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The Educational Journal.

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J. E. WELLS, M.A. Editor.
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Editorial Notes.

WE direct attention to the advertisement of the Toronto Conservatory of Music in this issue. The Conservatory advertises a summer normal session, from July 9th to August 11th, with courses of study specially adapted to the needs of those who are unable to attend except during vacation. We are glad to see the musical wants of the profession so well provided for this summer.

CAN any reasonable mortal give any good reason for the practice of increasing the length of vacations in ratio with the age and attainments of the children? The reverse would surely be the more reasonable rule. The younger the child, the more need of time to run and play and grow. Amongst many absurd and injurious customs that grow up one knows not how, that of giving shorter vacations in the common schools than in the high schools and colleges is one of the most indefensible.

THE story told by "Clarence," in our Hints and Helps Department, of the teacher who promoted the pupil who gave "astonishment" as the meaning of *surprise*, over the head of the one who gave a much better answer in her own simple words, conveys a valuable lesson. Teachers of that stamp are, it may be hoped, becoming rare nowadays, but we think we have met just such cases. An ounce of clear-headed intelligence in the answer of a pupil is worth more than a pound of big synonymous words.

A UNITED STATES exchange tells us that more than fifty years ago prominent American women founded the college in Athens for the higher education of Greek young women. The institution has educated more than 20,000 girls, and been a means of blessing throughout the Orient. The pupils are found doing philanthropic and missionary work in remote Eastern Asia Minor, in Bulgaria, Hungary, Italy and elsewhere. The influence of the college upon the women of Greece is said to have been most helpful.

WE have on hand several good articles that were prepared for different conventions, and which we have been requested by the teachers to publish. We shall gladly do so, at the earliest opportunity. Fortunately most of them will keep. We have also a valuable practical paper on "Promissory Notes and Drafts,"

kindly sent us by Mr. J. W. Johnson, F.C.A., Principal of Ontario Business College. This we will publish in instalments after the holidays, so that teachers may have the full benefit of it in connection with their work.

ARE there still schools in this enlightened country in which children of tender years are expected to do brain work for six hours a day? Very few adult minds, inured to hard work, can keep up their attention for that length of time. But all the minutes or hours spent in trying to teach the child, or induce him to study, after his power of attention is exhausted, are wasted. They are worse than wasted, because they are disgusting him with the work that should be a delight. By all means let at least the little ones under nine or ten years of age run away home at three o'clock or before.

THE true nobleness of the teacher's calling is seen from the character of the material upon which he operates. The architect who builds a noble cathedral, the artist who carves a breathing statue, the painter who makes the canvas glow with the semblance of living forms, are all working for posterity. But canvas, marble, granite, all are perishable. The plastic material with which the teacher has to deal is imperishable, and the impress of his moulding hand must endure so long as the mind on which he works shall continue to "flourish in immortal youth." It is inconceivable that an impression once made for good or evil, upon a living mind, can ever pass away, so as to leave no trace in that mind's history.

THE Minister of Education has called a convention of the rural Public School Inspectors of the Province to meet at the Education Department on Tuesday, the 21st of August, for a session of at least three days. This is to be followed at a later date by a similar meeting of city and town inspectors. The object as announced is to afford an opportunity of comparing methods of inspection and fully considering the best way of making official visits serviceable to both pupils and teachers. It is thought that the status of Public Schools may be raised and the educational interests of the Province generally benefited by such an interchange of views and experiences. The idea is an excellent one, and can hardly fail to be fruitful of good results.

OUR correspondents and contributors will please bear with us if their communications are

sometimes slow in making their appearance. We have been pleased to note the interest awakened in the over-supply question, but are unable to make room for all that we have received on that subject. The attention of inspectors, teachers, and conventions, and, it may be presumed, of the Department, having been called to the matter, the discussion will, it may be hoped, lead to some practical result. The question is a good one for discussion at the approaching Provincial Convention. But what we wish to say just now is that we have been unusually crowded with matter for the last few issues, and have been obliged to hold over some things that should have appeared more promptly.

MUCH stress, but by no means too much, is being laid upon the necessity of teaching the rising generation to read and appreciate English literature. Amongst the various means that may be used to this end with good effect, the practice of requiring pupils to memorize selections in prose and poetry for the Friday afternoon recitations, which we hope are kept up in all the schools, is one of the best. Great care should be used in the selection of gems of thought and expression, and in seeing that the meaning is clearly understood and interpreted, and the memorizing accurate. Few exercises have more educational value. The memory is trained, the art of reading or speaking effectively is taught, and both the literary taste and the thinking powers of the pupil are improved by the study of good models.

To the suggestion of an English lady a few years ago that the department of children in the public schools would be improved by better food and more of it, a dean of the Episcopal church replied:—"A child seduced into obedience by the hopes of a good stomach-full is not moving on a higher plane than another child kept in the path of rectitude by the dread of a whipping administered *supra dorsum nudum*." To this dictum we decidedly demur, especially in the case of ill-fed children. Would the dean contend that the labourer who gives a fair day's work for a fair day's pay is not moving on a higher plane than the negro forced into activity by the slave-driver's lash? We may add that experience has, we believe, fully borne out the lady's suggestion, a good dinner being found to work a wonderful improvement both in the mental activity and in the moral proclivities of the half-starved denizens of the slums, who are swept into the schools in the larger English cities.

WE are wont to look with distrust upon all artificial contrivances and patent devices for improving the memory, or rather for providing artificial substitutes for memory. Still memory is, no doubt, quite as susceptible of cultivation as any other faculty, and there is none better worth cultivating. In the reaction against *memoriter* recitations there is perhaps some danger that the great importance of strengthening memory

proper, and making it the reliable auxiliary in all mental work nature intended it to be, may be underestimated. A system of memory culture based on sound physiological laws cannot fail to be of great value to all students and teachers. Such a system Prof. Loissette, whose advertisement appears in another column, claims to have wrought out by careful study for thirty years in England and on the continent. His method is strongly endorsed by some who have studied under him. Our readers may do well to enquire carefully into its merits.

IN a recent speech in the British Parliament, on the subject of Secondary Education in England, Mr. Arthur Acland gave some amusing illustrations of the confused ideas which children sometimes get from unintelligent teachers. One was the case of a child who, when asked to name the chief domestic products of England in Elizabeth's reign, answered, "Potatoes, tobacco, and Thirty-nine other Articles!" "Another child," says a correspondent, himself an M.P., "had been so possessed by its alarmed memories of the terrible educational statesman who revised the code and inspired the dreaded school inspectors, that when examined on the physiology of the brain, it called the *medulla oblongata* 'the Mundella oblongata!' Those who know the oblongated dimensions of that vigorous Sheffield M.P., with the big frame, big face, big voice, and big beard, that made William O'Brien describe him in *United Ireland* as 'an unearthly apparition,' will recognize a certain fitness in the child's misnomer! The House recognized it and roared consumedly."

SOME figures given by Vice-Chancellor Mulock at the recent Annual Convocation of Toronto University, show the encouraging progress that is being made by the Provincial institution. In the year 1886 the number of applicants for matriculation in arts was 165; the number for the present year, and the list is not yet closed, is 231. The number of matriculants in law in 1886 was 25; the number for the present year, 35. The number who entered in medicine in 1886 was 41; the number who entered in this present year was 55. In 1886, 68 graduated in arts, this year 85. In 1886, 3 graduated in law, this year 14. In 1886, 16 graduated in medicine, this year, 29. In other words, the total number entering or seeking to enter the University in 1886 was 231, whilst so far as is now known, the number for this year is 323, an increase of 92. The total number who graduated in 1886 in the various faculties was 87; the total number who graduated this year, 128, or an increase of 47 per cent. in the number of graduates in two years. During the last academic year the University examined in all 962 students.

WHEN angry, count ten before you speak; if very angry, a hundred.—*Thomas Jefferson, 1743; Hans Christian Anderson, 1805.*

Educational Thought.

"TEACHING is not possible if an inspector is coming to count the number of bricks made to order."—*Thring.*

ENTHUSIASM is the element of success in everything. It is the light that leads, and the strength that lifts men on and up in the great struggle of scientific pursuits and of professional labor. It robs endurance of difficulty, and makes a pleasure of duty.—*Bishop Doane.*

AN education makes a man a better citizen, capable of greater sympathies with his fellowmen, of a more forgiving disposition, of more generous impulses. An education makes a man a more intelligent voter, and in a republic a voter is a law maker, hence, a better law-maker. An education makes a man happier, capable of receiving pleasure from many different sources, capable of appreciating the fields and the forests, the mountains and the ocean.—*Supt. B. B. Russell, Brockton, Mass.*

"It takes character to develop character; and a strong, good character, wherever planted, will be a perennial source of good. No matter what daily tasks engage the teacher and his pupils, the contagion of his spirit in the work will reach them. His conscience will be the standard for their conscience. His view of right and wrong, of justice and mercy, as exemplified in his daily and hourly acts, will for the most part, be the views they will have. No dogmatic instruction can surpass, in efficiency, this practical sort of teaching."

THERE is a common notion about school life—one of the stupid traditions which have an ounce of truth to eleven ounces of falsehood in them—that school teachers and school boys are natural foes, and cannot understand each other. And yet Arthur Standley wrote the life of Dr. Thomas Arnold, his teacher in the old school at Rugby, in such a way that the great master's fame has been like a jewel, firm and bright, in the record of the nineteenth century; and school teaching owes no little of its new dignity and attractiveness to that delightful book. It has added a name to history, and almost a new sister to the family of high arts.—*Phillips Brooks.*

HE stands beside youth's slowly opening gate
And lifts the latch with eager, fearless hands,
And turns his feet into the flowery lands
That just beyond the sunny entrance wait.
The field is green: why should he hesitate
Until each nodding bloom he understands?
No, even as a boy his sire's commands,
So he obeys the onward voice of fate.

Of life's full cup of wonder let him drink;
Taste the unfailing spring of hopefulness;
Walk firmly o'er the springing grass, nor think
Of autumn time nor winter. Let him press
The heating heart of joy upon the brink,
The golden edge of youthful happiness.

—*J. H. May.*

THE question, "What shall the schools teach?" was answered in proper form more than twenty centuries ago:—"Teach the boy what he will practice when he becomes a man." The literal interpreter sees in this only the injunction to teach the boy blacksmithing if that is to be his vocation in life. He would thus bring back into our civilization the system of caste. He who interprets it in the light of the nineteenth century rather than of the first, sees it in the injunction to make every child, so far as possible, intelligent and obedient. When this has been done, the battle of life is more than half won. Armed with the invincible sword of *intelligence* and clothed in the invulnerable armor of *obedience*, one is master of the world so far as he has need of it to supply his physical and spiritual wants. This ideal will not be fully realized in the school, it is true, but it is the function of the school to make it possible for this ideal to be realized in subsequent life.—*Illinois School Journal.*

So, let your faults be what they may,
To own them is the better way.

Special Papers.

RELATIONS OF PSYCHOLOGY TO THE SCHOOL-ROOM.

BY. E. A. HENRY, WALLACEBURG.

(Concluded.)

I MAY train them, as Milton says, "to perform justly, skilfully, and magnanimously, all the offices, both public and private, of peace and war." But greater than being citizens, I show them that their God-given destiny is to be *men*, and that man includes all the faculties and powers, physical, mental, moral, and spiritual, with which God has endowed them. With that as my object, and realizing that the mind upon which I am working is very often as plastic as melted wax, I must direct all my energies in the course God marked out for the human mind. I reach the whole man through the soul, and if I am to become effective I must proceed according to the course of nature. But to reach this end I must "know myself," and to train others to reach it I must know the constitution of mind and study its special activities in my different pupils.

Taking another view, I desire in carrying out my ideas to do so to the best of my ability. For this purpose methods have been tried and proven, and I conform myself to those methods. But do not these methods rest upon the very psychological basis of which we speak? Further, as a true teacher I must avail myself of every means for carrying on school work. School management may be considered a subdivision of school methods.

Now "all efficient teaching is conditioned by good management. Management is based on the science of education, and the science of education is founded upon practical psychology, which deals with the time, means, laws and methods of evolving the faculties of the mind."

"Text-books should be logical and educational." Why? Because only thus they reach the mind aright. But they reach the mind aright only by following the track of its development.

Having the management in order, and reaching the general consideration of methods, I am supposed to work on a plan, understood, and with an exercise of the mind which enables me to foresee the end and application.

Before drawing out my plan I must recognize various facts.

"The mind first uses faculties for accumulating materials of thought."

"Begin with the concrete and pass on to the abstract."

"Proceed from facts to principles."

"The soul is self-acting."

"Growth results from well-directed effort."

All these are psychological truths. As one has remarked, "a child's intellectual stomach abhors and rejects grammar and abstractions, while objective teaching is gratefully received."

Thus psychology is intimately related to the very plan I intend to adopt in my school. This was beautifully illustrated by a writer a few years ago. He says:—

"Now it is of vital importance that the teacher who professes to be the trainer of the intelligence, whether the mature, the man, or the immature, the child, should understand the essence of the being he is about to mould, should be able to test the mind whose plastic entity is soon to be, under his autocratic rule, directed wisely for much good, or perverted unwisely for much evil.

"Let us consider—before we can till a farm to advantage we must have learned at least the principles of agriculture.

"Before we can curb a restive steed we must have learnt at least to ride.

"Before we can hope to overcome one of our own besetting sins, we must have realized that the sin exists.

"And, ere we can hope to apply the antidote we must first understand the nature of the disease to be treated.

"How shall the teacher, the moulder of the mind, proceed in his onerous work—blindfold, without an adequate knowledge of the immortal

nature intrusted to his guidance for weal or woe? Nature cannot lie. She cannot be false to herself. Therefore to understand nature, we must go to nature, sit humbly at her feet, look reverently into the depths of her most expressive eyes, catch every whisper which trembles upon her most eloquent lips, and having learned nature, then can we, students, become in turn preceptors; then can we in turn teach nature, and curb her; restrain her in her most violent moods, direct her in her pleasantest places, and reclaim her in her most inhospitable wastes—having in very truth become masters where we were servants, and conquerors where we were but sojourners."

Dr. McVicar has mentioned the three states or periods of pupils, viz., infancy up to seven years, childhood up to sixteen years, in which the senses are in activity, and when the chief characteristics are inquisitiveness, growth of vocabulary, and the beginning of reflection. Youth brings us to the period of change when all the faculties are brought into action and again the plan must be changed to be suitable to draw out the mind in its varied manifestations.

Lastly, man, being a complex, yet organized being, in order to be true to my obligation, I must consider not merely mind in reference to the present, but also "the divinity that shines within."

Knowing now the plan of the child mind, knowing the condition of my class, knowing the principles of education based on psychological foundations, knowing how to present truth by the best methods, following these principles, how the errors of our schools stand out simple, so common, so easily corrected. It is an error to expect junior classes to grasp abstractions, and accordingly it is wrong to teach the rudiments by methods which will not bring into activity the natural inquisitiveness of the child, and which will not enable him to expend his own energy in doing. It is an error when engaged in objective teaching to tax the growing brain with too long continued exercise.

It is an error to make use of illustrations which will demand comparison and thought before the mind is capable of following.

It is a gross error to forget the plain, universally-acknowledged but sometimes overlooked necessity of repetition.

In the same connection it is a grave error to place a teacher in a school-room, as is sometimes done, where the average attendance and the number of classes make it absolutely impossible to give individual and combined repetition.

It is an error to place memory where understanding should be, and to overlook the laws of association, by methods which compel the representative faculty to make bricks without straw.

It is an error to expect the pupil to use his reasoning faculties before he is taught how to generalize and form a judgment.

It is an error to expect laws to be comprehended before the data upon which they are founded are presented and seized.

It is an error to expect assimilation to follow "cram."

Again, what shall we say of exhibitions of favoritism and injustice, which, taken hold of by the senses and rejected by the intelligence and the spirit within which responds to justice, react upon the moral nature and pervert the moral affections?

Where shall we place the government which fails to bring the will under the control of the good and away from self?

What shall be done with methods which do not develop the strength of independent thought which leads to a comprehension of what one writer calls the "true?"

In all the undertakings of the schoolroom, in the presentation of truth, in the discipline, in the tactics, in the direct and indirect moral teaching, failure must follow unless we come back to our starting point, and realizing that intellect conditions feeling, and feeling, volition and choice, and that all are developed in due order and proportion, we apply ourselves to the task of studying mind in child activities, of making sure of its proper stage of development in each individual, of seeing the effect of this and that mode of treatment, and of gauging our efforts according thereto.

The teacher has a little kingdom to preside over. It is false to the grand ideals of the profession to allow ourselves the title of masters. To lead the

young feet into tender pastimes, to strengthen the feeble steps, to give power and manhood, to evolve character is the end.

In such a work mighty questions must be weighed. The balance of mind and matter must be surveyed. The influence of right and wrong in the life must be reckoned with. The presence of conscience accusing or else excusing must be recognized. The adjustment of intellectual and moral considerations must receive attention. All the thoughts that are put forth to strengthen the intellect with a view to enabling a man to decide both by the sharp balance of reason and also by the more delicate judgment of the soul, and thus build up the true inner sense, must be bound together in a clear, well-defined consciousness.

All that is necessary to see the value and intimate connection of psychology and the schoolroom is to compare former work with the present, when just as the doctor prescribes in accordance with his knowledge of anatomy and physiology, so the teacher teaches after a study of the still higher anatomy and physiology of the soul.

Let us then fully recognize the importance of mind study to mind trainers, and that as the best practical farmer is improved by the study of the science of agriculture, so the best teachers will be improved by the study of the science of the mind.

HOW SHALL WE SAY "ARBUTUS?"

AND, by the way, speaking of "the breath of arbutus," your friend, Maria L. Owen, of Springfield, requests me to mention here that you'll oblige her very much if, when speaking of that beautiful, earliest, spring wildflower, the trailing arbutus, you will put the accent on the first syllable of the word, where it belongs, and not on the second, where it does not belong. She says this may sound strange to you at first, because you probably have become used to hearing the word pronounced *arbutus*, just as you may have heard *clematis* pronounced *clematis*. But as soon as your ear becomes accustomed to the right accent, she is sure you will think *arbutus* and *clematis* quite as pretty sounds as *arbutus* and *clematis*. She admits, however, that you will find this practice rather perplexing when you meet with the word in the rhymes of American writers, though all over England in prose and verse *arbutus* holds its own. Further, she sends you two extracts from American and two from English poets (Mrs. Browning and William Cowper), so that you may note for yourselves the pronunciation of the disputed word,

"Whisper on, glad girls and boys;
Sealed the fragrant rosy wells;
You and spring are safe alike—
Never the arbutus tells." —H. H.

"The wild arbutus, flushed with haste,
Trails close, to make appeal."
—LUCY LARCOM.

— "Over which you saw
The irregular line of elms by the deep lane,
Which stopped the grounds and dammed the overflow
Of arbutus and laurel." —E. B. BROWNING.

"Glowing bright,
Beneath, the various foliage wildly spreads,
The arbutus, and rears his scarlet fruit."
—COWPER.

Miss Owen repeats that *arbutus* is wrong, though a thousand American tongues will soon make the air resound with it. In proof, she quotes Virgil as classical authority, and for the present day the late Dr. Asa Gray, and Dr. Goodale of Cambridge. Webster's Unabridged, the lady says in effect, used to give the pronunciation *arbutus*, but it reformed in 1873, and has insisted ever since upon throwing the accent on the first syllable. The Imperial Dictionary gives only *arbutus*, though Worcester's Dictionary ventures to stand up for the old *arbutus*.

There! my chicks, I have delivered the message—and I never could have done it but for the help of the dear Little School-ma'am. Settle the matter among yourselves and your elders. Meantime, safe under the snow, the beautiful flower is tinting its new buds among its stiff old leaves of last year, caring little what folk may call it, so that they only welcome and enjoy its fragrant loveliness.—*From Jack-in-the-Pulpit, in St. Nicholas for April.*

English.

All communications intended for this column should be sent to W. H. Huston, M. A., care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

"AZAN."

IN the JOURNAL of May 15th, a correspondent asks the question, "Where is Azan?" The same question was asked in a previous number, and if any answer has been given, it has escaped my notice. As I have had to answer the question several times, it appears to me that there is a general misconception as to the meaning of "Azan," which, with your permission, I shall try to remove. The explanation given in the *Companion to the Fourth Reader* is as follows:—"This word refers to the hour of Moslem prayer. Every Mohammedan is obliged to pray five times a day, when the prayer call, Adan (*Azan*), is chanted from the minarets by the muëddins or muëzzins." This is substantially correct, but at the time it was written it was hardly more than a conjecture, based upon the knowledge that the letters *d* and *z* are interchangeable in many words from the Arabic, as exemplified in "muezzin." It appears that the letter *j* is also used to represent the same Arabic sound.

Since annotating the poem I have read Arnold's *Pearls of the Faith*, with the author's notes, and I find the following explanation of "Azan" in a note on the seventh "pearl," where the name first occurs:—"the time of the call to prayer, and especially after the sun has begun to decline." There are ninety-eight poems in the series, each intended to illustrate, by "legend, tradition, record, or comment," one of the "beautiful names of Allah," which the faithful Mohammedan repeats with ejaculations of praise and worship in certain devotional exercises. There are in all ninety-nine names, but "Allah" itself is considered too sacred for illustration. The poem in the *Fourth Reader* is the sixtieth of the series, and illustrates the name of "The Restorer." Yours, etc.,

L. E. EMBREE.

WHITBY, ONT., June 2, 1888.

DISCOVERY OF AMERICA.

BY F. TRACY, UNIVERSITY COLLEGE, '89.

1. THE pupils should first of all, in taking up this lesson, be able to tell something about the author, and the work from which the lesson is taken. The teacher can supplement their knowledge with his own, and try to get them interested in Irving's works by giving them for example the story of "Rip Van Winkle," and asking them to read it, if they have not done so.

2. Ask for a synopsis of the story, "Discovery of America," in the pupils' own words. This should be asked for both in writing and orally, and thoroughly drilled upon.

3. Go through the lesson, a paragraph at a time. Ask pupils to give the subject of each paragraph in their own words; the teacher should be on the watch to correct their English. Help them by suggestions and corrections, to improve their style. Then get them to *write* the subjects of the paragraphs; and see that they do not simply copy the words of the lesson. Even if the books are closed, some pupils of good memories will be able to reproduce largely the language of the author. Rule out any such reproductions.

4. Historical notes:—Give the class in your own words, in as entertaining a manner as possible, a short synopsis of the previous history of Columbus, embracing such points as the following:—Birth (place and date), early occupation, how he got the great idea of his life, his efforts to obtain ships and money, etc. (The teacher would do well to read "Christophe Colombe," and encourage the pupils to read the work, of which the lesson is an extract).

"Spanish sovereigns." Ask for their names, and some of the chief things in their history; e. g., their victories over the Moors.

5. Geographical notes and nautical terms:—"Canary Islands," "Ferro," "San Salvador," (bring in Palos also); ask for the situation of these places, and for information as to whom they belong.

Have the following terms explained:—"Trade

winds," "tropics," "shift a sail," "crew," "aft," "mutiny," "navigators," (ask for derivation, and synonyms), "stood in this direction," "cabin," "watch," "lay to," "cast anchor."

"Columbus supposed himself to have landed on an island at the western extremity of India." Why did Columbus think he was in India?

Next, go over the lesson by paragraphs, having phrases and terms explained, somewhat as follows:—

Paragraph 1. Explain the force of "profound," "loitering," "flagging." What is the meaning of "horizon"?

Paragraph 2. Explain:—"Literally," "chaos," "mystery," "peril," "rugged," "lamentations," "anticipations." What is an "admiral"? Give the derivation of "inspire."

Has the author used any of these words in a specially skilful manner, so as to lend a charm to his work?

Paragraph 3. "In the course of a few days." Express the same idea in another way. Explain:—"Arrived," "influence," "favorable breeze." Note the beauty of the phrase, "Wafted gently . . . sea."

Paragraph 4. Explain:—"Extremely," "uneasy," "advanced," "vast tracts," "conjured," "imagine," "prevail," "vague," "harassed," "compelling," "conferences," "desperado."

What is the correct pronunciation of "conjure"? What is meant by "feeding each other's discontent"? How did the sailors do this? Note the rhythmic beauty of, "into that apparently boundless waste of waters."

Paragraph 5. Bring out fully the meaning of:—"Situation," "critical," "in proportion as," "impatience," "mutinous," "disposition," "maintained," "serene and steady countenance," "endeavoring to work upon the pride, etc.," "threatening," "hinder."

Is there any difference in meaning between "rebellious" and "mutinous"? Some of the words in this and other paragraphs have more than one meaning, e. g., "countenance." This word is also used both as a noun and a verb. Bring out fully all these points in regard to individual words.

Paragraph 6. "Portuguese navigators." Ask for the names of one or two Portuguese navigators, and for some account of their discoveries. What were the "signs of land"? Analyze: "On the 7th October . . . birds fly."

Paragraph 7. Give meaning of:—"Turbulent," "clamor," "insisted," "pacify," "assumed," "decided tone," "persevere," "accomplish."

Explain the origin of the word "murmur," and give other words like it in origin.

Is there any difference in meaning between "expedition" and "enterprise"?

Bring out the force of "shoreless horizon."

Paragraph 8. "Artificially" carved. What is the opposite of "artificial"?

Parse:—"Fortunately," "following," "probable." What is meant by "open defiance," "situation became desperate," "admit of doubt," "sanguine expectations," "impressive address," "make land that very night"?

Paragraph 9. Explain:—"Superior sailing," "station," (give three meanings, two as noun, one as verb), "intense," "unremitting," "glimmering," "eager," "deceive," "inquired," (say this in another way), "gleams," "torch."

In what sense does a vessel "plough the waves"? Is this the proper way to spell "plough"?

Paragraph 10. "Two leagues." How many miles?

Explain:—"Apparently uncultivated," "populous," "issuing," "gazing" (why not "looking"?) "attitudes," "gestures," (pronounce this word), "astonishment."

Paragraph 11. What is meant by "to be manned and armed," "royal standard," "purity of the atmosphere," "extraordinary beauty of the vegetation," "returned," (give two meanings), "example," "hearts . . . overflowed with . . . gratitude," "solemn possession," "sovereign"? (two meanings.)

Explain the aptness of "crystal transparency." How does a man "draw his sword"?

Paragraph 12. Draw from the class by sagacious questioning the exact meaning of:—"The

feelings of the crew now burst forth in the wildest transports."

Ask the class to analyse the second sentence. Draw from them by the use of synonyms the force of "devoted," "enthusiastic," and "insolence."

Paragraph 13. Ask for other words that might be used instead of "supposed," "descended," "ample," "marvellous," "raiment," "various." What is the force of "crystal firmament," "glittering steel," "inhabitants of the skies"?

Paragraph 14. Ask the pupils to write out this paragraph, using other words instead of "supposed," "extremity," "hence," "adjoining," "appellation," "aborigines."

What kind of a sentence is this paragraph? Break it up into two sentences, into three, into four.

Teach the meaning of "aborigines," by showing the derivation.

QUESTIONS AND ANSWERS.

I. WHICH of the following sentences is right, grammatically speaking:—1. Upon examination of your account, errors were discovered, which left a balance of \$7 due you, which you will place to your credit in your next account; 2. Upon examination of your account errors were discovered, which left a balance of \$7 due you and which (making "due you" a proposition, and no comma between "you" and "and") you will place to your credit in your next account; 3. Upon examination of your account, errors were discovered, which left a balance of \$7 due you, for which you will take credit in your next account; 3. Upon examination of your account, errors were discovered, which left a balance of \$7 due the Department, and which? which? which balance? (which are correct?) you will remit. Please also state in your JOURNAL the uses (the proper uses) of "shall," "will," "should" and "would," giving examples, and oblige,

JOHN P. H., A SUBSCRIBER.

III. What do you think of the following question, given on a recent High School Entrance examination?

IV. What do you think did the examiner expect the candidates to do with it?

Question.—Expand the following into a paragraph:—

The Hundred Years' War had ended not only in the loss of the temporary conquests made since the time of Edward the Third, with the exception of Calais, but in the loss of the great southern province which had remained in English hands ever since the marriage of the duchess, Eleanor, to Henry the Second, and in the building up of France into a far greater power than it had ever been before.

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II. Analyse:—"You saw how he avoided me."

ANSWERS.

I. None of these sentences are grammatically correct, as they each state that the errors left a balance, which was not the case, as it was the discovery of the errors that brought to light the fact that there was a balance.

Any good grammar will explain the uses of "shall" and "will" and "should" and "would," in an intelligible way.

II. Kind of sentence, complex declarative; subject, *you*; predicate, *saw*; object, *how he avoided me*.

The subordinate sentence is analysed thus:—

Kind, subordinate noun.

Subject, *he*.

Predicate, *avoided*.

Object, *me*.

Adverbial adjunct of predicate, *how*.

III. That it is a good question.

IV. To break the sentence up into a number of well-connected sentences, enforcing with greater definiteness and at greater length the general ideas of the sentence, viz., the disastrous ending of the war; the fact that all the temporary gains of territory had been lost except in the case of Calais; the loss of Southern France, and the greatness of this loss in that it had belonged to England before the war began; and the fact that England had succeeded only in making France stronger.

Hints and Helps.

FRIDAY AFTERNOON STORIES.

CHILDREN'S love of stories is too well known to call for comment further than to say that it might be turned to most profitable account. It might be asked what kind of stories would suit the purpose for Friday afternoons. In answer it may be safely laid down that such stories as Grimm's household tales, or Hans Andersen's tales will prove of great interest to children if properly handled. Then there is another class of stories in which all children delight, viz., those of real persons who have figured prominently on the historic stage. Stories of either class cannot fail to interest if the presentation of them is made in the right way. It may be objected at the outset that story telling is a difficult art. Doubtless that is true. Admirable story tellers are scarce. To increase their number should be one of the objects of our educators. Now, as to how this may be done. Suppose some one story be selected from Grimm's tales for a Friday afternoon. Either the teacher or one of the pupils may be deputed to read it over and tell the substance of it in his own words to the class. It may not be well done at the start, but practice here as in other things soon tells and it will not take long to acquire the art of telling a story fairly well. Out of the telling of such stories ideas will be suggested and these will give rise to questions in the answering of which the interest may be well sustained. Care needs to be exercised that the story be not conned so much that the words of the book present themselves too plainly to the narrator. The salient points alone call for careful attention. Then in the selection of these stories the easiest and simplest should be chosen first. Do not be too ambitious at the start else temporary failure will be the result. Now if we are to have a nation of passable storytellers, if the abominable and degrading stories are to be banished, the teachers will have to institute the crusade and place before the youth sound and wholesome tales. Try the suggestions above made and it is almost certain that a great good may be accomplished.—*Southern Counties Journal Educ. Column.*

MAKE THEM UNDERSTAND.

BY CLARENCE.

ONE day last winter I was sitting at the table of a friend, when a little fellow on my left hand rather startled me with the following question, "Where do the *process* of digestion and the impure blood go?" As I said, I was rather startled to have a fourth-book youth puzzle me with a single question on what I was supposed to have studied quite carefully. So I asked him to explain, and I found that instead of *process*, he should have said *proceeds* of digestion. This let in a little light. On further inquiry he gave me the following complete statement, which I took pains to write down:—"The proceeds of digestion, together with the impure blood, are carried into the right auricle of the heart by the descending and ascending vena cava; when this is full the heart contracts and forces the blood through the tricuspid valves into the right ventricle; then it goes into pulmonary arteries, which carry it to the lungs, to be purified; here it goes into little capillaries, which wind themselves around the air-cells; from here it goes into the pulmonary veins, into the left auricle of the heart, then through the mitral valve into the left ventricle, then through the great aorta, which sends tributaries all over the body." What senior medical student could give the answer more concisely?

However, my little friend gave me a poser, and now it was my turn. I asked him to place his finger on the great aorta; and, as I expected, he could not do it. He could unload a bundle of dry words that had been piled upon him, but the first simple application of what he had been taught was too much for him.

Now this was a real case that occurred, and this pupil was given first place on the monthly report, but I am sure that the mistake made was only one of ten thousand. Great care should be taken that the pupil may thoroughly understand what he learns, that he may not just parrot-like, make a few sounds, while the sense is an absolute stranger to him.

At another time a little girl of the second book was asked the meaning of "surprise" in "take him by surprise." The answer was, "So that he would not know." The next girl said, "Astonishment," and was told by the teacher to walk above the first one. Here is another case, this time the one that apparently knew what she was saying having to give place to one who had a more elegant word! Comment is unnecessary.

I would not have written this if I had not a sincere desire that some who have this fault may try to remedy it. We should always bear in mind that the true aim of education is not to cram the head with a great number of meaningless phrases, but to assist the one who carries that head to become a thoughtful, independent, self-reliant citizen. Unless we make it a point to make the child understand fully what he is taught, his answers to any interrogations will be little more than

"A tale
Told by an idiot, full of sound and fury,
Signifying nothing."

USE THE DICTIONARY.

MUCH has been said and written in times past on the use of the dictionary in schools; probably much more will need to be said and written before the best use will be made of it. We believe that a dictionary is a necessary part of the school outfit of every pupil who has entered upon his fifth year. It is chiefly valuable to school children for pronunciation and definition, and its first value is for pronunciation. It requires more knowledge and experience to enable the pupil to make intelligent use of a dictionary for definition. The practical worth of mastering the elementary sounds of the language and the diacritical marks at an early age, is to prepare the learner to make use of the dictionary in determining the proper pronunciation of words. It was only a few years ago that the dictionary, as a guide to pronunciation, was a sealed book to very many teachers because of their ignorance of these sounds and marks. Many cannot use it intelligently to-day. To give the children this preparation, authors have introduced these marks into all of the reading books now published. It is altogether probable that too much time has been spent by many teachers in giving the pupils a knowledge of these sounds and marks, and to very little purpose, so far as any useful application of this knowledge is concerned. But it is certainly the right thing to give children this knowledge early in their course, and then lead them to apply it in the persistent use of the dictionary. We hold that the pupil should be made familiar with these sounds and marks before he enters the fifth grade, and that from that time forward he should be held for the proper pronunciation of words acquired by a study of the dictionary. This makes it important that every child shall have easy access to this source of information.

The early and persistent use of this reference book establishes the habit of consulting it—which is a habit of inestimable value—and gives great facility in doing it. By degrees the pupil comes to make use of it in discovering the meanings of words that he does not understand.—*Illinois School Journal.*

ENCOURAGE discussion in your classes, but beware of training pupils to talk and say nothing. If a pupil is talking for talk's sake or not talking to the point, shut him off without hesitation. Lack of faithfulness in this particular will breed a wretched "gift of gab" which is worse than stupid silence. But be patient. Pupils can only learn to talk by talking. It is infinitely easier to shut them up than to open them up. A certain amount of looseness and inappropriateness of expression must be expected and tolerated. In their first efforts pupils should be given great freedom and the tongue of criticism should be closely tied, except for praise. When about to condemn your pupils for failure to express what you wish, try to say it yourself and let them criticize you.—*Normal Exponent.*

It would not be a bad idea to spend some time in teaching our pupils how to study. That they don't know, in many cases, is evident enough. What we often condemn as dullness and lack of comprehension may often be due to lack of a knowledge of

how to study. It is not easy to learn any lesson without a plan, and if teachers would show pupils how to seize the important facts and group around them other facts and to seek the principles involved, and then in class have a thorough application, we doubt not that we should get better work.—*Virginia Educ. Journal.*

Do teachers think? One of the symptoms of the times, and an alarming one, we think, is the clamor of teachers in many sections for devices. Many are not satisfied to study and learn principles and then originate their own methods, but very many more are not even satisfied with suggested methods; they demand still more specific work in the shape of special devices, and this particularly in primary work. It is, as has been urged, a matter of considerable importance to keep pupils profitably employed, and this is probably as true of the younger children as of those older and farther advanced; but is this the only end to be attained, and do we always attain it in the best way?—*Educ. News.*

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

ALL things bright and beautiful,
All creatures great and small,
All things wise and wonderful,—
The Lord God made them all.

—C. F. Alexander.

How difficult it is to write simply! People who talk in the most simple and natural manner seem to go daft when they take up a pen. Every school-boy and school-girl begins the study of composition, which the accomplished writers never complete, and only a few can hope ever to reach to highest graces of thought and style. But all can learn to write in a straightforward way, to speak as sincerely with the pen as with the lip, to forego expressions which are not naturalized in the language, and to be wary of comparisons and the use of that tempting, but dangerous little word, "like."—*Education.*

THE GULF STREAM.

IT is now more than ten years since Commander Bartlett, U.S.N., published the result of his surveys in the Gulf Stream. The amended chart of this stream has appeared in one or two recent text-books, but the essential features of Bartlett's surveys are rarely comprehended. *The Gulf Stream does not make the circuit of the Gulf of Mexico, and then pass outward along the Florida coast.* On the contrary, none of the waters of this stream enter the Gulf of Mexico. The Gulf Stream, after leaving the Caribbean Sea, passes directly through Florida strait. It is at this point that the current really originates. From Florida strait to Jupiter inlet this stream has a velocity varying from four to five and a-half miles an hour. Beyond the 50th parallel it gradually spreads out in a fan-shaped drift, which is pushed north-east and east until it becomes a mass of water subject to the caprice of the winds only.

The Gulf Stream is not a "river whose bed and banks are the cooler waters of the ocean." On the contrary, in most of its course it extends to the bottom, and even at the bottom its current is so strong that it sweeps the minute shells with which the Caribbean sea is covered, as far north as Cape Hatteras.

It is surmised that a part of the Gulf Stream flows northward as an under current, after passing the 50th parallel. This is almost wholly a matter of opinion, and in the present state of deep sea soundings there is not sufficient evidence to fully establish such a theory. The strongest confirmation comes from Nordenskjold, the famous Arctic explorer. During Nordenskjold's explorations along the east coast of Greenland, a number of soundings were made with reference to temperature. A few leagues off shore a stratum of comparatively warm water was observed at a depth of fifty fathoms. In a few instances the temperature of this water was from twenty to thirty degrees warmer than that of the surface. It is at least reasonable to suppose that this stratum consisted of Gulf Stream water, but it is by no means an established fact.—*N.Y. School Journal.*

Examination Papers.

UNIVERSITY OF TORONTO, ANNUAL
EXAMINATIONS, 1887.

JUNIOR MATRICULATION AND SECOND CLASS NON-
PROFESSIONAL.

ENGLISH LITERATURE—POETRY.

Examiners: { John Seath, B.A.
M. J. Kelly, M.D., LL.B.

TIME.—TWO HOURS.

NOTE.—Seventy-five per cent. of the value of this
paper counts 125 marks—the maximum.

I.

BUT see the fading many-colour'd woods,
Shade deepening over shade, the country round
Imbrown; a crowded umbrage, dusk, and dun,
Of every hue, from wan declining green
To sooty dark. *These now the lonesome Muse,
Low-whispering lead into their leaf-strown walks,
And give the season in its latest view.*

Meantime, *light-shadowing all, a sober calm
Fleeces unbounded ether; whose least wave
Stands tremulous, uncertain where to turn
The gentle current:* while, illumined wide,
The dewy-skirted clouds imbide the sun,
And through their lucid veil his soften'd force
Shed o'er the peaceful world. Then is the time
For those whom Wisdom and whom Nature
charm,

To steal themselves from the degenerate crowd,
And soar above this little scene of things;
To tread low-thoughted Vice beneath their feet;
To soothe the throbbing passions into peace;
And woo lone Quiet in her silent walks.

1. Designate the above extract by an appropriate
title.

2. Show the aptness of the following expres-
sions:—

"Shade deepening over shade," l. 2; "wan declin-
ing," l. 4; "low-whispering," l. 6; "dewy-
skirted," l. 12; "steal," l. 16; "this little scene of
things," l. 17; "throbbing," l. 19; and "woo," l.
20.

3. Why has the poet written "leaf-strown," l. 6;
"charm," l. 15; "soar," l. 17; and "tread," l.
18; and not "leaf-spread," "please," "fly,"
and "tramp"?

4. State in simple language the full meaning of
the italicised parts.

II.

The fall of Kings

The rage of nations, and the crush of states,
Move not the man who, from the world escaped,
In still retreats and flowery solitudes,
To *Nature's voice* attends, from month to month,
And day to day, through the revolving year;
Admiring, sees her in her every shape;
Feels all her sweet emotions at his heart;
Takes what she liberal gives, nor thinks of more.
He, when young Spring protrudes the bursting
gems,
Marks the first bud, and sucks the healthful gale
Into his freshen'd soul; her genial hours
He full enjoys; and not a beauty blows,
And not an opening blossom breathes in vain.
In Summer he, beneath the living shade,
Such as o'er frigid Tempè wont to wave,
Or Hæmus cool, reads what the Muse, of these,
Perhaps, has in immortal numbers sung;
Or, what she dictates, writes; and, oft an eye
Shot round, rejoices in the vigorous year.
When Autumn's yellow lustre gilds the world,
And tempts the sickled swain into the field,
Seized by the general joy, *his heart distends
With gentle throes;* and, through the tepid gleams
Deep musing, then he best exerts his song.
Even Winter wild to him is full of bliss.
The mighty tempest, and the hoary waste,
Abrupt and deep, stretched o'er the buried earth,
Awake to solemn thought. At night the *skies,
Disclosed, and kindled, by refining frost,
Pour every lustre on the exalted eye.
A friend, a book, the stealing hours secure,
And mark them down for wisdom.* With swift
wing,

O'er land and sea imagination roams;
Or truth, divinely breaking on the mind,
Elates his being, and unfolds his powers;
Or in his breast heroic virtue burns.
The touch of kindred too and love he feels;
The modest eye, whose beams on his alone
Ecstatic shine; the little strong embrace
Of prattling children, twined around his neck,
And emulous to please him, calling forth
The fond parental soul. Nor purpose gay,
Amusement, dance, or song, he sternly scorns;
For happiness and true philosophy
Are of the social still, and smiling kind,
This is the life which those who fret in guilt,
And guilty cities, never knew; the life
Led by primeval ages, uncorrupt,
When angels dwelt, and God himself, with man.

1. Designate the above extract by an appropri-
ate title.

2. Develop the force of the figurative language
in "not a"—"in vain" ll. 13 and 14; and "With
swift wing,"—"burns," ll. 33-37.

3. Show the aptness of the reference to Tempè
and Hæmus, ll. 16 and 17, and of the following
expressions:—"escaped," l. 3; "revolving," l. 6;
"sucks," l. 11; "tempts the sickled swain," l. 22;
"prattling," l. 41; and "fret," l. 47.

4. State, without using figurative language, the
full meaning of the italicised parts.

5. Show that the law of Explicit Reference has
been observed in the composition of the extract.

6. Show, as well as possible, wherein consists
the beauty of the extract in sentiment and in
language.

III.

1. Illustrate any passage in the preceding ex-
tracts by the finest quotation you can make from
another part of Thomson or from other poets.

2. What characteristics of Thomson are exem-
plified in the preceding extracts? Refer to the
most marked example of each.

3. State concisely why "The Seasons" is im-
portant in the history of the development of En-
glish Literature, illustrating each point in your
answer by reference to "Autumn" and "Winter."

ANSWER.

Following is the best set of answers handed in by
a second class, non-professional candidate:—

ENGLISH LITERATURE.

I.

1. THE fading woods and verdure.

2. At the beginning of Autumn the leaves turn to
one shade and as the season gets advanced the
shade turns darker and sometimes becomes alto-
gether different. Thus one shade seems to come
on over another; and each is always deeper than
the preceding one.

In summer the leaves are a bright lively green,
but in Autumn they get pale or wan, and become
a light sickly color, always declining or becoming
less bright in color, thus the name of "wan declin-
ing" is very appropriate.

"Low-whispering" probably applies to the rustle
of the leaves in the wind. It is very appropriate
as in a slight breeze the rustling of the leaves
sounds like whispers which sometimes are very low
and sometimes higher. Some authorities say that
"low whispering" has reference to the Muse. It
would mean then that he was talking poetry to
himself if that was the case, but I don't think it
was what was meant.

The clouds are represented as having dew on
their skirts or borders. This is very appropriate
as the clouds have always partially condensed
moisture on their outskirts.

They have to leave the crowd by stealth or steal
away, but cannot go openly as they are wanted
there.

"This little scene of things" is said by some to
be equal to "This scene of little things." Every
thing of earthly affairs that take up the thoughts of
people in general is so small and unworthy of con-
sideration that the poet calls them "little things,"
meaning in comparison with the greater and more
important things he thinks of. He looks on the
unimportant affairs of every day life as a scene in
a play made up of petty events. When people are
in a passion their blood boils and their pulses throb

very rapidly, therefore passions are spoken of as
"throbbing."

Quiet cannot be had without seeking her. It is
only in secluded and silent places that quiet can
be found. Therefore she has to be sought for or
wooed.

3. If the poet said "leaf-spread," it would seem
to indicate that the leaves are spread evenly and
methodically over the ground, but if they are
"strown" they fall from the trees anywhere and
cover the ground. Then the ground and paths be-
come strown with them.

"Please" would not be a poetical word, and
charm has always been used by poets as almost a
synonym for it. It is not exactly a synonym be-
cause it means more than "please." It suggests
that they are drawn towards wisdom and nature,
and charmed by their pleasures and allurements.
This is another reason for using charm. Those
people spoken of are more than pleased—they are
charmed.

"Soar" is more used in poetry than fly, as it
is not so common. Another reason for using it is
that soaring implies rising to a great height, and fly-
ing above this scene, etc., does not imply rising up
high.

"Tread" is a poetical word, and "tramp" is
not. Also when you "tread" anything beneath
your feet you do it in a dignified way and when you
"tramp" it, you do it violently and in an undigni-
fied way.

Thomson does not wish to represent them as do-
ing anything undignified or violent.

4. Lines 5 and 6 mean that the beauty of the
woods in Autumn leads the poet to go out and
ramble through them and wander along the paths
strewn with leaves, listening to the whispering of
the leaves on the trees.

Lines 8-10. The upper air is covered with light
fleece clouds which throw a light shadow over the
earth. The calm makes the clouds stay where they
are, so they do not collect in masses but merely
fleece the sky. The least wave or breeze in the
air scarcely knows in which direction to blow, the
air is so free from currents or anything to deter-
mine its direction.

II.

1. The happiness of the man who loves and takes
for his guide nature.

2. "Not a beauty blows in vain." He watches
the flowers and not one of them opens in vain for
him, for he notices, and notes the beauty of each of
them, not an opening blossom breathes in vain.
He inhales the sweet perfume which the opening
flowers breathe out; so none of them are useless to
him.

His imagination is compared to a bird, and as it
goes all over the world when the man thinks of
places and people all over the world it is a bird fly-
ing to these places. "In truth—powers." Truth is a
light which he has been seeking in thought, and it
comes and makes light, or makes him understand
what hitherto he did not understand. Truth is
sent by God to him, hence it is said to break
divinely on his mind. It relates his being, that is
makes him happy; and it unfolds his powers, for
when he finds out what truth is, his powers of mind
begin to expand or unfold like a flower.

"Heroic virtue" is a fire burning in his breast.
He is very courageous and his heroism burns as a
fire would, when he feels bravest the fire burns the
brightest.

3. Tempè is some mountain. I forget what, I
think it is a mountain in Greece, and trees grow
on the sides. Their leaves form a living shade, as
the trees are alive. The shade did not wave, but
the trees waved and the shade of course moved
with them. Hæmus is the Balkan Mountains and
they are very woody mountains.

"Escaped." The claims of the world are so
strong that to escape from being a worldling and
following the demands of society, fashion, etc., he
has to escape from them as if they were task-
masters.

"Revolving." The earth revolves and forms the
seasons by its revolution around the sun and thus
forms the year. The epithet is transferred from the
earth to the year. This is especially appropriate.

"Sucks." He breathes in the gale or wind as if
he sucked it.

"Tempts the sickled swain." The farmers are
tempted by the ripeness of the grain to go out and

reap. The sickled swain means the swain with a sickle. They always used sickles in Thomson's time as the modern machines for reaping had not been invented.

"Prattling." Very appropriate, as children always prattle or talk idly.

"Fret." Shows that the guilty are not happy but that their consciences cause them to fret, and cause remorse.

4. Nature's voice. The voice of nature is everything in nature. It does not speak to anything, but makes anyone who loves nature think of things which those who do not care for nature never think of. It thus seems to speak.

"Feels all her sweet emotions at his heart." Nature always fills the heart with feelings of joy, gratitude, and kindred feelings, so this man who lives in accordance with nature has these feelings more than those who do not do so.

"His—throes." He is struck with the beauty of Autumn and his heart beats faster, which distends or stretches out the heart. The throes are his heart beats by means of which his heart is distended. It is joy in the beauty of the country that causes this.

"At night—eye." The frost always clears the air and the most frosty nights we have are always the clearest and brightest. The stars and moon pour down their brightness into the upturned eye of the person who is watching them.

"A friend—wisdom." The hours are not allowed to steal away without profit, but an amusing or instructive friend converses with him, or else he reads an instructive book and thus learns something more every day, so that each hour can be marked down as not having been passed idly.

6. The beauty of the thought is in the idea of what constitutes real happiness, and in the picture of the man who lives such a pure and simple but contented life. The beauty of the language is in the grace, fullness and beauty which it possesses. He uses a few antiquated expressions as "wont," which lend quaintness to the extract, and the metaphors are very beautiful, especially in 33-37. He uses some very striking language as in "living shade" and "yellow lustre." It draws a beautiful picture of his home, and wife, and children. That is a beauty of sentiment.

5. Thomson might have spoken of people in general who attend to nature's voice, etc., but he picks out one and uses him as an illustration. This is much more forcible than it would be if people in particular were spoken of.

III.

1. The modest eye shine.

"A countenance in which did meet
Sweet records, promises as sweet,
A creature not too bright and good
For human nature's daily food,
For transient sorrow, simple wiles,
Praise, blame, love, kisses, tears, and smiles."

2. His fondness for epithets.

Correspondence.

HOW TO REGULATE THE SUPPLY.

PLEASE allow me to correct a mistake, occurring in the third paragraph, under the above head, in last issue, which by substituting "not" for "but" makes arrant nonsense of the last sentence.

It should read:—

"Immorality, which blots and defiles can *but* be learned from a teacher, who despises morality and all its laws." F.H.

BLUEVALE, May 16, 1888.

SUMMER SESSION IN QUEEN'S UNIVERSITY.

[To the Editor of the EDUCATIONAL JOURNAL.]

DEAR SIR,—

WILL you permit me to say a word on a subject which should be of interest to many teachers in our High Schools and Public Schools. For several years our University has allowed candidates for the degrees of B.A. and M.A. to come up for examination without attendance on classes. The increasing number of applicants shows that the

privilege is appreciated. But any one familiar with University work knows that private study is in most cases an inadequate as well as a laborious method of education. The University has therefore, after a good deal of hesitation, decided to open classes in July and August, if a sufficient number of applications for admission are made. This summer session is of course only for those who cannot attend the regular classes, but it will entitle those who avail themselves of it to come up for examination under the same conditions as other students. If advantage is taken of the privilege now offered, these classes may become a permanent feature of the University. I shall be happy to give intending students any further information that they may require.

I am, Yours, etc.,

GEORGE BELL, LL.D.

Registrar.

QUEEN'S UNIVERSITY,
KINGSTON, May 21, 1888.

THE TIDES.

ON page 21 of the High School Geography it is stated that the attractive force of the moon is greater than that of the sun, and this is given as the reason why the tides caused by the moon are higher than those caused by the sun.

Now the sun is at least sixty million times as large as the moon, and not more than four hundred times as far distant from the earth. The density of the moon is known to be about three and a quarter times as great as that of the sun. The sun, therefore, contains at least 18,461,538 times as much matter as the moon does.

"It is a law of the universe that every particle of matter attracts every other particle of matter however distant with a force inversely as the square of the distance."

Consequently the attractive force of the sun upon the earth must be not less than $\frac{18461538}{400 \times 400}$ times greater than the attractive force of the moon for the earth.

The tides are the result *not* of the attraction of the sun and the moon upon the earth as a whole, but of the *difference* in their attractive forces caused by a difference in the distance of the several parts.

The difference in the distance of the two sides of the earth from the moon is one thirtieth ($\frac{1}{30}$ th) of the moon's distance; as $240,000 \div 8,000 = 30$; while the difference as compared with the distance of the sun is only $\frac{1}{11875}$ th; as $95,000,000 \div 8,000 = 11,875$.

The distance of the sun is so great that the earth is comparatively but a point, and the *difference* of its attraction for the part of the ocean most under its influence and that least subject to it at the time is very small. This, I believe to be the true reason that the tides caused by the sun are not as high as those caused by the moon.

J. W. MORGAN.

HARRISTON, May 24, 1888.

NOT OVER-CROWDED.

I HAVE watched with pleasure the discussion concerning "Our Over-Crowded profession," but I think that it will not, on comparison, be found any more overcrowded than other professions.

It certainly would not be advisable to prevent, or in the least degree hinder, young men and women from studying to pass the examinations required to become teachers in our public schools.

In consequence of permitting them to study we have in the country a class of people who are better prepared for any work in life, should they never teach.

Now that we have so large a number of teachers for the supply of our schools, we certainly should have a higher class of teachers than if we had a more limited supply. The question then comes down to this, "How can we select from this number the best teachers for our schools." Let me suggest a way.

Let our public schools be arranged so that each school pays a fixed salary, according to the number of pupils and the general standing of the school.

Let those schools paying a certain fixed salary command second-class teachers: those paying a less salary, third-class teachers.

The result would be that the larger schools which need the more competent teachers would have a teacher from a higher class than the smaller and less important schools.

This plan would do away with the detestable practice which some trustees have of cutting down salaries.

They, having to pay a certain salary would seek to obtain the best teacher that salary would command, and hence the best teacher would be employed.

The overplus, being an inferior class of teachers, would, as the overplus in other professions, have to find employment in other pursuits.

As regards not allowing teachers to teach until they have a second class. It would be better to have second class teachers in our schools, but would this rule not prevent a number from studying for certificates, and hence tend to lower the number of educated people in the country? In reference to extended certificates and permits, although there may be good teachers having them, still if they have not ambition enough to pass the required examinations, let them fall out of the profession and make room for at least a more ambitious class of teachers, and those of a larger amount of knowledge.

A YOUNG TEACHER.

PURPLE HILL.

Educational Notes and News.

GERMAN must go from the schools in St. Louis. It cost \$60,000 last year for special German teachers, and the people have expressed themselves emphatically in opposition.—*School Bulletin*.

PRESIDENT ELIOT is endeavoring to effect some change by which young men may become doctor's before the age of twenty-six and twenty-seven. It has been proposed to make the young men work in the summer vacation.

THE University of Virginia has established a summer school for public school teachers. Queen's University, Kingston, is proposing to do the same. Why should the University of Toronto not do something similar?

THE number of schools in operation in New Brunswick during the first term of 1887 was 1,522, an increase of seven on the corresponding term of 1886.

THE number of pupils in the schools of New Brunswick during the last school year was 68,583, an increase of 210 from the preceding year. The number of pupils present daily while the schools were in session was for the first term of 1887, 33,972, being 56.80 per cent. of the whole number enrolled.

THE *Owl*—the organ of the College of Ottawa—contains an article favoring the establishment of a University for English speaking Catholics.

IT would appear by the annual report of the Board of Education of Chicago, that the city of the prairie is after all a little behind in the matter of education. There is evidently no "training-school" for teachers under control of the city; formal grammar is taught almost throughout the whole school course.

THE scolding teacher can cure himself in one way only—not by keeping his tongue still. That important organ must be active, doubtless, and ought to be probably. Let it wag, but cure it by substitution. When the scold comes, substitute a word of praise. Scolding blights, praise invigorates. Scolding is a frost, praise is a genial refreshing. There is as much opportunity, in the worst cases, for commendation as for condemnation and the former is infinitely more needed. Besides, scolding is weakness—lack of self-control. The pupils know it. Further, there is no more pleasant, healthful shock for a class when they are expecting certain pupils to be scolded, than to be pleasantly disappointed by hearing the better pupils praised. This stroke of thoughtfulness will oftentimes reach refractory or lazy pupils more effectively than a direct reprimand.—*Normal Exponent*.

BUSINESS NOTICES.

WE direct attention to the advertisement, 12th page, of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

Editorial.

TORONTO, JUNE 15, 1888.

SOCIOLOGICAL STUDY.

WE have received from the Chairman of the Sociological Committee of the Canadian Institute a circular to which we gladly ask the attention of the teachers of Canada, especially those of the North-West and British Columbia. The Institute is desirous of collecting and incorporating in its published proceedings reliable data respecting the institutions, customs, ceremonies, beliefs, etc. of the Indians of the Dominion. The members of the Institute feel that this department of research has not been so fully cultivated in Canada as its importance demands, and fears that the opportunity for gathering and testing the necessary facts may soon pass away. The circular in question is too lengthy for reproduction in our columns, but a copy would no doubt be promptly sent to any one interested, on application to the Chairman of the Sociological Committee, Canadian Institute, 46 Richmond street east, Toronto.

The circular in question enumerates many particulars in respect to which information is specially desired, and contains hints and classifications that will be of great value to those disposed to aid the Institute in its useful and interesting work. There are, we have no doubt, amongst our readers in the North-West and elsewhere, teachers whose location and vocation afford them excellent opportunities for pursuing investigations of the kind indicated. Such inquiries once entered upon and pursued with industry and perseverance would in a short time prove intensely interesting to those undertaking them, and could scarcely fail, in the case of those living in the vicinity of reservations, or having opportunities for daily contact with Indians of various tribes, to result in valuable additions to the limited stock of facts now available from these original sources. We shall be glad to learn that the members of the teaching profession are heartily seconding the efforts of the gentlemen of the Institute, and we are sure that in so doing they will not only be rendering aid in the development of an intensely interesting and useful branch of science, but will be forming tastes and habits highly beneficial to themselves as members of a learned profession.

MOTIVES TO STUDY.

THE little world of the school room, like the great world without, is ruled by motives. Motive of some kind, is the force which drives the complicated machinery of mind, whether the mind be that of a school boy or a philosopher. In accordance with this fact of nature and experience is the maxim which we have before quoted as the best practical rule for maintaining order and eliciting work in the school room.

"Let each pupil have always something to do, and a motive for doing it."

"That sounds very well," we can fancy some perplexed young teacher exclaiming, "but I want something more practical. It is easy enough to supply the work, but how to find and apply the effective motive, is what puzzles me."

No wonder. In this question is involved the very science and art of pedagogy. We cannot hope to answer it in a few sentences, seeing it is the theme of educators the world over, and the subject of lectures and essays and books innumerable. Yet it may be possible to offer a few helpful suggestions.

If we were asked to name the one motive which should be the inspiration and stimulus of the student of every class and degree, we should unhesitatingly respond "Love of Knowledge." This is nature's own motive force. It is universal, ennobling, and should be all-powerful. Just so far as the teacher succeeds in awaking this dormant passion, and making it operative, just so far does he succeed in his highest mission. We have no doubt that this innate principle, taken hold of at the proper stage by a competent teacher, would be found sufficient in almost every case. The curiosity of the child mind, which is only the desire to know, is proverbially intense. The trouble is that it is so often dulled, repressed, perverted, by neglect or bad methods before the child comes into the hands of the skilful educator.

The true teacher will always make it his chief and ultimate aim to arouse the love of knowledge, and stimulate it into healthful vigor. Every other motive he will regard as inferior, to be used only as a means to this end.

Subordinate to this guiding principle and in harmony with it, the secondary law will be to apply in each case the motive which will be immediately most effective, provided always that it be never a wrong motive. There is a great variety of motives which may be brought into play in the school room, right enough in themselves, but differing greatly in elevation and in effectiveness. Emulation is a legitimate motive, so is love of approbation, though neither of them can be regarded as the highest. It is to such as these all systems of marking and classification appeal. Those who condemn everything in the nature of merit marks and prize lists as utterly bad, are surely wrong as well as impracticable. To such motives nature, who is our best model, constantly appeals. The impulses upon which they act are nature's own gift. Even fear itself, hangman's whip though it be, has its own pro-

per and salutary place, though that place is on a very low plane. The teacher's law, we repeat, must be, to apply in each case some effective motive, but the very highest which can be made effective, and the use of the lower should in all cases be regarded as but temporary and preparatory to the application of a higher. When this is intelligently and skilfully done, a stage may, we believe, be reached in high school or university, if not before, when all inferior motives may be discarded, and students trusted to do their work under the influence of a single, ennobling impulse—the love of knowledge. It is questionable whether class lists, prizes, scholarships, *et hoc genus omne*, should not be regarded as beneath the dignity of grown up students and the higher institutions.

It is to be feared, however, that the day will be long before such agents can be banished from the public school. The living teacher will always study his pupils as individuals in order that he may know what influence will be effective with each. This influence he will use vigorously, effectively, but always with a view to superseding it as soon as possible by some other higher in the moral scale.

INDIAN CIVILIZATION.

WITHOUT reference to the circular spoken of in another article, we had purposed to say a few words on the cognate yet quite distinct subject of Indian education and civilization. With the collapse of the Half-breed rebellion a few years since, a great danger passed away, let us hope for ever, from the people of the North-West—the danger, viz., of an Indian outbreak, with all its pristine horrors. Unpleasant mutterings still reach us, from time to time, especially from unsettled and half-starving bands, but the danger of a great Indian war is, it may be hoped, forever past. None the less, however, we in Canada to-day are face to face with a still unsolved Indian problem, for no one can suppose that the reservation system is, or ever can be, a solution of it. It is merely a temporary make-shift. The paternal system of Indian management cannot last. It is not desirable that it should. The attitude of the Canadian red man towards the Canadian pale face cannot be one of everlasting submission and gratitude for small favors in return for great rights. Evidently one of two things must be done. We must civilize the Indian, or suffer him to be slowly exterminated by famine, disease, and vicious habits. Every instinct of justice and humanity, not to say Christianity, cries out against even a tacit acceptance of the latter alternative. But civilizing the North-West Indian is a big task. It is a multiple of many factors. It is first of all a costly process. It includes, as its primary and most essential condition, feeding him while the process of civilization is going on. Civilization will always find starvation a bad ally. Civilizing implies, also, not simply here and there a mission and a school, but complete provision for careful training, and long, patient continuance in it, un-

til distrust is replaced with confidence, and ingrained, hereditary laziness supplanted with a spirit of industry and ambition.

If the Indian is to be civilized two things are necessary, neither of which is as yet provided for. He must be educated and he must be individualized.

The education needed is, of course, and must be for some time to come, largely industrial. It is now coming to be seen that the education provided by the State for all classes needs to be much more largely industrial than it has hitherto been.

We are evidently on the eve of a revolution in this respect. Both statesmen and educationists are discovering the fact that seems self-evident when discovered, that if the State is bound in self-defence to insist that all its future citizens shall have a certain amount of mental culture, as a safeguard against the vice and crime of which ignorance is foster-mother, it is at least equally bound to insist that all shall have a certain amount of developed capacity for useful industry, as a safeguard against the incapacity, idleness, and laziness, which are no less hurtful to society than ignorance. But if this is true in regard to the children of so-called civilization in its lower grades, is it not even more emphatically true of the children of aboriginal barbarism?

We say, then, that one of the very first steps the Government should take, if it is going to civilize and save the Indians, is to establish sufficient and efficient schools on every reservation. These schools should be largely industrial in character. They should train the young Indians of both sexes for citizenship by initiating them into the mysteries of civilized handicraft. All the evidence goes to show that they will find them no slow pupils.

Let it not be said this process would be too expensive—that the Dominion Government cannot afford it. It cannot afford to neglect it, and continue the expensive reservation systems, in order that barbarism may be perpetuated. Nor let it be said that compulsory education would be too tyrannical or too great an interference with the autonomy of the liberty-loving Indian. That would be a strange objection, coming from those who have taken the Indian hunting grounds without leave, destroyed the game and imprisoned the roving huntsmen within the bounds of the hateful reservation. Having swallowed the camel, it is hardly worth while to strain out the gnat.

The same remark applies to the second step in the civilizing process. The tribal system must be broken up. The Indian must not only be educated, but he must be individualized, transformed from a ward into a citizen, required to undertake the duties and responsibilities of citizenship. Why not? Would not the Red Man himself be vastly the gainer? This is the process which is now, after so long and painful a trial of the reservation plan, being inaugurated in the United States. Perhaps only here and there an adult Indian could so far break through the meshes of life-long habit and inherited ten-

dency as to become a successful farmer or artisan, working independently. But who can doubt that the rising generation could be largely trained into it, and that by the arrival of the next the work of civilization and citizen-making might become completely successful.

We commend the question to the consideration of thoughtful Canadians—especially of Canadian teachers—who have so much to do with moulding the public opinion of ten years hence. Shall we educate the hands, the brains, the hearts, and the consciences of our Indians, on some scale worthy of us and our civilization? Or shall we leave them to be half starved on reserves, to be treated as herds not as individuals, to be cheated by Government Agents, and occasionally to vary the programme with a carnival of murder and scalping? The question demands a speedy and practical answer. The people of Canada may now do themselves immortal honor by making provision on a generous and worthy scale for training the young Indians of the North-West to habits of industry and economy. Perhaps it is useless to hope to do very much by way of changing the inveterate habits of adults, but surely it is possible, as we have said, by means of proper training at industrial schools to fit many of the next generation to become thrifty and law-abiding citizens. Why is it that no Canadian statesman can be found to undertake to do for the Indians of the North-West plains the noble work that is being done by Senator Dawes for the Indians of the United States?

THE DANGER OF MISJUDGING.

TEACHERS of experience are apt to pride themselves, often not without reason, on their skill in reading the characters and penetrating the motives of their pupils. When any secret mischief or wrong has been perpetrated which they are trying to ferret out, suspicion generally attaches to some one or more who are thought most likely to be the offenders. It may be that the shrewd, experienced teacher is not often astray in these prejudgments, but they need to be acted upon with great care. No doubt it sometimes happens that when pointed questions are asked, or insinuations made, reflecting on a certain supposed culprit, there is danger of mistaking the confusion of timidity, or the coloring of surprise and indignation, for the flush of conscious guilt. Every true teacher will guard himself most strictly against the danger of doing injustice to those to whom he stands in the relation of absolute ruler and judge. We quote from one of our American exchanges, some remarks by Principal Solomon Sias, of Schoharie Academy, bearing upon this point, which are well worthy of attention. Writing under the head of "Children's Sensitiveness," he says:

"Sensitiveness and personal honor are deep and permeating principles in the child. Immaturity in reasoning power, he does not always correctly judge what true honor is, but it exists all the same, and largely affects his actions and his looks. Arraign a sensitive child for an offence of which he is perfectly innocent, in fact concerning which he may be entirely ignor-

ant, and his looks and actions will very often be mistaken for guilt. The downcast, trembling look, the flushed or pale cheek, the disconnected and contradictory answers, the evident embarrassment, all go to show he is guilty of doing, or of knowing who has done the offence, and his denials prove him worthy of punishment in the estimation of his examiner. And he is wrongly punished.

"There is scarcely a child who does not feel his honor is affected if he is arraigned for an offence, or is questioned as to his knowledge of an offence and its perpetrator. If innocent, he feels insulted, and lays up a grudge against the questioner which no years can eradicate from his mind—he feels that he has been needlessly and ruthlessly wronged. If he knows who has done the act, yet was not the person himself, he feels that his own honor is insulted by the suspicion of his personal guilt, and feels also, that the one questioning him has a very poor idea of what honor is if he thinks he will tell on a companion. And these feelings cause him to bear those looks and have those manners, which are mistaken for personal guilt.

"The conclusion I would have my fellow teachers draw from these remarks is this: Do not be positive you understand correctly a child's looks or actions. To know a child requires years of study and practice in which there are more failures than successes. The older you become in the profession the less positive will you be as to your earlier conclusions about guilt and innocence."

At the recent Examinations in the Arts Department of the University of Toronto, nearly 400 undergraduates passed the various yearly examinations. Of these eighty-five took the final for the degree of B.A. Four of these bachelors-to-be are women, of whom there are in all about thirty now in various stages of the university course,

THOSE who attended the anniversary exercises of the Toronto Art School last week, were much pleased with the evidence afforded of substantial progress in art studies throughout the Province. Among the two thousand specimens on exhibition were a goodly number that were alike creditable to the young artists who produced them, and to the institutions in which they are being trained. The Department is to be congratulated on the manifest success of its efforts to foster art education in the Province. The advance that is being made is remarkable and gratifying.

THE announcement in our advertising columns of the Toronto Summer School of Music, is one of special interest to teachers. The opportunity thereby afforded to all legally qualified teachers of the Province to gain a practical knowledge of music teaching, according to the best modern method and free of cost for instruction, is exceptionally favorable, and will no doubt be taken advantage of by a large number of teachers from all parts of the Province. The Tonic-Sol-fa seems to be steadily winning its way to universal acceptance, and will almost undoubtedly, we should judge, be the method of the future. The high standing of the teachers engaged by the Minister of Education for the Summer School, affords the best guarantee for the thoroughness and efficiency of the advertised course.

Educational Meetings.

LENNOX AND ADDINGTON CONVENTION.

The annual convention of the teachers of Lennox and Addington, occurred at the Model School, Napanee, Friday. About one hundred teachers were in attendance. The president, A. Martyn, was in the chair. After reading the minutes the usual election of officers took place, with the following results:

President—Mr. S. Burrows, I.P.S.
Vice-president—Miss Hinch.
Secretary—W. J. Black.

Mr. Burrows addressed the association on the subject of "School Requisites." He pointed out that the heating and ventilating of buildings could be easily arranged by the ingenious teacher. Should the chimney be divided into two parts the ventilation would be almost perfect. Shields provided for the stairs would distribute the heat evenly and satisfactorily. Owing to the absence, on account of illness, of Dr. McLellan, it was resolved to finish the business of the association in one day if possible. After the reading of several communications the meeting adjourned.

On resuming, C. Fessenden, head master of the Napanee High School, addressed the association on the subject of "Tides." His exposition was both thorough and interesting. After a selection of music by Mr. Price, papers were read on the following subjects: "The Ideal Teacher," by J. G. Wright, Tamworth; "The Experiences of a Practical Teacher," by Mr. Kayton, Flinton; "How to Improve the Profession," by N. Asselstine Violet. Mr. D. McGee, a former member of the convention, made a few remarks, after which the association was declared closed until the next annual meeting.—*Kingston Whig.*

NORTHUMBERLAND TEACHERS' ASSOCIATION.

(*Cobourg World, 17th May.*)

On Thursday and Friday last a large number of teachers from all parts of the country assembled in convention at the Collegiate Institute.

Mr. C. A. Lapp, of Brighton, occupied the chair; and Mr. Wm. Houston, M.A., Librarian of the Ontario Legislature, acted as conductor of the Institute.

In the following report we give a mere outline of the proceedings, which were of more than usual interest.

On Thursday, the subject, "What Constitutes good Text-Books, and How may they be best secured?" was introduced by Mr. J. Houston, M.A., of Brighton. An interesting discussion followed.

"To what extent should pupils be assisted in their work?" was answered by Mr. S. Dixon—many of the teachers followed in considering the question.

Mr. W. Houston dealt in an exceedingly interesting manner with "Composition," and "The Science of Grammar," in each case being followed by a general discussion.

In the evening the hall was well filled to listen to a lecture by Mr. W. Houston, on "Industrial Education." His manner of treating this subject was admirable, and the teachers cannot fail to profit from the many practical observations made. A discussion followed, and a vote of thanks was presented to the lecturer, on motion of Alex. Poe, Esq., seconded by C. C. Field, Esq., M.P.P.

On Friday Mr. Barber led a conference on the teaching of English grammar for the Entrance Examination; the director ably discussed "Literature;" Miss Symington, "How to secure best results from seat-work;" and Mr. Ellis, "Logic of Arithmetic." The last subject, "Reading," was taken by Mr. W. Houston. The views of this prominent educationist are in many respects novel, and even radical at times; but he possesses the courage of his convictions and calls out in every case a general discussion by the teachers. A very cordial vote of thanks was offered him for his valuable services, and the wish expressed that the Department may again place this Institute in his hands.

A committee was appointed to ascertain why the fee for third-class candidates has been increased to five dollars, and to report adversely to the Department, unless this reason appear satisfactory.

A resolution favoring the introduction of some form of instruction in industrial education, was passed.

The officers for next year are:—President, D. C. McHenry, M.A.; vice-president, Mr. Ash; secretary, Mr. Becker. Executive Committee:—President, Secretary, Inspector, Messrs. Barber, Dixon, and J. Houston, M.A.

Campbellford will likely be selected as the next place of meeting.

EAST HURON TEACHERS' ASSOCIATION.

ANNUAL MEETING.

THE regular annual meeting of the East Huron Teachers' Association was held in the assembly hall of the Seaforth Collegiate Institute, on Thursday and Friday, May 18th and 19th.

Committees were appointed on resolution nominations, reporting, entertainments, and to canvass the association to circulate the minutes of Provincial Association.

Mr. Duff introduced the subject, "Methods of Answering on Paper."

Mr. Doig dealt with "Religious Instruction in Public Schools," and on the conclusion of his paper stated that "In a free country like this, where the people have sprung from different nationalities and hold different creeds, the only true system for the education of the masses is to abolish all separate schools, make our system of education purely secular from the public school to the university, and leave the religious instruction of the youth of our country entirely to the parent, the Church, and the Sabbath school, and if these do their duty no fears need be entertained for the result."

Mr. G. Newton gave an instructive essay on "How to Awaken and Develop Thought in Pupils and Parents of a Rural Section."

Mr. Clarkson gave a practical illustration of his method of teaching a lesson in elementary literature, taking as his subject the poem "Jack Frost."

Mr. O'Hagan, of Toronto, discussed elocution. The debate on the subject of adoption or rejection of uniform promotion examinations occupied the greater part of Friday forenoon, and much interest was evinced in it. A vote was taken at noon resulting in a majority against the system.

Mr. Dorrance gave an interesting address on "How to Make the School-room Attractive," and he and Mr. Duff were asked to prepare a paper on the subject for the press.

The meetings were visited by many friends of the profession, many of whom took part in the discussions, among whom were Rev. Mr. Howell, Mr. D. D. Wilson, and Mr. Beattie, of Seaforth, and Dr. McKenzie, of Belgrave.

The following reports of committees were then adopted:—On nominations, president, Mr. D. C. Dorrance; vice-pres., Miss Helyar; sec.-treas., Mr. A. M. Burchill; assistant secretary, Miss McGowan; delegate, Mr. A. H. Plummer; executive committee, Messrs. Clarkson, Linklater, Grooves, Taylor, and Misses Foxton, Richardson, and Weir.

That this convention considers the Public School History quite unsuitable as a text-book, chiefly for two reasons. 1. It is a dry abridgment—a dull compendium, which pupils will not read except as a task. 2. The language is difficult and requires too much explanation.

That this convention desires to express its hearty approval of our system of County Model Schools, but that they believe the efficiency at present is greatly diminished by the shortness of the term and that we request the Department to extend the session from Christmas till Easter, without materially increasing the course of study.

That we recommend that the Minister of Education take measures to have the law respecting compulsory attendance for 100 days enforced.

That in the opinion of this convention it is no longer necessary in this province to grant full teachers' certificates to persons under legal age, and that the best interests of education will be served by limiting the certificates of minors so as to make them eligible only as assistants, except in the districts or outlying townships.

A VIRTUOUS deed should never be delay'd,
The impulse comes from heav'n; and he who strives
A moment to repress it, disobeys
The God within his mind.

—Dowe.

WELLAND COUNTY TEACHERS' ASSOCIATION.

(NOTE.—Through some oversight this report was left over in previous issues.)

THIS association met at Niagara Falls on the 19th and 20th of April; president M. W. Bridgman in the chair.

The president gave a very practical address to the teachers.

Miss Henderson taught a third reading class, which was listened to with great interest. The teaching was of a high order, and the interest in the class was kept up during the whole lesson. The teachers present were greatly benefited by this practical method of showing how work should be done in the schoolroom.

Mr. M. Ferguson introduced an algebra class, and showed his method of teaching equation in a clear and simple manner. Starting at the beginning of very simple equations, the class was led step by step until they were able to solve very difficult problems.

At the afternoon session Rev. John Young read an excellent prepared paper by Rev. John Murdy, M.A., on "Bible in School." On motion of Messrs. Ball and Long, a vote of thanks was tendered Mr. Murly for his well prepared paper. The paper will be published in the EDUCATIONAL JOURNAL.

Rev. Mr. Hiraiwa delivered a short address on education in Japan.

Dr. McLellan gave an able address on "The training of the language faculty." He explained the instruments and functions of language. He claimed that ideas were of little value unless treasured up in word. Language analyzes thought, and there could be no clear thinking without it. Ideas may not be clear at first, but will become more definite. Words are the complements or reason. Thought and expression always go together. He referred in closing to the different mental processes of sensation, judgment, perception, and conception.

In the evening Dr. McLellan delivered his able and eloquent lecture on "This Canada of Ours," which was heartily appreciated. Songs and recitations filled up an enjoyable evening.

On Friday, J. L. Duff of Hamilton introduced "Holt's System of Music." He illustrated his method of teaching this system. He showed how simple it was to teach music in our public schools. Mr. Duff is evidently well posted in this important subject. He used the charts from the Thorold public schools, where this system is taught with great success.

Mr. J. W. Garvin read the report of the committee on promotion examinations. He stated that the county council had paid \$25 towards the expenses in connection with said examinations.

On motion of Inspector Ball and Mr. Dunlop the following committee was appointed to carry out the proposed scheme: Inspectors Ball and Harcourt, Messrs. Morris, Garvin, McKay, Kilman, Lorri-man, Long, and Miss Fitzgerald.

Dr. McLellan then gave another lecture on "The Language Faculty," which even surpassed his former address. At the close he referred in glowing terms to the beautiful buildings and grounds of the public school of the town of Niagara Falls. He stated that they were a credit to the intelligence of the trustee board and the people of the town.

Inspector Harcourt gave an excellent address to the teachers on the books they should read, and how they should spend their spare moments.

The ballot being then passed, the following officers were elected.

President, M. W. Bridgman.
Vice-president, J. W. Garvin.
Secretary-treasurer, M. P. McMaster.

On motion of Mr. J. Hansell, seconded by Miss Henderson, Thorold was chosen for the next place of meeting.

In the absence of the president, the chair was occupied by Mr. Long during the remainder of the session.

On motion of Messrs. Shields and Ferguson, the following managing committee was appointed:—Misses Groom and Rowan, and Messrs. Inspector Ball, Morris and J. Hansall.

During each session there was a very large number of teachers present.

EAST LAMBTON TEACHERS' ASSOCIATION.

THE annual meeting of this association was held at Watford, on Thursday and Friday, the 10th and 11th May.

Thursday morning's proceedings were opened by the Rev. R. Hay, pastor of the Congregational church, who read a portion of Scripture and led in prayer. The attendance at the opening was small, but gradually increased as the session proceeded. Messrs. Merrill and Henderson were appointed auditors. Messrs. Norton, McPhail, Odell, and Misses Edgar and Gair, were appointed a nominating committee. W. E. Norton brought up the subject of promotion examinations, and favored the plan of having a committee of teachers to examine the answers. Messrs. Kenward, McPhail, Odell, Miss Hagle and Miss Campbell were appointed a committee to report on the advisability of adopting this system. W. E. Morgan, Wyoming, introduced the subject of "Definitions in Geography to Second Class." For the initial lesson he favored beginning with local subjects, impressing the definition by means of familiar illustrations. New definitions should be based on those previously used. The teacher should not adhere too closely to the exact words of the textbooks. The teacher should prepare a simple method of teaching his definitions before bringing it before the class. Review frequently. Mr. Morgan gave practical illustration of his system with a class of seven pupils. In the discussion that followed Inspector Barnes emphasized the necessity for using familiar words in explaining definitions. Messrs. Falconer, Norton, and the President spoke briefly on the subject under discussion. The secretary, Mr. Falconer, having arrived, the minutes of last session were read and adopted.

AFTERNOON SESSION.

The association resumed at 2 p.m., the President in the chair. After routine business the President delivered his address. It indicated careful preparation and considerable thought, and was replete with practical hints and information valuable to the profession. W. E. Norton presented a paper on "Neatness and Thoroughness in School Work," which was discussed by Messrs. Graham, Falconer, and Barnes. Rev. Jasper Wilson briefly addressed the meeting. Miss Trusler read an interesting and instructive essay on "The Moral Training of Pupils," for which she was tendered a vote of thanks by the association. The nominating Committee recommended the appointment of officers as follows:—President, R. A. Callander, of Arkona; vice-president, Miss J. R. Dickey, of Forest; secretary-treasurer, C. S. Falconer, of Forest; managing committee, Messrs. Odell, Callander, Falconer and Misses Sutherland and Laing; auditor, Roger Howard. W. E. Norton was chosen delegate to the Provincial Association.

FRIDAY—MORNING SESSION.

The association met at 9 a.m., and the minutes of the previous day were read and adopted. A circular from the Ottawa Association was discussed and the delegate instructed to advocate making the Provincial Association more representative in its character. Mr. Kearney explained his "Method of Teaching Composition to Fourth Class Pupils." T. O'Hagan, M.A., gave an eloquent and instructive address on "Reading and Elocution," and afterwards, by request, read Tennyson's "Break, break, break!"

AFTERNOON SESSION.

The committee on promotion examinations presented their report, which was adopted, as follows:—1. That the promotion examinations be held in June and December. 2. That the next examinations be held on the last Thursday and Friday of June. 3. That a committee be appointed to assist the Inspector in preparing questions. 4. That the work of candidates be first examined by their own teachers. 5. That the papers of successful candidates for 3rd and 4th classes, with tabulated results, be sent to the Inspector on or before July 10th. 6. That the executive committee and Inspector appoint ten teachers to assist in reviewing answer papers, and that each member of committee examine one group. 7. That the groups for promotion to 3rd class be:—Literature and com-

position, dictation and writing, arithmetic, geography; promotion to 4th class—grammar and composition, dictation and writing, arithmetic, geography, history, literature. 8. That the Inspector be empowered to arrange for printing examination papers, etc. 9. That the executive committee be empowered to remunerate the examining committee, and pay the necessary expenses from the fund of the association. Mr. Odell then carefully and clearly explained the principles of "Algebraic Symmetry."

PETERBORO' TEACHERS' INSTITUTE.

THE eleventh annual convention of the Peterborough Town and County Teachers' Institute opened in the Court Room at 10 o'clock. Mr. Geo. T. Bean, B.A., of the Collegiate Institute, President, in the chair. About a score of blooming "schoolmarm," and a smaller number of male teachers were present.

The chairman gave a brief address, indicating the objects of the Institute, and emphasizing the importance of industrial training in our schools as compared with mere theoretical instruction.

After routine and business matters had been attended to, Mr. J. C. Brown, county inspector, gave an address on reading—one of the most important subjects of school study. Reading was generally badly taught and learned. For the earliest classes it was impracticable to apply them in our average schools. The second part of the first book was "extremely felicitous." The pupil was taken by easy steps from the lowest to the highest, mistakes of pronunciation were pointed out, emphasis and inflection insisted on; and he gave valuable general rules and examples of right and wrong reading. Discussion followed, and the convention adjourned.

The attendance in the afternoon was much larger. Upon resuming, Mr. Brown continued his address upon reading. He dealt with the different inflections of the voice in reading, and pointed out the rules in this respect. After a comma, a sustained pause; after the colon, semi-colon, period and exclamation mark, a falling inflection; after the interrogation mark, a rising inflection. These rules were, however, subject to alteration under certain conditions.

Mr. A. Hutchinson, next gave an illustrated address upon his method of simplifying the process of teaching elementary arithmetic to children. He also propounded a method of inducing children to read well.

Mr. W. H. Houston, M.A., then lectured on the subject of "Grammar," which he treated as "the science of the sentence," rather than the science of language. Mr. Houston followed this address by another upon "Philology," which he defined as "the science of investigating words as to their meaning and form."

The evening session was held at the Court House, Rev. W. C. Bradshaw, chairman of the Ashburnham School Board, presiding. Mr. Houston delivered his address upon "Industrial Education," the claims of which, upon the state, he forcibly advocated.

Mr. J. Coyle Brown made a few remarks upon the subject. He favored the devotion of afternoons to industrial pursuits as a means towards the education he advocated.

A discussion arose over the status of industrial education in England and Germany, in which Mr. E. Duff and Mr. Earle took a prominent part. The latter believed our system of education was over-estimated.

On Saturday morning, after routine and business, the question of the reciprocal examination by teachers of county schools with a view to grading, was taken up. Mr. Brown, inspector, who had suggested the scheme, pointed out that, from the fact that some schools were examined by him at the beginning of the term and others toward the end, the examination of the schools by the inspector was not a fair test. Teachers, he asserted, who opposed these examinations, opened themselves to the imputation that they were afraid to have their work tested.

Mr. J. J. Rooney thought the county council did wrong in adopting the suggestion of the inspector as to county examinations. The inspector's report would be more satisfactory. The system of grad-

ing proposed, opened the door to cramming and all its evils, and he was decidedly opposed to it.

The discussion was continued by Messrs. Campbell and Brown, and Misses Munro, McDonald and Becket, all of whom stated their opposition to the scheme, amidst general applause, which gave unmistakable evidence of the hostility to the proposal among the teachers.

Mr. Rooney moved, seconded by Mr. Campbell, that, in the opinion of this Teachers' Convention, it is not advisable to hold the proposed examinations in November; that the present method of inspection be retained, and that the county council be requested to give effect to this motion.—Carried almost, if not quite, unanimously.

Mr. W. J. Campbell treated the subject of writing. The first requisite to teaching writing is a teacher able to write himself. There were good results, also, from careful imitation of good writing and going slowly and gradually. He would encourage criticism. The importance of practice of good forms was strongly insisted on.

Mr. Houston took up the subject of rhetoric, and pointed out that rhetoric was a science, and composition was as an art. Mr. Houston made his subject so interesting that he was urged to continue till noon. He gave interesting analyses—grammatical, philological and rhetorical of the first lesson in the fourth book. His address, or rather conversation, for he asked and answered many questions, was exceedingly interesting, and was listened to with close attention throughout.

At two o'clock the convention assembled, and Mr. Houston took up the subject of composition, which was defined as the expression of thought in words.

Mr. F. C. Colbeck, B.A., gave an interesting lecture on the mode of teaching geography. His method included the application of the object lesson principle, and was profusely illustrated by blackboard diagrams, and showed that the study of geology underlay the study of geography. Geological conditions tended to the creation of geographical conditions, and should be the groundwork of the study of physical geography.

Mr. Houston took up the subject of literature, pointing out that the object of the study was to get pleasure and develop the æsthetic faculty. The materials for pleasure from literature were cheap and accessible. Minute and technical study of the text was deprecated and paraphrasing—converting good poetry into bad prose—was denounced. Some of the stanzas of Tennyson's "In Memoriam" were considered critically.

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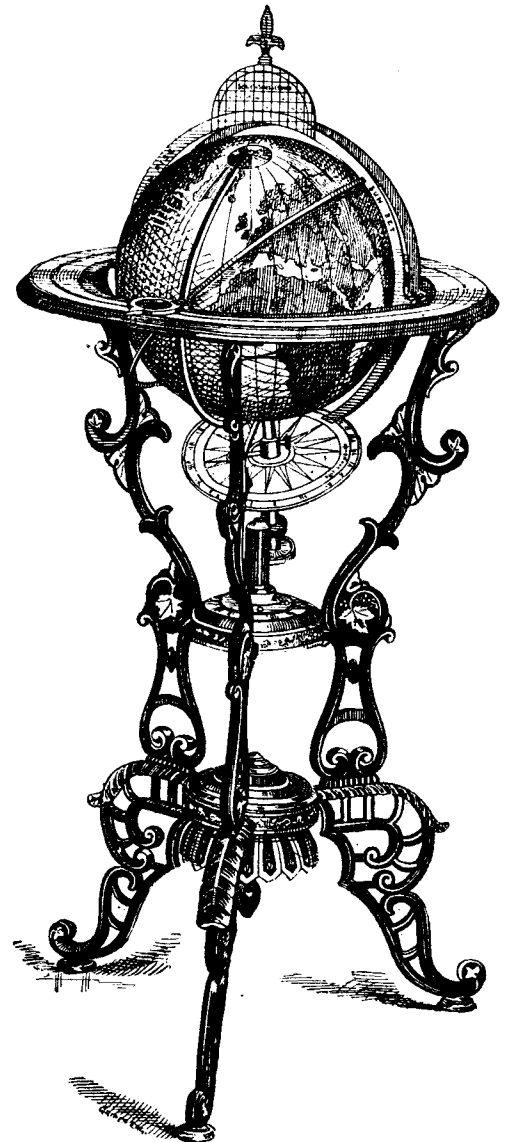
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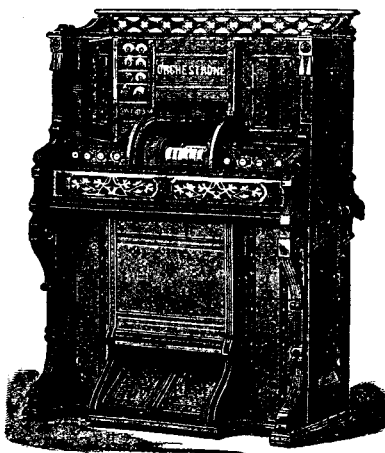
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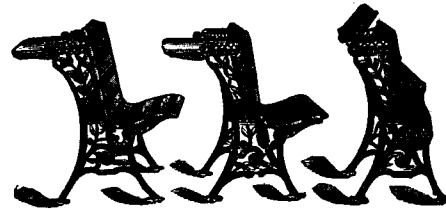
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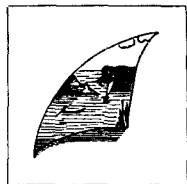
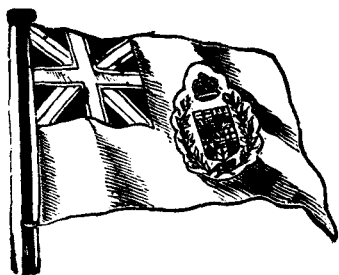
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