING SCHOOLS.

THE WEEK of the 6th inst., has a letter over the *nom de plume* of "Phalacrosis," protesting most earnestly against the recent decision of the Trustees of the City Collegiate Institutes (of which there will shortly be three), to convert them into Training Schools for Teachers. "Phalacrosis" maintains, not without force, that the right of the Trustees, or rather the exercise of any right which they may have, to make a change of so much importance, without giving the parents and citizens who support the schools an opportunity to be heard, is very questionable. He believes that the parents of the pupils, actual and prospective, will be unanimously opposed to the scheme.

"Phalacrosis" says that surely so important and retrogressive a step could not have been duly considered and debated by the whole Board. We learn from good authority that in this assumption he is mistaken, as the acceptance of the proposal of the Department was resolved on only after most careful and prolonged consideration and discussion.

The chief objections urged by "Phalacrosis," who speaks from the parents' point of view, may be summarized as follows:

The curriculum of a given school calls for a certain time to be devoted to each subject. The taking of twenty-five raw students into each institute to train must deprive the pupils, to a certain extent, of the attentions and services of the trained staff, who are required, in the time allotted, to teach also these students-in-training. The patrons of the school are, therefore, not receiving for their children an equivalent for the fees paid or the time spent.

The introduction of green students to a class-room of sharp, keen boys and girls would be a source of disturbance, laxity of discipline, an interruption to the continuity of important studies, while their blundering efforts would be a powerful factor in the disorganization of both teacher and class.

Students of other professions are not foisted upon a *clientele* that pays for skilled services. Why should the support and training of these students be borne by

those who pay for the support of the Collegiate Institutes?

A Training School should have an individuality of its own. The demands of the Province amply justify the erection of a first-class Training School and its equipment with a staff of educators of the highest qualifications. The people of the Province are able and willing to provide for the establishment of Provincial Training Schools of a character such as the times demand.

It should not be demanded of the parents of the Collegiate Institutes of the city, that they should bear the burden of the training of seventy-five students every year!

The abolishing the fees of the Model School, and the removal of the Kindergarten, would give ample room for these seventy-five provincial students, where both teachers and curriculum are supposed to be devoted to this special work. Training Schools should never charge fees to pupils; they are for the benefit of the teaching profession, and any good to pupils is quite incidental.

"Phalacrosis" argues further that the degrading of the Collegiate Institutes to mere schools, in which students try their prentice hands, will tend to destroy the confidence of parents in them, and many will remove their boys and girls to other schools, even if they have to pay much larger fees.

"Phalacrosis" evidently labors under some misapprehension in regard to the nature of the proposed arrangement and the mode in which it is to be carried out. His warmth of feeling on the subject has also, we dare say, betrayed him into some exaggeration of the extent of the change and its effect on the ordinary and proper work of the schools. Yet there is undeniable force in his objections. It can hardly be doubted that the division of the teacher's thoughts between their proper pupils and the teachers-in-training—their apprentices in pedagogy, so to speak—must detract considerably from the attention they will be able to give to the former. The scientific law of equilibrium of forces obtains in the intellectual as well as in the physical sphere. The diversion of a sufficient amount of brain energy to enable a staff of instructors to give efficient training in the theory and art of teaching, must mean an equivalent reduction in the sum total of intellectual force available for carrying on the proper work of the school. But, looking at the matter from the point of view of the student-in-training, instead of that of the supporters and pupils of the schools, it seems to us that there are obvious objections to the plan which are of at least equal weight. The means of such students are usually limited, their time precious. We are

far from denying that a course of professional training—training both in the theory and in the practice of teaching—is very desirable, if not absolutely indispensable, to fit them for the duties of their high calling. But is of the utmost importance to them, and to the whole country, that this professional training should be of the very best character. To this end the first and chief *desideratum* is a thoroughly qualified staff of instructors. The science of pedagogy, including as it does, the abstruse science of psychology, is, it will hardly be denied, one that demands for its mastery the time and powers of the best minds. It is no disparagement of the abilities and acquirements of the principals of our Collegiate Institutes, or any others in the Province, to say that they cannot, in the small fragments of time at their disposal for such a purpose, acquire any good degree of proficiency in this special science. But it is evident that to whatever extent they fail of the attainments which can be reached only by professors who devote their whole time to the study, to that extent are the students-in-training put into the hands of comparatively incompetent, instead of into those of the most competent instructors. This is a wrong to them, an injury to the educational interests of the country and bad economy all around. Connected with this view it should be borne in mind that these students-in-training will, in almost every case, have been for years, as pupils, in the very same kind of institutions as those in which they are now to be put for professional study. It goes without saying that the young man or young woman who has been in a Collegiate Institute for two or three years as a pupil has not much to learn in regard to the methods of instruction employed in such a school.

These objections, it will be observed, apply with equal force against the present Model School system for third-class teachers. They are also equally valid in respect even to our Training Schools proper, in so far as the teachers in such schools are not thoroughly trained in pedagogy, and in so far as their time is given partially to teaching subjects which should have been mastered in other schools, instead of being devoted wholly to studies bearing directly upon their profession.

Is it not at least true, as *The Week* editorially observes, that the more nearly any one of these institutes approximates the true ideal of a school for the professional training of teachers, the farther it must diverge from the ideal of a true educational gymnasium, and so fail in its duty to its pupils and patrons?

No doubt there is a good deal to be said on the other side of the question. We have no wish to dogmatize, and shall be glad to note any replies that may be made either to "Phalacrosis" in *The Week*, or to our own observations. The question of the proper training of teachers is a difficult one. It is desirable to get all the light possible upon it. We should be very glad to hear what the teachers themselves think about it.

A SUPERB GEOGRAPHICAL EXHIBIT.

CAPT. HENRY A. FORD, of Detroit, Mich., U. S., has kindly sent us the following:

The constituency of the JOURNAL may be glad to learn that a noble exhibition of geographical appliances, text and reference books, etc., was opened in Brooklyn, N.Y., on the 4th inst., under the auspices of the Department of Geography of the Brooklyn Institute. It has been collected from the best European and American makers and publishers, includes about 1,000 articles and is accounted one of the very finest, if not the finest, of its kind ever made. It is entirely free and will be open four weeks in Brooklyn, when a round of other cities with it will begin. We hope to get it in Detroit, and I presume it will be exhibited at the National Teachers' Association at Toronto in July. Wherever it goes, I am sure it will be influential in promoting a larger knowledge of geographical apparatus and methods, and be a true public benefaction.

HENRY A. FORD.

DETROIT, MICH., March 9th.

* Literary Notes. *

J. FISCHER & BRO., No. 7 Bible House, have sent us the following three sacred pieces, composed by John Wiegand, for four voices, with organ accompaniment: (1.) Raise your Triumph High. Price fifteen cents. (2.) Christ, the Lord is Risen. Price, twenty cents. (3.) Te Deum, in A. Price, thirty-five cents. These anthems are of a superior solemn character and available for Easter services. Choir-directors will rejoice in obtaining these bright and effective compositions.

THE March number of the *Home-Maker*, Jenny June's magazine for the family, is quite up to the usual average in attractiveness, which is saying a good deal. The brevity and freshness of most of its articles, stories and poems give it the charm of variety to an unusual degree, and make it instructive without being tiresome. The "With the Housewife" department will, we doubt not, be greatly appreciated by those for whose help it is prepared. It is published by the Home-Maker Company, 44 East Fourteenth Street., New York.

THE March *Century* has a third instalment of the famous Talleyrand Memoirs. This instalment deals with Napoleon Bonaparte, Josephine and the Emperor Alexander. The frontispiece of the number is a new portrait of Bryant without the familiar beard. This is from an old daguerreotype, and is printed in connection with a historical and illustrated article on the old and well-known Century Club of New York City. The second article on "The Anglo-Saxon in the Southern Hemisphere" is devoted to Australian cities, their advantages, and their unusual problems. A charming feature of this number is a curious story by Edith Robinson called "Pen-hallow," with two full-page pictures by Will

H. Low. Dr. Eggleston's serial, "The Faith Doctor," is continued, as well as "Colonel Carter of Cartersville," and there is a strictly true story, "The Mystery of the Sea," by Prof. Buttolph, and a humorous skit, "The Utopian Pointer," by David Dodge. Mr. Rockhill gives the last instalment of his account of journeyings through Eastern Tibet and Central China.

A WIDE variety of interesting topics is discussed in *The Popular Science Monthly* for March. One of the great questions of the day is treated in an article on "Supposed Tendencies to Socialism," by Prof. William Graham, of Belfast. An audacious paradox is put forth by John McElroy, who writes of "Hypocrisy as a Social Elevator." Dr. John I. Northrop tells how one of the important fibre plants is raised and what it looks like, in a fully illustrated article on "Cultivation of Sisal in the Bahamas." Attention is forcibly called to the subject of governmental wrong-doing, in Samuel W. Cooper's paper on "The Tyranny of the State." Garrick Mallery concludes his essay on "Greeting by Gesture," this instalment being fully as interesting as the former. In the Editor's Table the woman question receives a vigorous handling under the title "A Profession for Women," and the relations of Science and Civilization are pointed out. There are also good things in the correspondence and other departments.

* Question Drawer. *

(Continued from page 327)

ARE Muskoka, Haliburton and Dufferin, counties of Ontario? If the two latter are not counties, what are they?—F.L.D.

[Muskoka is a district, Dufferin a county, and Haliburton a provisional county. See answer to "Subscriber,"]

1. PLEASE define Territory, District, Township and Constituency.

2. How many counties are there in Ontario? Name the districts, etc., not included in your answer.

3. What copy-book is required for Entrance work?

4. Is it the rule for plasterers to deduct *half* the area of all openings from the entire area of walls and ceiling, and charge for the remainder as laid down in the Public School Arithmetic?—SUBSCRIBER.

[1. A Territory, in the political sense of the word, is a portion of the national domain not yet fully organized as a State or Province, or a part of one. A District in Canada bears about the same relation to a Province as a Territory to the Dominion; that is, it is a part of the Province not yet fully organized as a County with municipal institutions. A Township is a sub-division of a County, having a separate local organization for municipal purposes. 2. Forty-two. The Districts are Algoma, Thunder Bay, Muskoka, Parry Sound, Rainy River and Nipissing. Haliburton is a Provisional County. The following Counties are united for municipal purposes: Stormont, Dundas and Glengarry; Leeds and Grenville; Northumberland and Durham; Prescott and Russell. Observe that Lennox and Addington denotes a single County, not two united for municipal purposes. 3. No particular book is prescribed. 4. Yes. The reason why only half the area is deducted is, we suppose, the fact that much more time is required to plaster around the door and window casings than would suffice for an unbroken space of equal area.]

WHAT was the family name of the late Prince Consort?—A.B.C.

[D'Este.]

1. WHAT work is used in the High Schools for teaching Ancient Geography to Second Class students?

2. How is the Province of Ontario divided with regard to the Normal Schools? Is it compulsory for a teacher in Victoria county to attend the Normal School at Ottawa instead of Toronto?

3. What is the price of the new High School Arithmetic?—STUDENT AND TEACHER.

[1. *Pillan's First Steps in Classical Geography* is prescribed. 2. There is no geographical line. Teachers can apply for admission to either school. 3. The price is not yet fixed.]

1. WOULD you kindly suggest some plan of leading a pupil to understand the difference between the possessive pronoun and the pronominal adjective?

2. If 6 oxen can eat the grass from 12 acres in 4 weeks, and 8 oxen from 10 acres in 5 weeks, how many oxen will eat the grass from 14 acres in 6 weeks, the grass growing at a uniform rate?

3. What salary may a 3rd class teacher claim in the Province of Manitoba? A 2nd class teacher?—W.H.C.

[1. Write on blackboard, or dictate, a number of sentences containing the two classes of words in as great variety of uses as possible. Lead the pupil by a series of questions to discover for himself the exact force or function of each of these words, and arrange them in two classes, according as they perform the office of a pronoun, or that of an adjective. Lead him thus to make, by a process of induction, his own distinction and definition. He can hardly fail to do so. 2. The two conditions of the problem are inconsistent, as may be seen at a glance. It is, therefore, insoluble and absurd. 3. Write to Education Department, Winnipeg. Perhaps some Manitoba subscriber will kindly tell you, not what one can *claim*, but what one is likely to get.]

1. WHAT subjects are required for the Civil Service Examination, etc.?

2. Give teaching notes on the Constitutional Act of 1791.

3. What is the difference between a District and a Province, and a Territory and District?

4. What is meant by Civil Law?—S.K.A.

[1. Write to the Secretary of the Board of Civil Service Examiners, Ottawa, for full information. 2. This request is very indefinite. It is hard to determine what kind of notes is wanted. The purpose and effect of the Act were to divide the old Province of Quebec into the two Provinces of Upper and Lower Canada, and to give to each a constitutional form of Government, by creating for each a Legislative Council and a House of Assembly. The members of the former were appointed by the Governor, those of the latter elected by the people. The Governor was authorized to divide each Province into electoral districts, to fix time and place for holding elections, to establish a Court of Jurisdiction for each Province. In these innovations, and others made by the Act, are to be found the germ of the system of Parliamentary government we have to-day. Some other provisions of the Act, such as those authorizing the Governor, through the Assembly, to make allotments of land for the support of a Protestant clergy in each Province, to endow parsonages, etc., were productive of much trouble, and gave rise to the long and fierce struggle for the abolition of the clergy reserves. The Act provided also for the holding of lands in Upper Canada, and also in Lower Canada if desired, "in free and common soccage." This was a great boon, leading to the present system of land tenure, instead of the old systems of large estates and feudal tenure. We cannot, for want of space, discuss these large questions fully. 3. This is answered elsewhere. 4. The term *civil* law is used in contradistinction to *criminal* law. It includes generally law in relation to all questions between citizens, in which no criminality is alleged.]

For Friday Afternoon.

AS YOU GO THROUGH LIFE.

DON'T look for the flaws as you go through life ;
And even when you find them,
It is wise and kind
To be somewhat blind,
And look for the virtue behind them.
For the cloudiest night has a hint of light
Somewhere in its shadow hiding ;
It is better by far
To hunt for a star
Than the spots on the sun abiding.

The current of life runs every way
To the bosom of God's great ocean.
Don't set your force
'Gainst the river's course
And think to alter its motion.
Don't waste a curse on the universe—
Remember, it lived before you.
Don't butt at the storm
With your puny form—
But bend and let it go o'er you.

The world will never adjust itself
To suit your whims to the letter.
Some things must go wrong
Your whole life long,
And the sooner you know it the better.
It is folly to fight with the Infinite,
And go under at last in the wrestle.
The wiser man
Shapes into God's plan
As the water shapes into a vessel.
—Ella Wheeler Wilcox.

BEAUTIFUL LAND OF DREAMS.

[THIS is a pretty piece for a girl who has poetic sense enough to bring out the soul of it. It is a fragment of peculiar beauty on account of its tenderness. It will require fully a month of careful study and rehearsal to do it well. Unless well done it is not likely to be enjoyed.—*Southwestern Journal of Education.*]

When daylight dies,
And the darkened skies
Are lit by the stars' soft gleams,
Oh, gladly I go
From this world of woe
To the beautiful land of dreams.

The very air
Is fragrant there,
From odorous fruits and flowers,
And Father Time,
In that wonderful clime,
Forgets to count the hours !

In that fair land,
On every hand,
The golden sunlight gleams ;
Or silvery-bright
Is the moon's soft light
In the beautiful land of dreams.

Oh, strangely sweet
It is to meet
Our loved ones gone before—
Oh, wonderful land,
Where we touch the hand
Of one from the heavenly shore !

Shall we find at last,
When life is past,
And we stand by the living streams,
That golden shore
We have seen before
In the beautiful land of dreams ?

—*Troubadour.*

A QUEER BOY.

HE doesn't like study, it "weakens his eyes,"
But the "right sort" of book will insure a surprise.
Let it be about Indians, pirates, or bears,
And he's lost for the day to all mundane affairs ;
By sunlight or gaslight his vision is clear,
Now, isn't that queer ?

At thought of an errand, he's "tired as a hound,"
Very weary of life, and of "tramping around."
But if there's a band or a circus in sight,
He will follow it gladly from morning till night.
The showman will capture him some day, I fear,
For he is so queer.

If there's work in the garden, his head "aches to split,"
And his back is so lame that he "can't dig a bit."
But mention base-ball and he's cured very soon ;
And he'll dig for a woodchuck the whole afternoon.
Do you think he "plays possum ?" He seems
quite sincere ;
But—*isn't* he queer ?
—*W. H. S., in November St. Nicholas.*

ONLY LIVE FISH SWIM UP STREAM.

BY F. B. WELLS.

IN all avenues of labor,
In city, hamlet, hillside, plain,
Men are ever seeking power,
Seeking fame or seeking gain ;
But all those who seek for treasure,
Inspired by some fairy dream,
This sage maxim should remember,
Only live fish swim up stream.

He who hopes, but is inactive,
Wishing for earth's golden store,
He may wish till death's stern summons
Bids the wisher wish no more ;
But with unfaltering faith and courage
All may hope for joys supreme ;
He who wills is sure to conquer,
Only live fish swim up stream.

If difficulties, danger, perils,
Confront and threaten on every hand,
Remember he who braves no conflicts
Lives the life of half a man ;
But to him who fears no danger,
Falters not at perils unseen,
He it is who proves the moral,—
Only live fish swim up stream.

Let us then, tho' tempests gather,
And the way seem dark and drear,
Fight the battle still more bravely ;
Farther on, the way's more clear ;
He who hopes to be remembered
Must, with courage, calm, serene,
Live a noble life of action ;
Only live fish swim up stream.

—*Educational Gazette.*

A BOY'S BELIEF.

BY EVA BEST.

IT isn't much fun a-living
If grandpa says what's true,
That this is the jolliest time of life
That I'm a passing through.
I'm 'fraid he can't remember,
It's been so awful long.
I'm sure if he could recollect
He'd know that he was wrong.

Did he ever have, I wonder,
A sister just like mine,
Who'd take his skates, or break his kite,
Or tangle up his twine ?
Did he ever chop the kindling,
Or fetch in coal and wood,
Or offer to turn the wringer ?
If he did, he was awful good !

In summer, it's "weed the garden ;"
In winter, it's "shovel the snow ;"
For there isn't a single season
But has its work, you know.
And then, when a fellow's tired,
And hopes he may just sit still,
It's "bring me a pail of water, son,
From the spring at the foot of the hill."

How can grandpa remember
A fellow's grief or joy ?
'Tween you and me, I don't believe
He ever was a boy.
Is this the jolliest time o' life ?
Believe it, I never can ;
Nor that it's as nice to be a boy
As a really grown-up man.

—*Harper's Young People.*

* Hints and Helps. *

GEOGRAPHY AS TAUGHT IN THE SCHOOLS.

D. F. H. WILKINS, B.A., BAC. AP. SC.

FOLLOWING is the note referred to in last number, in which Mr. Wilkins defends the use of the epithet "Mistaught" as applied to Geography in the schools. Teachers of that subject may find some useful criticisms in the note :—

NOTE A.—It may seem to some that the writer has made a statement which, if not altogether unfounded, is at least much exaggerated. In reply to this the writer points to his lengthened experience as examiner of the papers of "Entrance Candidates," said experience dating back to 1874. It is true that this term of years has not been unbroken, there having been many seasons when he has not been called upon to fulfil this task. Yet, on the other hand, his experience has been confined to no one locality, but has been fairly distributed over a large section of the Province, and a few instances are here given to show how fully names have been substituted for things, and shadows for substances. One instance of this is supplied in the utter and entire misapprehension of the terms, "north," "south," "east" and "west." Candidates have given with the greatest *sang froid* a northerly direction to southward-flowing rivers and *vice versa*; they have located eastern cities on the west and western on the east; they have made the Appalachians skirt the Pacific, or even cross North America from east to west, just south of the United States boundary line. In like manner "Atlantic" and "Pacific" have been mixed up in the most grievous confusion, the former having been as often located on the west side of America as on the east. Again, too, like sounding names have been most inextricably muddled. Thus, the lazily-flowing, eastward-running Saginaw river of Michigan, the five-armed, rocky, north-westward-flowing Saugeen of Ontario, the mighty, deep, dark, south-eastward-flowing Saguenay of Quebec, have been not rarely but most commonly interchanged. Such names, too, as Mississippi and Massawippi, Winona and Wisconsin, Alabama and Alaska, have been carelessly and always wrongly jammed down on paper with the utmost economy of thought. As for any of these words presenting any definite concrete picture to the understanding of any of the candidates who thus used the words, such a thought deserves simply ridicule.

Of course two objections may be raised to the above: one, that the writer is unnecessarily captious, and the other, that he has put forward exceptional answers. In regard to the first, it is answer enough to say that at the age of thirteen a boy or a girl should know the right hand from the left, and should at least know the position and arrangement of a few physical features. It is not too much to ask that the points of the compass be known as a matter of fact, as they really exist; it is not too great an effort to be able to tell the relation of other parts of the world to one's own locality by showing with the hand the direction in which one must travel to reach them. It surely is not too great a task to point out the distinctive striking features of a mountain-chain, a river or a lake, before requiring the student to master its name; it surely, for example, is not going too far to request that in the case of the above-mentioned rivers their courses be pointed out and understood, before the names are exacted. In regard to the second objection, the writer states that he has had ample opportunity of verifying his assertions by testing the knowledge of successful Entrance candidates, and that during a series of years as well as in different localities. Thus, he has found not only they, but some who had taught out Third Class certificates, but who could not yet distinguish north from south, and who would drag a river or mountain-chain half across a continent in order to answer a question. In a word, their ideas were not one whit more clear or more accurate than those of the Entrance candidates referred to. Perhaps, however, the crowning feat in this respect was reached by an ambitious youth who had somehow and somewhere managed "to pass." In answer to the question, "Name ten of the [more common plants and animals of the Zone of Palms,"—a question plain enough and wide enough in

conscience—the would-be pedagogue gave “Jupiter, Venus (spelt *Venice* by the student), Mars, (*sic!*) the lion, the *tyger* (*sic!*), the *camle* (*sic!*), the *ranedeer* (*sic!*) and the white bear.” Finally, the writer may say that other examiners, both far and near, have corroborated fully his statement by their experience.

The following note refers to a statement farther on in the essay, touching the manner in which Geography is hurried over in the High schools:—

NOTE B.—The writer can give many instances in his experience as a High School teacher where the subject of Geography has been pushed through in five or six weeks, with two half-hour lessons per week. In some of these instances he has remonstrated, only to be told that the High School was no place for the student to learn Geography, and that the bulk of the work should have been done previously, that the High School was a place for review simply. In one High School the writer well remembers the teacher of Geography proceeding somewhat in the following manner, and boasting that he could cover the entire work in five weeks. With book in hand—a needless, nay, a harmful step to take, if the teacher knows his business—he would question, supposing the snow-line were the matter before him, thus: “Hands up, all who can tell what the snow-line is.” Then, almost before any one could be selected to answer, he would read the definition from the text book most enthusiastically, and go on to the next with the same enthusiasm. The writer also recalls an instance where a painstaking teacher, in dealing with Geography, would commit himself to such blunders as the following, and apologize when remonstrated with, on the ground that the subject was unimportant and the matter trifling: “The Gulf Stream runs *up* to Spitsbergen; its effects can be felt as far *up* as Norway.” “The Polar current runs *down* the east coast of North America.” Further, as to illustrating any fact by experiments or specimens, he looked upon such as a work of supererogation. Yet are there not many other excellent teachers who do at least somewhat likewise, merely because their training in Modern Languages or in Classics has led them into other fields of thought, away from the study of nature to the study of man?

School-Room Methods.

PRIMARY ARITHMETIC.*

OLDTOWN, N. Y., February 22, 1888.

Mr. Superintendent:

SINCE the subject of arithmetic has been proposed for elucidation, and I have already given you a general idea of how Miss Preston starts the little ones up this hill “Difficulty,” it may be well for me to go on and tell you how the light from her lamp shone on my path and helped me over an otherwise trying place. It was when I first knew her, and before I had gained any confidence in her methods of teaching. I had taught so long, and in the old stereotyped way, that I did my work mechanically and frowned upon innovations as upon a personal infringement. She came to the door of the recitation-room one afternoon to invite me to take a walk. She’s a rare pedestrian and makes it a daily exercise, generally walking several miles. I am getting in the way of it myself now, although at that time I had not realized its wonderful benefits as I have since. That day I was tired and cross, and had kept a little boy from one of the beginning classes after school, because he had failed to get his examples; and to his assurance that he did not understand them, I only vouchsafed the calm suggestion that he “must be very dull.”

I would not “offend one of these little ones” by such an answer to their appeal for help to-day, but I was completely oblivious then to everything except the sense of drudgery which my work imposed upon me. I did not offer him any assistance, but cut the leaves of “A Reverend Idol” and coldly read while he pored over his book.

After waiting a few moments, Miss Preston asked if she might speak with Henry, and I gave her an ungracious “Certainly.” She ignored my manner, and, sitting down at Henry’s desk, talked with him something like the following:

Miss Preston.—“Are your examples very hard to-day?”

Henry.—“They are not very hard I guess, for the other boys all had them.”

Miss P.—“Do you understand them?”

H.—“No, ma’am; not when I have to take 8 from 3. I can do the other kind well enough, taking 3 from 8, and such, but I don’t see how I can take 8 from 3.”

Miss P.—“Ah, yes. I see your trouble. Now please hand me that tin cup by the water pail. I thank you. I want a drink from it, but I see that it is empty. What shall I do? I am very thirsty; but I cannot drink from an empty cup nor from one that has only *three drops* in it, for I need much more to quench my thirst.”

H. (*with animation.*)—“Why, I can get some for you from the pail.”

Miss P.—“But suppose the pail is empty?”

H.—“Why, then I would go to the faucet down in the basement, and get a pailful.”

Miss P.—“That wouldn’t do any good. I only want a cupful.”

H.—“Well, I can bring you a cupful from the pail, when it is full.”

Miss P.—“Just so. Now let us see if we cannot do the same in your example. You can’t take 8 from 3; but perhaps we can *go to the pail* and fill our cup. Ah, no. Our next figure is a cipher. Our *pail is empty*. What shall we do? *Go to the faucet* of course, fill our pail and come back. Beyond our cipher stands a 4 on purpose for us to use. Now, if I take one of these hundreds, how many tens is it worth?”

H.—“Why, ten tens.”

Miss P.—“Good. Now, instead of the cipher we have 10. We can fill the *cup* from the *pail*. So now we will take one of these tens (equal to ten units) and add it to the three units we already have, giving us 13 units. Now can you take 8 from 13?”

H.—“Oh, yes, and it leaves 5. Why, isn’t that funny? It’s just like a poor man without money, begging from some one with a pocketful.”

Miss P.—“Just so. Now you have 3 to take from 9 where your cypher stood.”

H.—“And it leaves 6!”

Miss P.—“Now here is our 4, with a 2 below it. What will you do?”

H.—“Why (*after some meditation*), 4 gave away part of his.”

Miss P.—“Yes. How much has he left?”

H.—“Why, 3. So we can say ‘2 from 3.’”

Miss P.—“Do you think you ‘see through’ it now?”

H. (*with great enthusiasm.*)—“Why, yes, ma’am. I can’t help getting my examples now.”

Which was true. And I couldn’t help catching the fire, nor have I been able to keep out of it since. When we came to fractions she showed me how to illustrate the value of numerator and denominator by *things visible*—apples, oranges, etc., until the facts were so plain I began to think I had never before half comprehended them myself.

LANGUAGE:

WORDS AND SENTENCES.

I. Write one proper adjective, suggested by each of the following nouns:

Scotland,	Italy,
America,	Brazil,
England,	Mexico,
China,	Wales,
Greece,	Germany.

II. Write ten adjectives suggested by the following nouns:

happiness,	economy,
gloom,	play,
sorrow,	care,
joy,	duty,
industry,	laughter.

III. In the following sentences change the singular nouns to plural, and make other changes required in using the plural form.

- The motto is a good one.
- The knife is made of silver.
- That handkerchief doesn’t belong to me.
- John has a troublesome tooth.
- The cross was made of gold.

IV. Write ten nouns suggested by the following verbs:

deceive,	strive,
relieve,	give,
seize,	sing,
write,	feed,
live,	grieve.

V. Write ten words, each containing a silent letter. Mark the silent letters.

VI. Form ten words by prefixing a word to each of the following:

draw,	strive,
stand,	set,
grudge,	rate,
half,	line,
gone,	take.

VII. Change the following words so that each shall end in ing:

singe,	begin,
sing,	cancel,
toe,	try,
hurry,	forget,
plan,	write.

VIII. Write ten adverbs suggested by the following adjectives:

lazy,	careful
happy,	careless,
mild,	dim,
grave,	nimble,
rough,	graceful.

IX. Write four sentences, illustrating the use of the exclamation point, colon, period and interrogation point.

X. Write a paragraph containing a quotation within a quotation.

XI. Give synonyms for the following words:

helper,	sorrow,
instructor,	blame,
physician,	king,
safety,	crude,
happiness,	imitate.

XII. Give diminutives for the following:

brook,	globe,
flower,	eagle,
lamb,	goose,
duck,	stream,
river,	animal.

—The Pennsylvania School.

Primary Department.

TEACH CHILDREN TO TALK.

ARNOLD ALCOTT.

ONCE upon a time, as noted novelists say, I had an intelligent class of primary children, who had been sent to me from the baby-room because of overcrowding. They had many good points, and were attentive, loving, obedient boys and girls. They could write pretty stories, and were eager to read these graphic productions, but somehow when asked to tell anything to us, or to make a little speech for one minute, the faces grew so long, and the eyes looked so pleadingly that there seemed to be no use in pressing the matter then. Of course I had to find a remedy for this. These little six-year-olds must be taught to express themselves just as naturally as they used to do when they were three and four years old. Froebel says, “If it is true that impression must precede expression, it is equally true that expression must follow impression.”

Before the little tot goes to school it receives many wonderful impressions. It is always seeking to know all it can about the things around it, about its tin soldiers, about its humming top, about its ball and so on.

Why is it that little master “what-for-and-why” has been so suddenly transformed into master speechless?

* From the “Preston Papers,” published by Wm. H. Riggs, Rochester, N. Y.

Just a thought on this line:—BEFORE school life the little child acts for itself in trying to find out the *why* and the *wherefore*.

IN school life the problems are brought to the child who is surfeited with them, and consequently the baneful effects of uninterestedness and self-consciousness are produced.

A teacher said to me the other day, "Will you give me some ideas on language lessons? I do find it so hard to teach these." We agree that the main object of these lessons, at first, should be to get the little ones to TALK.

After having left the main track for a short time, let us come again to these pupils of mine who failed when asked to *talk* to us. I made two clubs in my class: the one for the boys, the other for the girls, giving a fanciful name to each. Or, more correctly, I let them choose their own names. Then I told the boys to notice everything alive which they saw when going home; the girls were to notice everything not alive. This prepared the way for the lesson in the afternoon, when every child was asked to name what it had noticed. And particularly let it be noted that full answers were always insisted on, as "I saw a horse." The next morning the different kinds of houses were to be noticed. The next the stores; the next the trees, the flowers, the men and women. When answering questions we were able to elicit from the pupils, by degrees, a word or two descriptive of the houses, the stores, the trees, and the flowers and so on. First general ideas, then particular. In a week or two the pupils were able to talk about the things in the schoolroom, about the things in the kitchen, in the play room and so on. This was followed by my allowing every child to bring something from home to talk about, while showing us the article. Girls were allowed to bring their dolls, if they would talk about them, telling us their names, what kind of little folks they were and so on. The boys might bring boxes of tools provided they would tell us about every tool. One even brought a toy cannon and soldiers and of course we had a miniature battle after a while. At Thanksgiving time the little people told us about their dinners. And, of course, we hear about the birthdays. Then, after the Christmas holidays the gifts are brought and we hear about them. Gradually my class were developed in this power of expression until if they suggested to me subjects they would like to talk about, such as marbles, cows, birds, the night previous, the next day we could spend ten minutes hearing ten pupils give one-minute speeches. And they were able to stand erect, and look at the class, instead of shyly leaning near the teacher, or nervously twitching their clothes. My pupils were able to reproduce stories which I had told them, such as "the Three Pigs," "the Three Bears," "Cinderella," and "Little Red Riding Hood." They became eager and anxious to tell them. And some of the boys and girls could tell exceedingly good original stories. We always insisted on correct words, and good pronunciation and endeavored to bring in a new word to express a new idea, so as to widen the

vocabulary. The scholars enjoyed the lessons and many could speak very nicely indeed. At the close of one of our lessons we learned these pretty verses:

"If words were birds
And swiftly flew
From tips of lips
Owned, dear, by you,
Would they, to-day,
Be hawks and crows
Or blue, and true, and sweet—
Who knows?"

Let's play to-day
We choose the best;
Birds blue and true
With dove-like breast,
'Tis queer, my dear,
We never knew
That words like birds
Had wings and flew."

MORNING EXERCISE.

RHODA LEE.

THIS was our theme not long ago; but, if you will recall the occasion of our imaginary visit, you will remember that, although we started with the best intentions of going over all the opening exercises, discretion bade us stop with the disposal of the late pupils. Ah, those stragglers that on dark, wintry mornings in particular, contrive in spite of all our efforts to the contrary, to mar the tranquility of the school-room atmosphere. But let me say here that in the class to which I referred, the "late" difficulty was in course of time overcome. Not without considerable trouble, it was said. But what result worth anything can be obtained without trouble?

Let us suppose that, the days having grown longer and the weather moderated, we are again on our way to the school-house.

The nine o'clock bell rings and finds every child in his place. As the teacher turns from the closed door to meet her scholars, in answer to her morning greeting they rise promptly and quietly and respond most cordially.

Seats resumed, the exercises open with a morning song. (Not necessarily the same one every morning). Season this part of the days work, as all others, with variety, but the hymns, "The Morning Light with Rosy Light," "New every Morning," and "Now that the Daylight fills the sky," old timers as they are, nevertheless, remain favorites.

After this came the Scripture verses which were immediately followed by prayer. In regard to the Scripture verses, care should be taken to select those which will be readily understood by the children and which will be helpful to them in "the trivial round, the common task." There is a collection of ten or twelve verses called the "Hive of Be's." Verses beginning with the word "be" such as, "Be ye kind one to another," etc., "Be ye doers," etc., "Be thou faithful," any of which may be found by referring to a concordance. The Commandments and some of the Beatitudes, as also verses bearing especially on truthfulness, honesty, kindness, etc., may furnish matter for other mornings. One other interesting exercise I would mention is the repetition of a number of verses from the tenth chapter of St. John, concerning the shepherd and the sheep, followed by that sweet old hymn, "The Ninety and Nine."

We might enlarge on this part of the proceedings but will pass on to the exercise following prayer—the repetition of the memory gems. "The Golden Rule" was repeated, first in its ordinary wording and then in the words of Isaac Watts' practical interpretation.

"Deal with another as you'd have
Another deal with you,
What you're unwilling to receive
Be sure you never do.

Be you to others kind and true
As you'd have others be to you
And neither do nor say to men
Whate'er you would not take again."

The following lines were then repeated:

"I'm not too young for God to see,
He knows my name and nature too,
And all day long he looks at me
And sees my actions through and through."

"If we speak kind words we will hear kind echoes."

"It is better to do well than to say well."

"Do your best, your very best, and do it every day,
And girls and boys you'll surely find that 'tis the
wisest way."

Time limited the class to a few "gems" but I have no doubt there was a reserve stock for other occasions. After the verses came a five-minutes talk. Not among the scholars but between teacher and scholars. Whether it was something new on the street, some trifling accident, or news of someone's birthday, or birthday-party, all was told in the most natural and entertaining way and at the same time this little informal conversation was made a language-lesson, as any error or bad habit was promptly, yet kindly, corrected.

Before leaving the morning exercises I will add one or two verses that you may be able to use.

"We can never be too careful
What the seed our hands shall sow,
Love from love is sure to ripen,
Hate from hate is sure to grow.
Seeds of good or ill we scatter,
Heedlessly along our way,
But a glad or grievous fruitage,
Waits us at the harvest day,
Whate'er our sowing be,
Reaping, we its fruits must see."

"Do the good and not the clever,
Fill thy life with true endeavor,
Strive to be the noblest man,
Not what others do but rather
Do the very best you can."

"Don't do right unwillingly,
And stop to plan and measure;
'Tis working with the heart and soul
That makes our duty pleasure."

"Dare to do right, dare to be true,
The failings of others can never save you."

"Howe'er it be, it seems to me,
'Tis only noble to be good,
Kind hearts are more than coronets,
And simple faith than Norman blood."

"He liveth long who liveth well,
All else is life but flung away,
He liveth longest who can tell,
Of true things truly done each day."

PRESERVE proportion in your reading, keep your views of men and things extensive, and depend upon it a mixed knowledge is not a superficial one. As far as it goes, the views that it gives are true; but he who reads deeply in one class of writers only gets views which are almost sure to be perverted, and which are not only narrow but false.—
Dr. Arnold.

WHEN a man is "going to the dogs" he ought to chase something better than an aniseed bag. —Puck.
 WAITER (looking in on a noisy card party in hotel bed room)—"I've been sent to ask you to make less noise, gentlemen. The gentleman in the next room says he can't read."
 HOST OF THE PARTY—Tell him he ought to be ashamed of himself. Why I could read when I was five years old!

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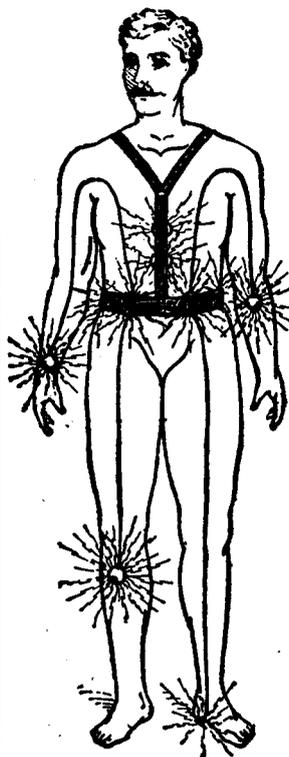
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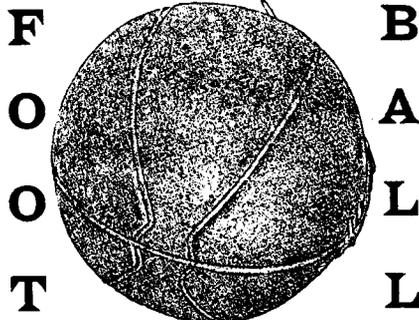
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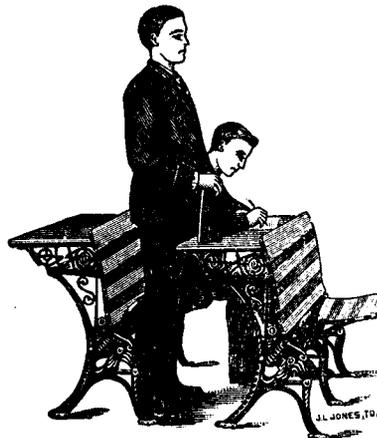
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27. GOOD FRIDAY.
30. EASTER MONDAY.
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April :

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23. Art Schools Examinations begin.
27. Toronto University Examinations in Law begin.

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23. Art School Examinations begin.

May :

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- Notice by candidates for the High School Entrance Examinations, to Inspectors, due.
3. Inspectors to report to Department, number of papers required for the same.
24. Notice by candidates for the High School Primary, Leaving and University Matriculation Examinations (pass and honor), to Inspectors, due.
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June :

8. Examinations at Normal Schools begin.
26. Kindergarten Examinations begin.

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