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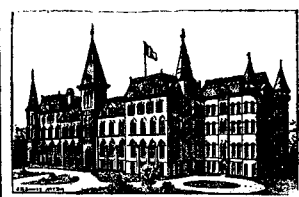
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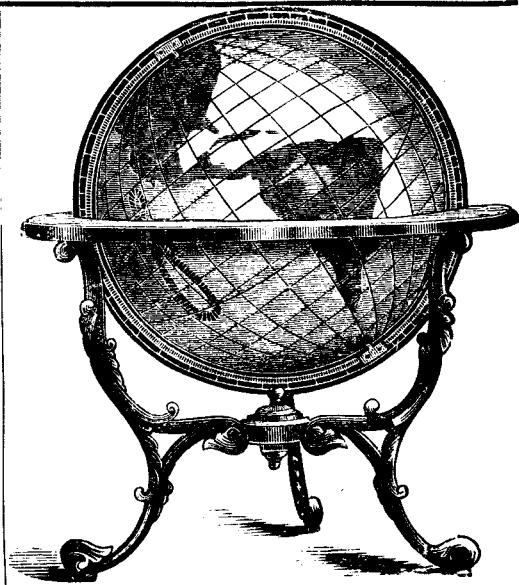
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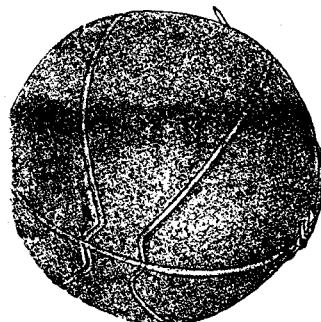
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TORONTO, NOVEMBER 1, 1892.

Vol. VI.  
No. 12.

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## \* Editorial Notes. \*

OWING to some unavoidable cause, we do not doubt—for the Editor of the Mathematical Department is a model of punctuality, as well as of other mathematical virtues—the mathematical "copy" reached us too late for this number. We regret the fact, for we know well that to many of our readers this will be a serious disappointment. There will, however, be no real loss for the valuable article which we have now received will appear in next number, without prejudice to the claims of that which will be due December 1st.

STATE Superintendent Luce, of Maine, says the free text-book law has increased the attendance of the Public schools. His idea is that the greatest benefit is derived in cases where children have progressed a certain distance in the schools, and been obliged to step out because their parents do not have the money to purchase books, which increase in cost the farther the pupil advances. Now the books are free and the scholar can continue attendance until the education is completed, if the cost of text-books is the only consideration.

FROM his card in another column it will be seen that Mr. Richard Lewis, the well-known elocutionist, has so far recovered his health that he proposes to again give lessons and addresses in connection with Teachers' Institutes. Mr. Lewis's qualifications for this work are so well known that he needs no commendation from us. He has, moreover, ample and most satisfactory testimonials from many prominent educa-

tors, including Dr. McLellan and others well-known to Ontario teachers. We shall be glad to hear of his visiting a large number of Institutes.

TEACHERS of every grade will, we feel sure, thank Inspector Hughes for permitting us to give them in this number his able and highly suggestive address on "The Relation between Control and Spontaneity." Should the title sound a little metaphysical to any of our readers, we hope that will not deter them from a careful and thoughtful study—a mere hasty perusal of such a paper is not sufficient—of the article. The subject is one which goes to the very root of the vital question of discipline, or training, which is one of the most potent factors in all education, intellectual and moral, in the home and in the school.

ONE of our American exchanges recommends, in answer to a correspondent, the omission of the hyphen from the words today, to-night, etc., and it seems that the omission has become quite common in the daily press. We do not see any particular objection to the innovation in such cases, but we often wish that it were possible to have some law, or at least uniformity in regard to the use of the hyphen. This little character is an admirable time-saver and aid to expression when rightly used, after the German fashion, in word-combinations, but the usage even of good writers in regard to its use or omission is now perplexing, uncertain and variable.

REV. EDWARD F. WILSON, English Church Missionary among the North-West Indians, has recently been making a short tour of some of the Indian reserves. He reports that the idea of having their children educated in an institution has gained quite a hold upon the Indian mind, insomuch that he was literally besieged by Indian parents asking to have their children admitted to the Church of England homes at Sault Ste. Marie, and was obliged to refuse more than half of those who applied. This is an interesting sign of the times. It is a pity that so little interest, comparatively, is taken by the Churches and people of the Dominion generally, in the education and civilization of the North-West Indians, many of whom seem ready to respond to such efforts.

ONE feature of the Waterloo Teachers' Institute was a lecture by Principal Grant, on the subject, "A Canadian Statesman and a Man of Letters." The late Joseph Howe, of Nova Scotia, was the man meant. He no doubt merited the title, but we think Principal Grant must have been mis-reported as saying that he "was the only man who had a right to the title." The idea of securing such lectures from such men as Principal Grant, in connection with the Institutes, is a good one. The lecture in this case was not only instructive in connection with its main theme, but had interspersed throughout hints and opinions on educational subjects. Most of these were unquestionably good. One or two we had mentally marked for dissent, but want of space now forbids.

THE article by Mr. Turnock, in *The Week*, which we republished in the number dated October 1st., has elicited a good deal of discussion. One Winnipeg periodical has a pretentious article on the lines of the theory that the "culture" demanded in the teacher is the product of generations, and can be had only as transmitted from parents and grand-parents who were possessed of the true thing—a condition which, by the way, would exclude a good many of those who constitute the "aristocracy," or "upper classes," even in old countries like England. Out upon such notions! Much more to the point and much nearer the truth is the following from the *Regina Leader*:

"Culture is not a thing to be looked on as somewhat of a luxury, something unattainable except by leisured and monied classes. It is available to all. It does not require vast libraries, years of academic study, or the studied pedantries and sophistries of the Elizabethan age. It requires nothing more than a little careful thought, a little careful reading, a natural love for what is honorable, true and beautiful, a desire to improve and the strength of will to carry out the desired improvement."

Of course it would be folly to underestimate the very great advantage which is enjoyed by those who have been brought up in homes in which good English was spoken and in an environment of social culture and refinement. The mistake would be in supposing that the lack of these advantages in early days cannot be, in a large measure, supplied by persistent effort in later years.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—  
ANNUAL EXAMINATIONS, 1892.

THE HIGH SCHOOL PRIMARY.  
ENGLISH POETICAL LITERATURE.

Examiners: { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

A.

1. (a) Give in a single phrase or short sentence the main idea brought out in Byron's poem beginning "The isles of Greece."

(b) Indicate the connection between this main thought and the ideas expressed in each of the following passages:

The isles of Greece! the isles of Greece!  
Where burning Sappho loved and sung,  
Where grew the arts of war and peace,—  
Where Delos rose, and Phœbus sprung!  
Eternal summer gilds them yet,  
But all, except their sun, is set.  
\* \* \* \*

A king sate on the rocky brow  
Which looks o'er sea-born Salamis;  
And ships, by thousands, lay below,  
And men in nations;—all were his!  
He counted them at break of day—  
And when the sun set, where were they?  
\* \* \* \*

Must we but weep o'er days more blest?  
Must we but blush?—our fathers' blood  
Earth! render back from out thy breast  
A remnant of our Spartan dead!  
Of the three hundred grant but three,  
To make a new Thermopylæ!  
\* \* \* \*

In vain—in vain: strike other chords;  
Fill high the cup with Samian wine!  
Leave battle to the Turkish hordes,  
And shed the blood of Scio's vine!  
Hark! rising to the ignoble call—  
How answer each bold Bacchanal!

2. Describe (in as far as appears from the poem itself) the person who might be supposed to give utterance to "The isles of Greece," and the circumstances under which it is uttered.

3. Give briefly, and exactly the meaning of the italicized words in the following passages:

(a) Twice seven *consenting* years have shed  
Their utmost bounty on thy head.

(b) "Surely," said I, "surely that is something  
at my window *lattice*."

(c) What of the heart of hate  
That beats in thy breast, O Time?  
Red strife from the furthest *prime*,  
And anguish of fierce debate.

(d) He stared at the Pacific—and all his men  
Look'd at each other with a wild *surmise*.

(e) The weak and the gentle; the *ribald* and  
rude,  
She took as she found them, and did them  
all good.

4. Either quote any two consecutive stanzas of "The Cloud," or

State clearly in a single phrase or short sentence the subject of "Each and All," and show how the poet enforces and illustrates it.

5. Among the following four poems select one which you admire, and show the reasons for your preference by comparing the poem which you select with any other one of the four: "The Cloud," "The Raven," "Cloud Confines," "The Return of the Swallows."

B.

"Mighty victor, mighty lord!  
Low on his funeral couch he lies!  
No pitying heart, no eye, affords  
A tear to grace his obsequies.  
Is the sable warrior fled?  
Thy son is gone. He rests among the dead.  
The swarm, that in the noontide beam were born?  
Gone to salute the rising morn.  
Fair laughs the Morn, and soft the Zephyr blows,  
While proudly riding o'er the azure realm  
In gallant trim the gilded vessel goes;  
Youth on the prow, and Pleasure at the helm;  
Regardless of the sweeping Whirlwind's sway,  
That, hush'd in grim repose, expects his evening prey.

6. Mention the historical events and personages referred to in the above passage, indicating in each case the words which contain the reference.

C.

TO THE SKYLARK.

Ethereal minstrel! pilgrim of the sky!  
Dost thou despise the earth where cares abound?  
Or, while the wings aspire, are heart and eye  
Both with thy nest upon the dewy ground?  
Thy nest, which thou canst drop into at will,  
Those quivering wings composed, that music still!

To the last point of vision, and beyond,  
Mount, daring Warbler! that love-prompted  
strain,  
(Twixt thee and thine a never-failing bond)  
Thrills not the less the bosom of the plain:  
Yet might'st thou seem, proud privilege! to sing  
All independent of the leafy spring.

Leave to the nightingale her shady wood:  
A privacy of glorious light is thine;  
Whence thou dost pour upon the world a flood  
Of harmony, with instinct more divine:  
Type of the wise who soar, but never roam;  
True to the kindred points of Heaven and Home!

7. In a single phrase or short sentence state the main idea brought out in this poem as a whole. What do the first two stanzas contribute towards bringing out this main idea?

8. (a) "To the last point of vision," l. 7. Give clearly the meaning of this phrase.

(b) "a never-failing bond," l. 9. Why does the poet call the bond "never-failing"?

(c) "Thrills not the less," l. 10. Explain the force and reference of "the less" here.

(d) "A privacy of glorious light," l. 14. Give clearly the meaning of this phrase.

(e) "with instinct more divine," l. 16. "More divine" than what, and why "more divine"?

(f) What do you gather from the poem would be the poet's answer to the questions contained in lines 2 to 4 inclusive? Give the reasons for your answer.

WEST MIDDLESEX PROMOTION  
EXAMINATION.

FROM 1ST TO 2ND CLASS.

JUNE 29TH AND 30TH, 1892.

ARITHMETIC.

1. ADD 829, 47, 4375, 3064, 239, 86, 9241.
  2. From 40000 take the sum of 6432, 2986, 4324.
  3. Find the value of  $4287 + 235 - 1957 - 93 + 24 + 352 - 82$ .
  4. From 2376 take the sum of all the numbers between 62 and 70, and from the remainder take 286.
  5. There are 24 hours in a day, how many hours are there in 1 week and 2 days?
  6. How long a cord will it take to go round a garden 227 feet long and 182 feet wide?
  7. A man earns \$1200 a year, he pays \$230 for board, \$96 for clothing, and \$124 for other expenses, and the rest he saves; how much will he save in two years?
  8. What number must be taken from 8432 to make 7409?
  9. From 10000 take the sum of all the numbers that end in 4 or 6 between 842 and 870.
  10. A man had \$425 in the bank; he drew out \$149; put in \$363, and then drew out \$54. How much has he left in the bank?
- Five marks for neatness.

FROM 2ND TO 3RD CLASS.

1. Find the value of  $6293 + 824 - 378 - 87 + 987 - 785$ .
2. Multiply 405637 by 49007 and divide the result by 6125.
3. Divide 8432694 by 42, (use factors).
4. What would 50 yards of cloth cost, if 5 yards are sold for the same amount of money as 40 dozen of eggs at 18 cents a dozen?
5. If two boys had 991 marbles, and one of them owned 295 more than the other, how many had each?

6. A farmer sold 20 lambs and 5 calves for \$95. He got \$5 each for the calves, what did he get for each lamb?

7. Divide 87396472 by 6403, and prove your answer.

8. A farmer bought 20 steers at \$35 each, and after keeping them for 4 weeks at a cost of 50 cents each per week, 2 of them died, and he sold the rest at \$45 each. Find his gain.

9. Find the total value of 213 pounds of butter at 22 cents a pound, 102 pounds of cheese at 18 cents a pound, 127 bushels of potatoes at 65 cents a bushel.

10. What number multiplied by 12 will give the same product as 2904 multiplied by 407?  
Five marks for neatness.

FROM 3RD TO 4TH CLASS.

1. A contractor requires two million bricks. He has 560085 already. How many loads, each containing 437 bricks, does he need to complete the full number?

2.  $999 \text{ mi.}, 99 \text{ rd.}, 9 \text{ in.} \div 10 \text{ mi.}, 76 \text{ rd.}, 1 \text{ in.}$

3. A mechanic receives \$2.50 a day of 10 hrs., and 40 cts. an hour for over-time. On Monday he worked 11 hrs.; on Tuesday, 13 hrs.; on Wednesday, 10 hrs.; on Thursday, 12 hrs.; on Friday, 10 hrs.; on Saturday, 12 hrs. Find his wages for the week.

4. Find the cost of digging a cellar 36 feet long, 24 feet wide, and 8 feet deep, at 25 cents per cubic yard.

5. Two farmers went to market, one with 4320 pounds of wheat, the other with the same weight of barley. The wheat was sold at 90 cts. per bushel, and the barley at 72 cts. per bushel. Which got the most money, and how much? (A bushel of wheat contains 60 lbs., a bushel of barley 48 lbs.)

6. Harry can hoe 70 hills of potatoes in an hour, and began work at 8 in the forenoon; Peter began at 10 in the forenoon, and they worked together till 6 in the afternoon, when it is found that Peter has hoed as many hills as Harry. How many hills an hour did Peter hoe, if both rested an hour at noon?

7. Find the G.C.M. of 40693 and 92999, and the L.C.M. of 36, 45, 120, 54, 99, 72, 66.

8. A fruit dealer bought 5 bushels of cherries at \$2.50 a bushel, and sold them at 15 cts. a quart. Did he gain or lose, and how much?

9. Divide \$309 among Sarah, Mary and Jane, giving Mary \$9 more than Sarah and \$6 less than Jane.

10. Make out a bill of the following transactions on June 29, 1892:—Mr. James Johnson bought of Thomas Campbell; June 1, 1892, 113 bu. wheat at \$1.22; 217 bu. barley at \$1.05; 324 bu. oats at 45c. June 4th, 716 bu. rye at 95c.; 322 bu. peas at 75c.

Five marks additional for neatness.

GEOGRAPHY.

FROM 2ND TO 3RD CLASS.

1. Define:—River, Lake, Bay, Ocean, Cape, and give an example of any three of them.
2. Name the oceans that touch the continent on which we live.
3. Draw a map of Middlesex, mark on it the railroads, towns, and incorporated villages.
4. Name the townships that touch the town, village or township in which you live.
5. Name the largest township, and also the smallest township in the County.
6. Name (a) four wild flowers; (b) four kinds of vegetables that grow in Middlesex.
7. Give the name of the Warden of the County. What township does he come from?  
Five marks for neatness.

HISTORY.

FROM 3RD TO 4TH CLASS.

1. What is meant by the term *Constitution*? How does the British Constitution differ from that of Canada?
2. How are members for the Dominion Parliament and also for the Provincial Legislature elected, and how long can the members of each re-



tain their seat? Who are the representatives to each from Middlesex? Over what matters has the Dominion Parliament exclusive jurisdiction?

3. How are the Judges, Magistrates and Sheriffs appointed? How are the Judges paid?

4. (a) Tell what the population of a place must be before it can be incorporated as a village, town or city. (b) Explain By-Law. (c) What are the duties of Township Councils? (d) Over what body does the Warden preside?

#### GEOGRAPHY.

1. Explain each of the following terms, give an example of each and tell where it is situated:—Isthmus, Promontory, Tributary, Watershed, Estuary, River Basin, Harbor, First Meridian.

2. Draw a map of North America. Mark on your map (1) The boundaries of Canada. (2) Halifax, Chicago, New York, San Francisco, New Orleans, St. John, Victoria, Vancouver, Winnipeg.

3. A boat sails from Port Arthur to Montreal and return. Give (1) the waters passed through in order on her down trip. (2) Five important lake ports passed. (3) Her probable cargo both ways.

4. Where in Canada are the following found in greatest abundance:—Pine, Coal, Nickel, Salt, Petroleum, Salmon?

5. Name the cities of Ontario. Give the County in which each is situated, and the name of a railroad entering each. What town was made a city May 24, 1892?

6. Where in Ontario are the following articles manufactured:—Stoves, Buttons, Paper, Window Glass, Lumber?

Five marks as a bonus for neatness.

## \* Hints and Helps. \*

### LONG AGO TEACHING.

ABOUT twenty years ago it was discovered that the study of formal grammar by children did not teach them to use their mother tongue with ease. To reach this conclusion required about twenty years of discussion! Then it was decided to "study language," and what did the teachers do? They gave pupils half-built sentences to be completed, or wrecks of sentences to be straightened out, or a jumble of words to make into sentences; thus, "—went home," or "—would—-that—I—him—you," or "boy, the, orange, sweet, a, words, wants."

This went on for a good while and it was supposed a good thing was being done—by some. After a time, however, it was discovered that the pupils took little interest in these things, and really were no more able to write out their thoughts readily and clearly than before the puzzles were put before them. The teacher got to know this as "cut feed" or "cut and dried" language work, and despised it. Some began to hanker for the "flesh pots of Egypt" again; they felt when the pupil learned rules and recited them he had something, even if it was of no use to him in life. He could recite the rule and that had the look of knowledge, but after grubbing away at the "cut feed" he was merely filled with the east wind. Still, there was nothing else, and so the work went on for several years. Most of those books are laid away to rest, for which let us render fervent thanks. They had a good deal to do with promoting artificial stupidity in the schools. There are not many teachers yet who know what to do to train the pupil in language. There are certain principles, however, that will guide him. First, there can be no training in language concerning that of which the pupil can get no clear conception. Second, the proper training in language is given when the pupil expresses himself orally or in writing concerning things that he comprehends. Third, interest must be created; this is as true of language training for children as of all that human beings do. Fourth, the pupil must be able to correct his own work—that is, know when he is right—in good form; just as in arithmetic he knows when he gets the answer. The teacher must train the pupil to do his own correcting; he cannot do it for him. There must be steady practice—the pupil must write a good deal. Not once a week.

To recapitulate:

(1) Let subjects be selected that the pupil comprehends; let him write about his boots, his dog, his father, his schoolmate, sugar, molasses, potatoes, etc. (2) Expression will become more fluent the more he writes; and knowledge also; and interest also. (3) The interest must be created by the art of the teacher. Praise for bright, well put expressions. A case is known where a hundred persons came in to hear a boy's composition for four weeks in succession; it created a *furor* and yet he was a boy that said, "I cannot write a composition." Yes, put art into your dealings with this subject. (4) Don't waste time in correcting compositions; you that "correct compositions" don't understand how to give language lessons. (5) From the time the pupil comes in, in the morning, to his exit at night let him have a pen in his hand. Let him write about all the things he studies—provided he understands them all, which is by no means certain. He will learn spelling, for one thing, by this means.—*N.Y. School Journal*.

### TRANSITIVE AND INTRANSITIVE VERBS.

SUPT. J. M. GREENWOOD, KANSAS CITY.

1. The transitive verb expresses an action that terminates directly on some object:

Heat melts ice.  
Cold freezes water.

The object of a verb is a noun or pronoun denoting—

(1.) The direct or passive object; as, John struck James.

(2.) The object of effect; as, he dug a well; he built a fence.

(3.) The cognate object (so called because the object has a meaning like that of the verb); as, he dreamed a dream; he ran a race.

2. The intransitive verb expresses:

(1.) A state or condition; (2) an action not terminating on an object, (or doing so only by help of a preposition). He sleeps well (state or condition). He arose (action confined to subject). He ran against the man (action expended on an object by help of a preposition.)

This, however, is not always a distinction in the nature of things; for the same verb, expressing the same action, may be either transitive or intransitive.

- (1.) The child sees the house.
- (2.) The new-born child sees; the kitten is blind.
- (3.) He struck the man.
- (4.) He struck at the man.
- (5.) The boy ran.
- (6.) The boy ran a race.
- (7.) The boy ran then out of the yard.
- (8.) He dreams.
- (9.) He dreams a dream.
- (10.) He dreams of being at home.
- (11.) He dreams that he is at home.

—*Studies in English Grammar.*

### CULTURE IN SCHOOLS.

THERE is no need to turn up a contemptuous nose at the idea of giving the young people in our schools a certain amount of polish as well as a respectable amount of instruction in the "three R's" and such other branches as may seem expedient. It would be well for educationists and school trustees to think about imparting to our children some culture and courteousness. The word "culture" need not be satirically spelt "culchah." Schooling ought to produce not only educated or learned persons but people trained in the civilities and courtesies of polite social intercourse. There are many of our boys and girls who do not support the idea that they are getting this sort of teaching. It is easy to say that life would be sweeter and easier if people were more polite and graceful, but they will never shine in these directions unless the education in them is begun in youth. A refinement of popular manners is a thing worth striving for. Education should be a matter of human training that is quite as much psychical as intellectual, having sedulous urbanity for its basis, and inculcating before all else the profound consideration for one's fellow-creatures' feelings that is outwardly expressed by courtesy of speech and gesture. Is the education of our boys and girls proceeding in this direction at all, or are they rather not imbibing the notion that it is smart to be overbearing and noisy, and a mark of manliness to be rude? An artificial

varnish of manners is not at all to be desired, but a true politeness springing from an inward grace of spirit is of great price. Schools of dancing and deportment may be in their way good, but even they cannot give us exactly the thing needed. It can probably only be supplied, if it ever can be supplied at all, by the teachers who instruct our children. Their style, their manners, their attitude towards the world at large, their grace, or their awkwardness will be imitated by and reflected in their pupils.—*Toronto Mail*.

### A SPELLING CONFERENCE.

At a New York Conference of Educational Workers, President N. A. Calkins gave a brief summary of classes of mistakes in spelling, selected from recent reports made to him by principals of several primary schools, relative to five or six of the poorest spellers in their respective schools.]

I.—Mistakes made by misplacement of the letters in words. Examples:

"brid" for bird;	"was" for saw;
"gril" for girl;	"spet" for step;
"knid" for kind;	"thoart" for throat;
"spot" for stop;	"doog" for good;
"saw" for was;	"whit" for with, etc.

II.—Mistakes made by confounding the spelling of one word with another. Examples:

"bill" for build;	"mouse" for mouth;
"cold" for coal;	"tide" for tied;
"fond" for found;	"red" for read;
"lamp" for lamb;	"whouse" for whose, etc.

III.—Mistakes made by not knowing sounds of letters as used in words. Examples:

"almose" for almost;	"for" for four;
"cach" for catch;	"frut" for fruit;
"doz" for does;	"scoller" for scholar.

IV.—Mistakes made by not associating the use of the word with its spelling. Example:

"ant" for aunt;	"meet" for meat;
"bred" for bread;	"pane" for pain;
"close" for clothes;	"sent" for cent;
"fare" for fair;	"waste" for waist.
"grate" for great;	

V.—Mistakes in spelling considered in relation to special conditions of sense development.

Of the five poor spellers reported by one principal, only one,—an Italian girl,—can sing. Of six poor spellers reported by another principal, five were either born in Russia or of Russian parents; one of the five is near-sighted; the others appear to have no sense-defects. The sixth is a German.

One principal reports 900 Russian Hebrews and less than thirty of other nationalities. She stated that less than three per cent. of the pupils failed to become good spellers; that Russian children generally have a keen appreciation of sounds, both phonetic and musical; that they learn our language rapidly by means of training in the sounds of the words, in connection with their spelling, notwithstanding their environment out of school.

The question as to what condition of sense development, and which, if either sense-defect, generally accompanies poor spelling, was discussed. Some of the speakers inclined to believe that most of the defects in spelling occurred through careless habits in seeing the words. In many of the cases of mistakes reported the cause seemed to be a lack of keenly distinguishing sounds, and the relations of sounds to the letters in the words.

In this connection President Calkins quoted from a letter just received from Professor Barnes of the Leland Stanford, Jr., University, in which he stated: "From an examination of several hundred observations made by teachers in California, ear defects seemed to be the most important modifying influence with poor spellers. Eye defects appeared to play a small part in distinguishing poor spelling."

This subject is one deserving careful observations by teachers, with a view to learning the chief conditions with poor spellers, and the leading cause of mistakes, that more successful methods may be found for overcoming the mistakes.—*Journal of Education*.

Be like the bird who, pausing in her flight  
Awhile on boughs too slight,  
Feels them give way beneath her, and yet sings—  
Knowing that she hath wings.

—Victor Hugo.

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3. The Quebec Act.
4. The Rebellion of 1837.
5. The Country and how it is Governed.
6. The Legislative Assembly and its Duties.
7. The Dominion Parliament and its Duties.

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## \* Editorials. \*

TORONTO, NOVEMBER 1, 1892.

## EDUCATIONAL "CHAOS."

"CHAOS" is the word which Dr. J. M.

Rice, writing in the *Forum*, thinks the one best adapted to describe the characteristic feature of the school system of the United States. This is equivalent to saying that they have no system, and this seems to be just what Dr. Rice means to say. Dr. Rice, it should be explained, is a gentleman presumably highly qualified, who was selected by the editor of the *Forum* to make an investigation into the methods of teaching adopted in American schools, and the workings of those schools generally. In carrying out his commission he personally examined the schools in thirty-six cities and inspected the workings of twenty institutions for the training of teachers. Toronto was one of the places visited, but we have not yet learned what impressions were made upon him by his inquiries concerning our methods. As the result of his investigations in his own country, Dr. Rice says: "The characteristic feature of our school system may perhaps be best defined by the single word

'chaos,' as it lies in the fact that each city, each county, and in some States each county district, has practically the privilege of conducting its schools in accordance with any whim upon which it may decide, being restricted only by certain State laws of secondary importance. Consequently, unless chaos be preferable to law and order, there is no foundation for the opinion held by so many, that our Public schools are the best in the world."

It is just possible that Dr. Rice, if he examined closely enough, may have come to the conclusion that we in Ontario err on the side of too much system, almost as grievously as his own countrymen on the side of too little. We dare say that many of our readers have often envied the teachers on the other side of the line the greater freedom of choice and method they enjoy. But if our choice must be between two evils, undue rigidity is no doubt preferable to "chaos." Our own opinion is, that were all teachers as well qualified by nature, education, and experience, as are many of the best, too much freedom could scarcely be given. We should be willing to risk the chaos. As things are, and as they must be till parents arise to see the matter in its true light, and make the profession worth preparing for at least as extensively and carefully as for other learned professions, we shall be obliged to submit to a system which has far too much of the machine in it to meet the requirements of any high ideal. This is not to say, however, that there is not some unnecessary and therefore mischievous attachments to our machine, as at present constructed, especially in regard to the production and authorization of text-books, which cannot too soon be removed.

## FEDERATED VICTORIA.

TUESDAY last was a gala day for Victoria University. It witnessed her inauguration into her new quarters, and her new sphere and mode of action as a federated college of the Provincial University. Congratulatory addresses were made by Lieut.-Governor Kirkpatrick, upon whom it devolved to declare the new building opened for the purpose for which it has been erected; Mr. R. Harcourt, Provincial Treasurer and acting Minister of Education; Rev. Dr. Potts, Vice-Chancellor Mulock, President Loudon, Professor Goldwin Smith, President Mills, and others. But while each in his turn spoke well and acceptably, by far the most eloquent sentence uttered on the occasion, and the one which stirred the enthusiasm of the friends of Victoria to its deepest depths, was that in which Dr. Potts announced that he had received a check from Mr

H. A. Massey, for the sum of \$40,000, to endow a chair in Theology.

As this event, no doubt, marks the end, for many years at least, of the long struggle between the advocates of federation and of independence, respectively, as the most desirable future for Victoria, several of the speakers naturally referred to that somewhat memorable controversy. The prominent part taken by the Lieut.-Governor and the Acting Minister of Education in connection with the dedicatory services was fittingly suggestive of the changed relations of the University and of the fact that she is henceforth part and parcel of the State institution and to a certain extent under Government control. Experience will now be the best test of the wisdom of the new arrangement. That it will bring a large increase in prestige may be accepted as evident. That her students will have better advantages in certain departments of study, especially in those of the natural sciences which require very expensive apparatus for their thorough prosecution, is also manifest. Whether these and other gains will fully compensate for the sacrifice of a portion of the independence and freedom of action which is a part of their cost, the future may now be left to decide.

In glancing over the newspaper reports of the speeches, we could not help thinking that any former opponents of federation who may have been present must have been struck with the very inadequate conception of the grounds of their opposition which seemed to be entertained by some of the speakers, notably Mr. Goldwin Smith. To resolve the motives of this opposition into a preference for an "exclusively Church university, where, as they thought, the student would be under only the best influences, and be preserved in this troubled state of the theological world from all danger to his faith," is indeed, if we understand the matter, to strangely misapprehend, or rather fail to comprehend, the views of the intelligent advocates of independence. Has it never entered into the mind of the learned Oxonian that those who have observed and compared the methods of State institutions with the methods of some of the best of those conducted and supported on the voluntary principle, may have some reasons, from the strictly educational point of view, for giving their preference to the latter? We simply state the question by way of suggestion.

"In general," says John Ruskin, "I have no patience with people who talk about 'the thoughtlessness of youth' indulgently. I had infinitely rather hear of thoughtless old age, and indulgence due to that. Be thoughtless in any after years, rather than now."

#### A GOOD SUGGESTION.

AT the Durham Teachers' Institute a paper by Mr. James Gilfillan, English Master in Bowmanville High School, caused an interesting discussion. The subject was "Departmental Regulations and Examinations." According to the brief report before us, Mr. Gilfillan contended that pupils should be allowed a third-class standing who made a certain percentage on second-class papers, thereby avoiding the loss of three or four years' work. This should apply to candidates who had failed to take a second, and yet had made sufficient marks to be allowed to go on for a second-class certificate. The proposal was approved by Dr. Purslow, Headmaster of Port Hope High School, and met also with great favor from other teachers present. The result was that a committee was deputed to prepare a resolution on the subject, to be submitted to the Minister of Education. So far as we are able to see, the plan suggested is only fair and reasonable and would be conducive to educational progress. It can hardly be doubted that, as a rule, the student in the position described would be much better qualified, educationally, than the ordinary candidate who has successfully studied only what is necessary for the third-class certificate.

#### \* Literary Notes. \*

SARA JEANNETTE DUNCAN contributes the opening article in *The Popular Science Monthly* for November. It is a study of the mixed race of India, which she calls "Eurasia," in the author's most delightful vein, and affords a vivid picture of life in the great East Indian cities.

THE October number [No. 55] of the Riverside Literature Series (published quarterly during the school year' at 15 cents a single number, by Houghton, Mifflin & Co., Boston, New York, and Chicago) contains "Shakespeare's Merchant of Venice," edited for school use by Samuel Thurber, Master in the Girls' High School, at Boston, Mass.

THE *Expository Times* for October well sustains the high reputation of this admirable journal. This number contains, in addition to its instructive and spirited "Notes of Recent Exposition," its Literary Table, and several "Contributed Notes," no less than twelve or thirteen articles, larger and shorter, on topics of current or permanent theological interest. Several of these are by some of the most distinguished Biblical scholars of the age.

WE are indebted to Selby & Co. of this city, whose advertisement appears elsewhere, for a copy of the Milton Bradley Co.'s (Springfield, Mass.) Catalogue of "School Aids and Kindergarten Material," also for copies of "The Education of Children," and "Kindergarten Manual Training Indus-

trial Schools," the latter by Mrs. H. M. Plunkett. These are reprinted in neat pamphlet form from the *Popular Science Monthly* and *Macmillan's Magazine* Selby & Co. will send a copy of either of the above, free, to any address.

OUR old friend the Canadian Almanac, now in its forty-sixth year, increases in vigour each year of its life. The issue for 1893 will be published earlier than usual and has been enlarged by the addition of an Ontario Law List, a more complete Clergy List and a variety of other valuable information. An interesting article on Wills and Executors has been prepared for it, also one on Life Insurance. The city taken up is Montreal, of which a readable sketch is given together with a map of the central portion. The Almanac contains a mass of information useful to teachers.

IN the same line as Miss Jordan's "College for Women," published in the last number of the *Atlantic Monthly*, there is in the November number a most able article by Samuel W. Dike, LL.D., entitled, "Sociology in the Higher Education of Women." The author discusses the subject at length, and shows that now the problem is to put the education that young women are now getting into *its true relation to their future*, and to do more to equip the girl for what may be called the great profession of being a woman in her social trinity of wife, mother, and member of society. The many suggestions for the carrying-out of this problem make this paper a most valuable one.

THE article in the *North American Review* for November, which will attract most attention, is that by Mr. Blaine on "The Presidential Campaign of 1892." According to Hon. W. F. Harrity, chairman of the Democratic National Committee, "The Democratic Outlook" for the coming election is very hopeful. Other important articles are, "Wanted, a New Party," by T. V. Powderly; "Are There Too Many of Us?" by Prof. Andrews, President of Brown University; "Swiss and French Election Methods," by Karl Blind; "Waste Products Made Useful," by Lord Playfair, etc. An article that will be of interest to politicians and educators is that by Mgr. O'Reilly in "How to Solve the School Question."

*The Chautauquan* for November presents, as usual, a sumptuous table. Following are but a few of its contents: "The Columbus Monuments, by William Eleroy Curtis; "The Greek and the American Democracies," Second Paper, by David H. Wheeler, D.D., LL.D.; "Sunday Readings," selected by Bishop Vincent; "Greek Oracles," by Thomas D. Seymour, M.A.; "The Miller and his Mill," by W. C. Edgar; "The Study of Popular Tales," by Prof. T. F. Crane; Columbus Day One Hundred Years Ago, by Charles T. Thompson; "Izaak Walton—1593-1683, by Prof. W. F. Stockley; "Saint Courageous," by Lady Henry Somerset; "How Society in India Suffers from Woman's Position," by Agnes Burchard; The poetry of the number is by Emilie Hall Davies and Titus Munson Coan. There are the usual departments devoted to the Chautauqua Literary and Scientific Circle.



## \* Special Papers. \*

## THE HARMONY BETWEEN CONTROL AND SPONTANEITY.

BY INSPECTOR J. L. HUGHES.

YON Scotch lad is controlled by his father's iron will. His duty in childhood and youth is unreasoning submission to law. There is power even in such discipline. In the boy's soul dread of parental authority becomes in time a solemn veneration for the majesty of law; and reverent submission to the human father rises into devout subordination to God, and forms the granite in Scotch character individually and nationally. Such training makes men strong, but narrow. It places law above liberty, and recognizes the power of the Creator more than His love. It values individual rights more than individual growth. This is control without spontaneity. In too many American homes we find spontaneity without control. The results are usually disastrous. Control alone is better than spontaneity alone for perfecting strength of character; better even for the development of productive spontaneity. Untrammelled spontaneity would be the ideal educational condition, if all natural tendencies were toward truth; or if all children had from their earliest years enlightened consciences, developed wills, and a recognition of the rights of others so clear as to make them unselfish, and so strong as to be a controlling force in their lives. Unfortunately uncontrolled spontaneity often means unbridled evil and moral anarchy. The true ideal is the perfect unity of law and liberty; and the greatest unsolved educational problem is how to secure harmony between control and spontaneity in the training of the race. Control and spontaneity have been regarded as antagonistic forces in the development of the child. They are really twin powers that should work in harmony. Truth can never be at variance with other truth. There are no irreconcilable contradictions, no chasms that clearer insight shall not span. Man cannot always see the harmony between principles that appear to be in conflict; but infinite wisdom sees the mutually strengthening interrelationship of apparent contradictions. Nature rejoices in the equipoise of opposing forces. As man grows consciously towards the Divine he sees harmonies more clearly, and the revelation of new harmonies between the controlling laws of the universe makes the sweetest music that ever lifts his soul to higher joy. After the battles of past ages, the veterans who fought for opposing principles, have joined hands in loving unity, when they have climbed through the clouds of error; and clearer, wider vision has dispelled illusions and shown the essential oneness of truths which partial insight had supposed to be at variance. Each party saw a single truth, and in the brighter light on the hill-top, the two truths were blended into one.

Rightly understood control and spontaneity work in perfect harmony. Spontaneity does not mean freedom from law, but freedom through law, in accord with law. Productive spontaneity can not be at variance with law; it can exist only in conformity with law. Law and liberty are indissoluble. They are giants whose union produces life and growth, and happiness. The "law of liberty" is the perfect law. David spoke wisely when he said, "So shall I keep thy law continually forever and ever, and I will walk at liberty." "To the truly free man, freedom coincides with control." Spontaneity is the essential condition of individual development; law defines relationship of the individual to the universal; control is the application of law. There is no wrong to the child in the exercise of wise control by parents and teachers. Such control is absolutely essential to the full development of character. We should control childhood in order to define respect for human law, and reverence for Divine law. The perfect work of Christianity will be accomplished when all mankind is consciously, reverently, responsively, co-operatively, submissive to the Divine Will. This condition can never be reached until the child in the home and in the school lives a life of co-operative obedience to its parents and teachers, and is thus qualified for conscious co-operative submission to the authority of the State, and beyond this to a cheerful recognition of Divine authority, and the glory arising from co-working with God. Rochefort was more philosophical than usual when he

said: "I rebelled against my nurse in the nursery; I rebelled against my parents at home; I rebelled against my teacher at school; I have rebelled against the government of my country; and if I ever go where there is a God, I will rebel against him."

We should control children because the wise and definite control by a superior will develops the will power of the child, and qualifies him to direct his own life when he reaches maturity. If unchecked the feelings and passions of a child sweep in an unrestrained torrent over his undeveloped will; lack of control becomes habitual; selfishness and self-will act automatically, and character power is lost. More than half the energy of humanity is dissipated. Character energy must be controlled and directed by an enlightened will in order to become an executive force for good. The child's will is neither sufficiently strong, nor sufficiently enlightened to guide his activities and control his powers. Uncontrolled forces lead inevitably to ruin and disaster. It is a saddening fact that so much of nature's physical force remains yet unmastered, but the saddest sight in the world is an uncontrolled soul.

But, while control by a superior will is essential and natural, it should never prevent the full development of spontaneity of character. It is not necessary to dwarf a soul by controlling it. The child's individuality cannot be weakened without fatal consequences. Each child has an individuality of his own. It is a sacred power intended to grow forever. It is the Divine in the child. It cannot be marred or misdirected without interfering with God's plan. I have no right to try to make a pupil like myself. He is God's child, not mine. I should help to make him his true self, not a reproduction of me. One of most of us is enough. God's will is never a substitute for man's will; neither should the will of the teacher be in any way a substitute for the will of the child. The teacher's will may direct the child's will but never safely act in its stead. The teacher's personality should never intervene between the child and the light.

The relationship between control and spontaneity may be established on clearly defined laws.

First.—Control by external agencies should last for the shortest possible time. Self-direction should be our aim for our pupils from the first.

Second.—Control should never degenerate into coercion. Plato said: "A free mind ought to learn nothing as a slave." There is no life-giving power in coercion. There is no growth in mere negation. God meant our characters to be positive, not negative. "Well, Tom," said a father on his return home one evening. "What have you been doing to-day?" "I haven't been doing anything," said Tom, "I've been don'ting for mother all day." Poor Tom, how small are his opportunities for real, true development. When shall men and women learn that doing is a thousand times more destructive of evil, and a million times more productive of good, than don'ting? Coercion may repress evil, it never eradicates it. It can only repress the wrong for a limited time, and in doing so it restricts the good. Coercion never made a child creative and the growth of creative power is the central element in its education. Coercion does more than restrict the power of a child, it corrupts his ideal. The common and unnatural dread of Divine authority arises from the degradation of human authority into unreasoning, unloving coercion.

The terrorism of the unknown is the most dreadful form of coercion. Attempts to secure passive submission by threats of punishment by the mysterious interference of imaginary monsters, either fiendish or sacred, have done as much as any other cause to destroy the true spontaneity of childhood. It is impossible to conceive the fulness of the evil influence of such threats at a time when the child's imagination is most active. The imagination itself is perverted and often becomes a corrupting instead of a purifying power. The child's activity becomes passivity; his instinctive interest in the great unknown dies out, and his spiritual development is thus prevented. The unknown land should be filled with angels, not demons. Many parents and teachers degrade even the Father of light and love into a sort of goblin to terrorize their children. With sacrilegious impudence they dare to say to children, "God won't love you," till the child gets its little heart filled with misconceptions of God and irreverence for Him, and these false ideals often keep out the truth forever. A little girl in Boston, whose mother said recently "God will be very

angry with you," replied: "Oh, well, He's always getting mad about something." Poor child! she was not responsible for the conclusion.

Third.—The child should not be conscious of the restraint of external control through the personality of the teacher. The assertion of the personal will of the teacher inevitably leads to conflict and conscious resistance on the part of the child. This is the root of great evil. Through unconscious responsiveness the child should grow to conscious recognition of authority and obedience to law; and up to the highest condition of human culture, perfect self-control and self-direction. The divine will guides our wills in many ways that we do not understand or even recognize. Our control of childhood should be like Divine control in this respect.

External control that reveals its personality to the child inevitably weakens its self-control, as external aid given unwisely necessarily destroys its self-reliance. Most children are injured by being helped too much. The child whose foolishly fond mother rushes to pick it up when it falls, is usually hurt more by the picking up than by the fall; so the child who looks to parent or teacher as its only controlling agency, will never fully develop its own self-control. Self-control develops in the same way as all other powers of self-expression or self-direction, by regular and progressive exercise. The child should be led to feel its individual responsibility, for a child's duty not a man's, as early as possible, and allowed to direct its own powers towards the accomplishment of its own purposes, limited by the law defining the rights of others. Reverence for the majesty of the law, is a mightier force in character building than yielding to the will of a teacher. Submission to law is an element of true manhood; mere subservience to a human being is a characteristic of a slave. The child who is forced to submit passively to the personal domination of its teacher, can never have true conceptions of liberty and individual responsibility.

Fourth.—Human control like Divine control should be prompted by love, based on love and executed by love. Human love is man's strongest controlling force, as well as his greatest life-giving power. Divine law is often necessarily restrictive of wrong, but it is lovingly restrictive. It is stimulating and growth giving; never destructive.

Fifth.—It is utterly degrading to give pupils the idea that they are naturally expected to do wrong and that the teacher's constant duty is to check their natural tendencies. The father who said to his wife as he sat down to tea: "Well, Maria, what mischief has Tom been up to to-day?" is a type of a large class of parents and teachers. Have faith in your boys. They deserve your faith, and if they do not, you make them worthy of trust by trusting them. Let a boy understand that you expect him to do wrong, and he will usually fulfil your expectations. Boys love the right better than the wrong. They prefer the true to the false. They like to do good (not to be lectured about doing good), better than to do evil. They would rather produce than destroy. They love activity because it gives life; they hate passivity because it leads to death. Even if a boy is bad, inspiration is a grander controlling force than coercion. The most complete belief in the depravity of a child's nature does not justify the destruction of its spontaneity. Natural tendency may not always be toward the divine; natural power is always divine, and may become the controlling agency in correcting wrong tendency. Bad tempers and evil dispositions are defined in the consciousness of a child by criticism and coercion. Such defining is necessarily evil. The wise teacher is never saddened by the exhibition of strength and force by a child, even if they are manifested in selfish forms. The child with most power for evil should become the strongest angel with wise training. The teacher's skill is shown by transforming power, not by destroying it. We should remember that when the child comes to school it is in an advanced stage of its training. Human agencies by improper control or by equally improper freedom, or usually by a dreadful mixture of both, have been destroying the true spontaneity of the child.

Sixth.—All control is wrong that attempts to fetter the child with a man's thoughts, a man's motives, or a man's creed. Herein lies the greatest danger. It is a fatal blunder to rob a child of his childhood. We interfere a thousand times too often with a child's spontaneity by checking its plays or by rousing it from its reveries. Remember that what would be folly or indolence in you may

be absolutely essential for the highest development of the child physically, intellectually and morally. You may injure a child morally by stopping its play with the sand on the seashore, or its ramble among the flowers, or its apparently idle dream as it lies looking at the clouds, to force it to listen to religious exercises it does not understand. The music of the birds and bees is more likely to arouse its spiritual nature than the music of an organ. "I guess that fellow never was a boy," said a little boy when his teacher had unreasonably interfered with a game. There are few of us who do not give our scholars reason to come to a similar conclusion every day. He is the best teacher who most clearly remembers the feelings and thoughts of his own boyhood: You cannot force maturity on a child in feeling, motive, thought or action without making it a hypocrite, and you can make nothing worse out of it. The darkest hour in a child's life, is the hour when it draws a curtain over the windows of its heart to shut out mother or teacher, and deceit usurps the place of honest frankness. It is easy for a child to become a monster, when those in authority over it make it a hypocrite, and turn the life-producing waters of its free, responsive nature into a stagnant pool. Evil habits are poisonous growths springing from the trunks of decaying powers and nourished by the sap intended to develop holy inspirations. Many people blame Satan for making monsters of their children, when they are themselves accomplishing the terrible work of character destruction so thoroughly, that it would be a work of supererogation for Satan to interfere. The motives of men and women are not those that stir children's lives to activity. The child rises from high to higher motives if properly guided.

Oh, how narrowing, and restrictive, and destructive of power creeds have been! How they have prevented progress in thought! How they have checked spiritual growth? How they have imprisoned love, that should have gone out freely to help humanity! How they have shut out the Father they should have revealed! Dr. McLeod told of an old lady in his congregation whose creed he attempted to broaden. Finding his efforts ineffectual, he gave up the attempt with the remark: "Why, Janet, I fear that you believe nobody will be saved but you and John." "Ah, doctor," she replied, "I'm not so sure about John." Dear, poor old woman! she was only a little narrower than the great majority to-day. She was earnest and logical, and pure in motive, and a lover of the truth, but she was creed bound. Creeds can never be made plain by words. Love grows when it is lived out in loving deed. We should lead our children to see the truth in our own lives, and to live truth themselves, and we should train them to recognize the beauty of God's nature in the flowers, His sweetness in the bird song, His perfection in the marvels of the speck of brown fernspore as shown by the microscope, His majesty in the mighty mountains, His vastness in the wide sea, His power in the transformation of the little seed to the sturdy oak, His wisdom in the rhythmic harmony of the movements of a million worlds, and His love in our tender, unselfish, self-sacrificing love for them, not merely when they are good, but especially when they are wayward. If we allow the young soul to have the proper conditions for unconscious growth towards God, there need be no anxiety regarding creeds. Infidelity is impossible to a being whose heart and mind have been filled with God as revealed in His works. Too often the attempt to control children by the motives and creeds of adults makes them skeptics as well as hypocrites. When our creeds are revealed by our lives, they become wings, not bonds, to our children.

Seventh.—Growth cannot be forced, and the attempt to force it checks spontaneity, and weakens individuality. Teachers often try to be power for their children, instead of guiding powers already existing in the pupils. They try to force growth, or to restrict growth instead of providing the best conditions of growth, and reverently allowing growth to proceed in accordance with Divine law. They try to improve the flower queen by opening the rosebud instead of strengthening the rosebush. How grandly nature's laws act! The sun never commands the flower to grow; nor does the rain say chidingly, "Drink or you shall not grow." The rain falls gently, the sun shines brightly, and the flower becomes strong and beautiful. Yonder is a man throwing water upwards with a syringe. He

is trying to form clouds, but his clouds will never refresh the earth with rain, nor show to a single human soul the joyous message of the rainbow, or the many coloured glory of the sun's farewell in the evening. There are even yet, squirt gun teachers who think they can shoot the souls of children upward through their little syringes. Of course a squirt gun teacher, illogical as he is, is better than the mere word-grinder, or fact-giver, or thought-crammer so often misnamed a teacher. Pity that so good a word should be so degraded! Greater pity that soul-growth should be so retarded and misdirected.

Eighth.—In the training of self-expression, self must not be sacrificed to expression, or spontaneity will be lost. The methods of training all self-expression of the pupil, adopted by the schools in the past, have prevented the development of true spontaneity. "My pupils write so much alike that you can scarcely see any difference between their copy books," says a proud teacher. Empty boast! If it be true, then you have dwarfed every pupil in your class. Writing is more than letter formation and shading. A free hand moving automatically in harmony with a free mind should be our ideal. We have trained our pupils to draw letters, not to write. We have sacrificed freedom to form, and vainly hoped for the freedom that never came. We have restricted spontaneity by limiting lines, by direction lines, and by faint letters to be traced. We have cramped the fingers and confined the free movement of the arm, and the cramping and restrictions have reacted on the souls of the children. We have made our pupils slow copyists, and slavish imitators of writing; we should have given power to express thought rapidly on paper. The two elements in good writing are free rapid movement and accurate letter formation. We have striven for the second, at the expense of the first, and in doing so have weakened the character of the race. Copying headlines tends to make a race of copyists, of unreasoning imitators, who live and die in bondage to those who assume the right to do their thinking for them. The time must come when there shall be no more mere copying in learning to write; when writing shall be, in mechanical execution as well as in thought expression, the representation of conceptions defined in the mind of the child, not of form conceptions defined on paper by some other person. Copying subordinates the individual and prevents the true conception of the independence and responsibility of the human soul. All concious imitation even of good is weakening. "All children imitate naturally," you say. 'Tis a pity that your assertion is true to a certain extent. But it is not fully true. The strongest do not imitate. Some are strong enough to resist the uniformity, modelling process of the schools. Poor fellows! They used to have a hard time. They still have to suffer at the hands of teachers who have not learned to reverently respect the individuality of the weakest child. As the human race rises to higher planes it loses the tendency to imitate. The schools should help men to rise by climbing, not by holding on to someone else. Do not be satisfied with any teaching process based on imitation. The true test of writing is not the writing done while the mind is concentrated on the writing itself, but the writing done while the mind is filled with original thought which has to be expressed in written form.

It is equally true that freedom should precede form in all other methods of self-expression through the hand, such as drawing, painting, modeling, and wood-working. It is wrong to try to force the child to express our matured conceptions of the form of any object. It should express its own mental picture, not ours. Its power to express by hand, or tongue, or face, or gesture, is weakened every time it tries to express what it does not clearly conceive. Its power to express its individual self is weakened every time it attempts to express the conception of anybody else. Such a course destroys the harmony that should exist between conception and representation, and loss of harmony always means loss of power. The crude lines made by a child to represent a bird, a worm, a flower, a man, or a horse, may suggest no picture to your mind, but they are realities to the child who made them. A line does for a man at first. That painting of a fish made by a five-year-old girl looks as much like a log as a fish to me, but it represented life to her. She will scarcely believe at fifteen that she ever made that for a fish. Let us examine her book of

sketches now, when she is fifteen years old. She has been expressing her own conceptions with her brush for ten years, and now her flowers, and worms, and insects, and birds, are nearly accurate enough both in form and color for illustrations in a work on natural history. She became free first, and her growth toward definiteness kept pace with her development in intellectual clearness. Her efforts to express herself, not some other person, defined her conceptions, and clearer conceptions gave greater power of expression. Oh, what growth is possible to humanity when natural processes are not reversed. Natural conditions should often be changed, but natural processes never. Little children should draw at first on blackboards, so that they may have free scope to represent their conceptions in large form. They enjoy a wide sweep which they cannot get in books or on slates, and this wide, free sweep of the arm defines the conception of freedom in their minds. The fettering of real spontaneity by bad methods of teaching oral expression, has been more destructive of individual power, than even the methods of training in hand expression. Both in public schools and in schools of elocution self-expression has been divorced from expression. No one can ever regain his grandest power to speak his own thoughts, who was forced into formalism by oral reading when a child. There can be no method by which young children can be kept for years expressing the thoughts of others in the language of others without reducing the power of self-expression, and weakening character. It is amazing that the abnormal process we call oral reading should have been tolerated in the schools so long.

We should have more reading in the schools, and infinitely more training in oral expression than we now have; but none of the paralyzing process we call oral reading. I do not refer merely to the oral droning that all teachers ridicule, but most teachers develop; I include the best oral reading done in any school in the wide world. Even the best is relatively unproductive, and is weakening to self-expression and character. Reading is thought extraction, not thought expression. Oral expression is a natural power; ability to get thought from visible language is an acquired power. We should never destroy a natural power in acquiring a new power. Oral expression is an ever growing power. It would keep pace with the growing soul, if it were trained as self-expression, not as the expression of the thought and language of others. There must, however, be definite formal training of all forms of self-expression. There should be special practices to develop freedom of movement and proper position of hand and body in writing and drawing; the child should use the wood rasp, saw and plane to gain power to rasp and saw and plane freely and definitely before it has to work to a line with these tools; there should be dictation lessons in color, and size and form, and symmetry and relationship to develop and define these conceptions in the minds of the children; there should be preliminary gymnastic processes in voice culture, in emphasis, in inflection, in gesture, and in the differentiation of the feelings, in order to qualify each individual for his highest success in oral expression. But unfortunately these special practices and preliminary processes are usually the end of school work, instead of means of preparing each pupil for creative activity along the lines of his grandest powers. The wise kindergartner gives her little ones formal dictation lessons in the gifts and occupations, that by the use of material to produce certain effects new concepts may reveal themselves naturally to the child. But her lesson only begins with the formal process in which each child does the same work. In the real lesson each child uses the same material to work out his own purpose. This is a type of all true teaching in which control and spontaneity are in perfect productive harmony. There are frequent discussions regarding the relative values of formal physical exercises and unrestricted play. The latter is infinitely better than the former for the development of the complete nature of the child, and no system of physical education is worthy of consideration that does not include the entire being in its aim. But formal exercises are essential to prepare the body for its best work under the guidance of the child's own uncontrolled will.

Fellow teacher, if your writing books are really "copy books" and no more; if one drawing book or color book is a type of the books of the whole class, and if all your pupils always make the same

things in clay, and wood, and paper; then you are making automatons instead of men and women. The worst schools are those in which there is least self-activity in working out realizations of original conceptions by the pupils. No teaching should be allowed to end with the acquisition of power. Power should be applied. Control should be exercised by the teacher in the production of the varied powers that enter into the characters of all well-trained men and women; spontaneity should be unrestricted in the use of these powers by each individual in the execution of his own plans. In the development of the universal the trained teacher finds his true place, but in the unfolding of individual character, the wisest and most loving teacher should reverently stand with uncovered head to watch the development of the Divine. The teacher may cultivate power, and may stimulate effort by supplying the conditions of growth, but independent activity alone can give life, and vigor and progressive expansion to individual character.

All methods of developing self-expression from without are barriers to real spontaneity. In elocution or oral expression, for instance, the almost universal plan of giving mechanical rules for emphasis and inflection; and the tones of voice, or gestures to be assumed to represent the feelings; or facial expressions to be made to simulate passions; develops formalism and hypocrisy, not soul growth. The soul should dominate the body, and the attempts to make the body respond to, or suggest the thoughts or feelings that have no real existence in the individual consciousness helps to destroy the real power of body, mind and spirit. The body may be made erect, graceful, active; and the voice may be made full, rich, elastic, pure, by careful training; but by far the most important training is that which cultivates the mind and heart and accustoms them to the natural control of body and voice. All kinds of training in self-expression are wrong that devote attention directly to the expression more than to the self of the pupil.

Ninth.—Spontaneity may be restricted by school programmes. Programmes have been too narrow and too abstract, especially in primary classes. The programmes should be wide, because there can be no learning without attention, no attention without interest, and no general interest can be awakened and sustained without a variety of subjects for study and work. All children are not interested in the same subjects. Attempts to force a child to be equally interested in all subjects weakens both the temper and the power of attention. The programme should be wide enough to stimulate each child to interested effort on the lines of its highest individual power. It is only when so working that man's growth is as definite, as rapid, and as harmonious as it should be. "Blessed is the man that hath found his work," said Carlyle, "let him ask no other blessedness." When a child's life runs along the channel of its greatest individual power, all the other springs of power in its being flow into that channel and its life becomes broader and deeper, and its current stronger as the years pass away. A marsh is a stream without a proper outlet for its living waters. There should be no human marshes. Each child should be a pure rippling stream, growing ever deeper and wider by fresh rills of knowledge and thought power; and gathering force by the exercise of executive power till it becomes at length a glorious river turning some of the mighty wheels of human effort, and bearing on its breast the white sails of onward progress. The child acquires knowledge more rapidly, more definitely and more permanently before it goes to school than it does afterwards. God did not limit its range of study. Man always makes a pitiable exhibition of himself when he attempts to prove that God has made a blunder. The truest educational progress of the ages has been towards harmony between control and spontaneity; guidance and freedom; obedience and independence, submission and liberty. Freedom is the only basis broad enough for a system of education. Individual freedom and individual responsibility are the grandest lessons taught to the world by Christ: and the emancipation of the individual soul is the noblest work of the centuries since Christ. We must have free growth; not the wild growth of the wilderness, but the free assisted growth of the best cultivated garden. "No man is free who is not master of himself," said Epictetus; and we may reverse his aphorism without altering its truthfulness. No man is master of himself who is not free.

The Baroness Von Bulow wisely says: "Child-

hood's unconscious lesson to us is, that what is undeveloped can without guidance never be free, but left to itself must inevitably fall into caprice. Guidance capacitates for freedom. It is a dominant error of our age to demand freedom where the capacity for freedom is still lacking." We should prepare our pupils for fruit bearing at maturity, but we should never try to make them bear to pattern as Dr. Blimber did; nor should we dare to destroy their spiritual wonder power as did Mr. McChoakumchild. Whatever there is of beauty, of purity; of holy aspiration in the child's soul should be helped to grow. Soul growth must be from within. Emerson was right in saying: "Though we travel the world over to find the beautiful, we must carry it with us or we find it not."

The child is full of holy aspirations. Lead these aspirations out, and everywhere in the wondrous world they will find corresponding beauty, whose enjoyment will prepare them for the appreciation of the supernal glories that throughout the universe await the recognition of a higher spiritual insight. Each young heart in your class has a thousand strings that should pour forth enrapturing harmony forever. Break none of the strings. Dare not to play on the wonderful instrument yourself. No other hand can reveal its melody, but the hand of the child who owns it. Control the child, but your control should consist in letting in the sunshine to its life, that it may stir to action, and through action grow to greater life.

## \* English \*

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### THE FIRST LESSON IN FORMAL GRAMMAR.\*

BY F. H. SYKES, M.A.

NOTE.—The class is supposed to consist of children of nine or ten years of age. The teacher (T.) wishes to teach the meaning of Statement, Subject, Predicate. P. represents one or other of the pupils. The lesson covers the ground of three brief lessons for successive days.

1. T. (*holding up various objects in succession, asks the class while so doing:*) What do you call this? P. I call it a pencil. T. (*writes "pencil" and following name-words in a column on the black-board.*) What is the name of this? P. It is called a book. T. What is the name-word for this? P. It is a pen. T. Give me the name-word for this? P. It is a knife. T. Give me name-words for other things? P. Table, desk, dog, cat, cow, boy, man, etc. (*T. reviews asking "what this name-word stands for," etc.*)

2. T. (*having something happen in succession to various objects, asks while so doing:*) Tell me what the pencil does? P. The pencil falls. T. (*writes the statement and the following in a line with the words in the column mentioned before.*) Say what the book does. P. The book closes. T. Say something about the pen (*writes on a piece of paper.*) P. The pen writes. T. Say something about the knife. (*T. cuts the chalk.*) P. The knife cuts; etc. T. State something about the man. (*T. walks.*) P. The man walks. T. (*reviews the sentences on the board.*) What do we say or state about the pencil? What do we state about the book? What statement do I make about the pen? What is the statement about the knife? etc. How many statements have we on the blackboard? What do I call each of these? (*pointing to the sentences.*) P. You call each a statement. (*T. writes STATEMENT in large letters on one side of the board; then has the pupil spell and pronounce; erases the word, has them spell and pronounce.*)

3. *Exercise for desk work.*—T. Make a statement about each of the following: Boy, house, tree, garden, farm, river, water, air, cloud, sky, heaven, etc.

4. T. What was the first statement we made? P. The pencil falls. T. You say we made this statement. How did we make it? (*Waits a moment; then covers "falls" with his hand or a book.*) P.

\*A lesson introductory to methods in teaching Grammar, Provincial School of Pedagogy, Toronto.

We took first the name-word "pencil" and then.. (*T. uncovers "falls," and covers "pencil" we said something about it.* T. About the word? P. No; about the object it stands for. T. How did we make out the second statement? (*P. analyzes as before.* T. *continues through a number of sentences.* *This done he returns to the first.*) T. How many parts has this statement? P. It has two parts, (i) the pencil, (ii) falls. (*T. continues the analysis of other statements; then extends the sentences by adjectives and adverbs, and subordinate clauses, calling upon the pupils to divide these.*) T. What are the parts in: The good boy walks? The little girl runs fast? The black horse falls down? The pretty flowers grow in the garden? My poor old friend has come here. Your dear mother has come to see you. The pupil in the last row is talking. The boy who is in the first row is sitting very still. The bird that flew into our school-room was a swallow, etc., etc.

T. How many parts has every statement? P. Every statement has two parts. (*T. writes under STATEMENT "every statement has two parts."*)

5. Could we make a statement of two parts like these:

The pencil the book.  
The pen the knife.  
The table the desk.

P. No, that would not give sense. T. Could we make a statement of two parts like these:

Falls closes.  
Writes cuts.  
Stands likes.

P. No, that would not give sense. T. Yet in each we have two parts. P. They are not the right parts. T. What kind of parts must we have then in every statement? P. One part must have a name-word—a word standing for some object, and the other must state something about it. (*T. tries a number of sentences.*) What is the name-word in this sentence? What do we say about it? What do we speak about here? What do we say about it? What is spoken of in this statement? What is stated about it? What is the subject of this statement? What is stated of this subject? What is the subject of the next statement? What is stated or predicated about it? What is the subject of the following statement? What is predicated of the subject? Give the subject of the next statement. Give the predicate or what is stated about it. What is the subject of this statement? What is the predicate? What do we call this part? And what that part? (*T. writes SUBJECT and PREDICATE on the board and proceeds as with statement.*) T. What does the subject contain? P. It contains the name-word about which we speak. T. What does the predicate contain? P. It contains what is stated of the subject. T. What is the subject of the statement? P. It is the part containing the name-word of the subject about which we speak. T. What is the predicate of a statement? P. It is the part containing what we state of the subject. T. How is a statement made up? P. A statement is made up of a subject (about which we are speaking) and a predicate (by which we state something of the subject.)

[At a later stage of the pupil's life—when formal grammar becomes a regular subject, say at thirteen years—the teacher shows that the statement or assertion in words is preceded by a corresponding thought—a judgment of the mind, which the words of the statement picture forth.]

6. *Exercise.*—(i) Add predicates to village, John, Toronto, the river St. Lawrence, father, parents, money, fear, patience, etc.

(ii) Add subjects to—ran into the house, —came to school, —jumped over the fence, —ran after the thief, —fought with the enemy, etc.

(iii) Make any six statements you like; draw one line under the subject and two under the predicate, separating the two parts of the statement by a line like this ||.

T. I wish some of you to tell the folks at home what you have learnt to-day about a statement.

WHAT an awful thought it is that when our evil actions are once performed they can never be recalled. We may mourn over them as much as we will, but no amount of warning can alter existing facts or cancel the misdeeds that have been done and gone to record.—*Christian Advocate.*



## Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

*The Sketch Book of Geoffrey Crayon.* By Washington Irving. With Introduction, Annotations and Appendix by Fred H. Sykes, M.A. Toronto: The Copp, Clark Company, 1892.

The name of Mr. Sykes is now becoming so well known to the teachers and students of Ontario as that of a careful, competent and clever editor and annotator of English, French and German texts for school and college use, that its appearance on the title-page of an edition of the "Sketch Book" will, in itself, be accepted by many as a sufficient guarantee of the excellence of the work. In this edition the wants of the student have evidently been kept steadily in view, and Mr. Sykes' fresh experience as both student and teacher has stood him in good stead. In introduction and notes he has, without overburdening the book with minute details, supplied about everything which is really necessary to the intelligent reading of these delightful sketches, even by one whose previous literary training may have been meagre. It will be found, we think, that the editor has generally supplied the information needed, and only that. The appendix, outlining a course of essay work, based on the "Sketch-Book" and Sir Walter Scott's "Talisman," forming a study in descriptive and narrative writing, will be specially suggestive to teachers. From the mechanical point of view the volume is neat and well printed, and is, we suppose, as attractive as the very necessary regard to the price which the average student can afford would permit the publishers to make it. We often wish, on examining books of this class, that circumstances would permit of better paper, wider margins, a freer use of "leads," and a more artistic style of binding and illustration—though to the latter we attach less importance than it is now commonly deemed to possess—if only for the unconscious influence these mere externals have in pleasing the eye and educating the taste. In this connection we may mention what seems to us a blemish, especially in some parts of the introduction, viz., the too frequent use of the dash in punctuation. On two consecutive pages we counted nineteen or twenty of these marks, which most authorities tell us should be used very sparingly and only for a specific purpose. This is, of course, but a minor criticism, yet a book for students should be a model even in the matter of punctuation. The book should have a large sale, even outside the circle of teachers and students.

*Moffatt's History Primers. Bk. II. Early England.* Pp. 186. Price 1s. London: Moffatt and Paige.

This primer is intended as a Junior Reader for pupils of about ten years of age. It consists of easy narratives and biographies from the time of the Britons to Chaucer. The style of the volume, though simple, is interesting; copious illustrations lend additional interest to the text. Teachers desiring to lay a basis for the study of history in the minds of young children will find the stories of this history primer of admirable service. F.H.S.

*Typical Tales from Shakespeare.* Edited by Robert R. Raymond, A. M. Pp. 224. Price \$1.20. New York: Fords, Howard & Hulbert.

To present a typical drama of Fancy ("Midsummer Night's Dream"), of Romance ("As You Like It"), and History ("Julius Cæsar"), not in a complete form, but in easy narrative, embodying, however, all the finer passages almost verbatim—this is the work Professor Raymond has accomplished. The result is, not three tales reproducing the barest outline of the plot, like Lamb's "Tales," but the substance of the original, changed only so far as will enable the youthful reader to enjoy the full flavor of Shakespeare unembarrassed by the division into scenes or by archaisms and unfamiliar allusions. The volume is well printed and bound and adorned with copious, beautiful and appropriate illustrations.

The teacher who desires to bring the plays in question before his pupils will not find a more suitable form of introduction. For supplementary reading in High schools it is strongly recommended. F.H.S.

*Cæsar. The Helvetian War.* Welch & Duffield. American Edition by S. G. Ashmore. Macmillan's Elementary Classics.

Intended to pave the way to actual translation of Cæsar. By a happy idea the sentences are very much simplified at the start, and increase in difficulty, until the actual text is reached at the close of the book. A vocabulary is added.

*Livy V.* Prendeville & Freese, Cambridge; Deighton Bells Co.; Geo. Bell's Sons, London and New York.

Books I. and II. were noticed some time ago in our columns.

*Macmillan's Shorter Latin Course.* American Edition by J. C. Egbert, Jr., Ph.D.

Exceedingly good. For a class of very young boys the book has absolutely no competitor, with the exception of Lindsay & Rollins'. It is a great pity that our Government regulations do not permit the use of such books in special cases.

*The Beginner's Greek Book.* By John Williams White, Ph.D. Ginn & Co.

Dr. White's new edition of his first Greek book is the educational event of the year. It is impossible to praise the book too highly. Classical teachers of experience will agree that it is impossible and undesirable to make the first books in Greek as elementary as that in Latin. The foundations for Greek must be laid broad and deep, or the time is thrown away. It may safely be said that, assuming, with the author, the end in view to be the reading of easy Greek prose at sight in two years' time, the classical teacher will find no book to be compared with this. The Goodwin's Grammar is now unnecessary as an accompaniment, since Dr. White has incorporated the forms and syntax in the beginner's book. The book concludes with the first eight chapters of the Anabasis, and a development, by the inductive method, of the important principles of Greek Syntax, in nineteen lessons. The accuracy of the book is beyond all praise. Classical men should at once examine it. No more important work, from a teaching standpoint, has appeared in many years.

*First Latin Book.* Henderson & Fletcher. The Copp, Clark Co., Toronto.

*Primary Latin Book.* Robertson & Carruthers. William Briggs, Toronto.

The principles upon which these books are constructed are such that they hardly enter into competition. The former book is really a competitor with Dr. Smith's "Principia," and is a much better book. The exercises in Latin prose are particularly well done. The book is exceedingly accurate in comparison with work heretofore done in Canada. But we notice *andace* (*i*), *felice* (*i*), etc., on p. 52, and *maturimus* on p. 57. Conservative teachers will like the book and do good work with it. The "Primary Latin Book" is constructed upon the "inductive" method throughout. It is doubtful whether this method can really be applied with any great success to the *accidence*, but the book, on the whole, is far the best introductory book of the kind yet published. The section on Composition seems overcrowded. Freer spacing and distinctions in type would help, but, even so, it attempts to cover too much ground. Some work in connected prose would be a desirable addition. There is a provoking hesitancy, at times, in the statement of important facts in syntax. A first Latin book should be arbitrary and positive. The Compendium of Syntax is exceedingly good, and the scholarship and accuracy of the whole book are simply beyond praise. The two books are open to comparison in the character of the sentences. "The stork often devours frogs in the pond" is too nearly the type of sentence in the former book. The latter book resembles Dr. White's Greek books, in keeping one end in view—the translation of

Cæsar. In simple justice, we might say of the two books that, while the latter is apt to result, in the hands of an unexperienced teacher, in a deplorable ignorance of the *accidence*, yet, with a good teacher, a class will gain a grasp of Latin and an ability to translate Cæsar such as no other book will give, and in a shorter time. But the importance of the book renders some serious changes still necessary.

## \* Question Drawer. \*

M.H.—(1) Why will not A.D. 1900, 2300, etc., be leap years? A full answer would require a history of the Gregorian Calendar, for which we have not space. Briefly, the reason is as follows: When Julius Cæsar adopted the plan of commencing the year of 365 days with January 1st, it was known that the length of the solar year, or period of the earth's revolution about the sun, was really about 365½ days, and he introduced the Bissextile or leap year arrangement, by which every fourth year has 366 days. If the solar year were exactly 365½ days this arrangement would serve the purpose. But, as a matter of fact, the solar year is about 11 minutes and 10 seconds less than 365½ days, hence one day every fourth year is too much to add. To correct this the Julian Calendar, or Old Style, used now only by Russia, provided that every year which ends a century should, though divisible by 4, be reckoned at 365 days, and not as a leap year. This, however, would make an error on the other side of nearly one day every four centuries; hence it was concluded that the year concluding a century, the number of which century is divisible by 4, should have 366 days. Thus the years 1700, 1800, and 1900, ending the 17th, 18th and 19th centuries respectively, are not leap years, 17, 18, and 19, not being divisible by 4, but the year 2000 will be a leap year. This is the Gregorian Calendar, or New Style (N.S.)

(2) Write to Education Department for this information.

INQUIRER.—We know of no book containing notes on all the lessons of the Fifth Reader. There are various books dealing with physical culture. For prices, etc., write to any bookseller advertising in THE EDUCATIONAL JOURNAL. They all deal in school books.

TEACHER.—The address of the Ingres-Coutellier Schools of Modern Languages in Toronto is 68-70 Canada Life Building. We do not know whether there is a Kingston branch or not.

W.G.S.—See editorial note in last number of JOURNAL. Write direct to Education Department for all such information.

GIPSIE.—The last four Governor-Generals of Canada were Lord Dufferin, the Marquis of Lorne, the Marquis of Lansdowne, and Lord Stanley of Preston, still in office. The present Lieutenant-Governors of the Provinces are: Ontario, G. A. Kirkpatrick, Esq.; Quebec, Hon. A. R. Angers; New Brunswick, Sir S. L. Tilley; Nova Scotia, M. B. Daly, Esq.; Prince Edward Island, J. S. Carvell, Esq.; Manitoba, Hon. J. C. Schultz; British Columbia, Hon. Hugh Nelson; North-West Territories, Hon. Joseph Royal. Several changes will shortly be made.

B.S.—Everything depends upon the connection in which the word "copyist" is used. The typewriter is now almost universally used in law offices and business establishments. Without fuller knowledge we cannot give more definite information. "Flourishes" are generally at a discount in these days.

"A BEGINNER."—In reply to your request Rhoda Lee wishes us to say that suggestions for teaching Reading and Arithmetic have frequently been given in the Primary Department of the JOURNAL. A full discussion of all the ways and means of presenting these subjects would occupy too much space. If "A Beginner" will specify particular difficulties she has experienced, Rhoda Lee will try to suggest some means of overcoming them.

## Primary Department.

### SPELLING.

RHODA LEE.

As a general rule spelling lessons are assigned from the text of the Reader. Of course it is necessary to be familiar with the form and meaning of every word of the reading lesson. The book, however, is given merely as a guide for the work of reading, and should be supplemented by a great deal of black-board work, extracts from magazines, children's papers, etc. For the same reasons that we advocate supplementary reading, we would recommend some outside work in spelling. Believing this to be necessary I assigned a blank book to the subject some time ago, arranging my lists of words under two heads. 1st. Words resembling each other in formation. 2nd. Words connected in thought.

Among the sets of words I have prepared are the following:

1. (a) Silent "e" affecting internal sound, such as:—"Hate," "came," "bone," "fire," "mute," etc.

(b) Without affecting internal sound:—"Gone," "have," "give," "live."

2. Silent "l," such as:—"Calm," "talk," "walk," "chalk," "half," "calf."

3. Silent "gh":—"Night," "fight," "right," "sight," "bright."

4. Words containing "ough":—

bought	rough	through
sought	tough	though
thought	enough	

These and other words containing peculiar difficulties should be used in sentences, and reviewed frequently.

1. The days of the week.
2. The months of the year.
3. The parts of the body.
4. Domestic animals.
5. Common garden vegetables.
6. Garden flowers.
7. Kitchen utensils.
8. Parlour furnishings.
9. Occupations.
10. Carpenters' tools.
11. Farm implements.
12. Articles sold in a grocery store.
13. Colours.
14. Birds.
15. Trees.
16. Words connected with primary geography.

Lessons of this kind are developing and strengthening, and will increase very greatly the power of the child to express correctly his spoken vocabulary in writing. Expression is our goal, and every lesson of this kind is a long step on the way.

### A WRITTEN OBJECT LESSON.

"THE hawthorn bushes have turned a beautiful, rich red, now, children. The wind last night scattered the ripe ones all over the ground. What can we do with them?" I had been arranging some books on my desk as I spoke, and on looking up saw so many eager faces and upraised hands that I felt quite sure my little folks had divined

my thought. "An object lesson," was the answer, of course. "Start a little earlier than usual this afternoon and gather some of the nicest berries," was the parting injunction at 12 a.m.

2.30 p.m.—Object lesson time. A couple of berries before each child, slates clean and pencils in hand; class apparently interested and attentive. "Make five columns on your slate," I said, placing at the same time on the black-board the following diagram:

THE HAWTHORN BERRY.

SIGHT.	TOUCH.	TASTE.	SMELL.	HEARING.

After explaining the meaning of the columns I left the children to fill in under these heads the discoveries they made. The answers were then taken orally, the work on the slates serving as a guide only. The oral answers were given in complete sentences. Anything which could not be placed in any of the columns was written below. This plan is only suggested as a change from the ordinary oral object lesson.

### TOY BLOCKS IN THE SCHOOL-ROOM.

ARNOLD ALGOTT.

How I do wish we had "sand-gardens" in our schools!

Is it not Herbert Spencer who says:—"Sight takes the lead as a channel of perception."

We know by experience that learning the words in the definition of an island, bay, mountain, lake, peninsula or river does not, as a rule, give pupils a clear idea of these divisions of land and water. We should have the moulding-board and sand. Correct conceptions of geography can be obtained in one way only, and that is through—travel.

However, the faithful and skilful teacher must do her best under given circumstances to give the children accurate information and pleasure in their geography.

In a series of bright conversational lessons Miss Sunbeam taught her class the ideas conveyed by the terms, *plans, scales, maps*, with no other implements than a few blocks, some brown paper, chalk, and black-board.

Miss Sunbeam said:—"Let us pretend that we are having our lessons out in the playground. Now we have recess, and girls are tired of "skipping," of playing "ball," and "tag" and "old mother," so we'll sit down and I'll tell both boys and girls a story.

"There were four little girls whose names were Jennie, Mary, Katie and Bessie. They had been playing games one afternoon, just the kind which you played a few moments ago. Well, after a while they were tired, and they took their dolls, and went to a little shady spot under a tree, where they saw Charlie, Katie's brother, and she asked him to build them a doll's house.

"Where shall I build it?" asked Charlie. "In the little summer-house?" said Katie. So Charlie got his box of blocks, and the

girls brought their little dolls' chairs, and dishes.

"How many rooms do you want?" said Charlie. "We want four rooms," said the girls. "A parlor, a dining-room, a kitchen and a bedroom."

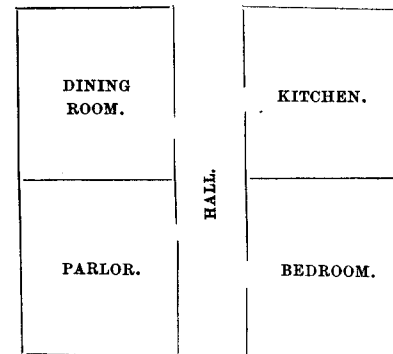
At this point Miss Sunbeam's class, who were all attention, were delighted when she told them that they might bring their dolls and blocks that afternoon, and that she would let them play at building a doll's house. In the afternoon two of the boys brought their blocks to the front, and the story then went on.

"Charlie had a large piece of brown paper placed on the floor, and then he put one layer of blocks in the form of the four rooms to see if that would suit the girls before he built the walls.

"What is that long narrow place?" said one of the girls.

"O, that is the hall with the front door at one end, and the back door at the other. You see every room opens into the hall, and the doors are not opposite to one another either. The house must be nice and private you know," said Charlie."

Miss Sunbeam's boys placed their blocks thus, on the brown paper, in the form of a rectangle with four divisions for the rooms, and openings for the doors.



Then the teacher resumed her story:—"Charlie then built up the walls, and after he had finished the house, while the girls were getting the dolls ready to live in it, he took a piece of red lead-pencil, and drew it along the side of the lowest blocks, so as to mark off the shape of the house on the paper.

"What is that for?" said Bessie.

"Well, you know," said Charlie who was feeling quite big, Miss Bright asked us to draw a plan of something, anything we liked, for our homework for Monday, so I thought this would be a good one."

Immediately Miss Sunbeam's boys drew plans of their houses. These were held up to the view of the other pupils. And then the teacher said to the best artist, "You may draw the plan on the black-board with the red chalk, and name all the rooms."

"The class may draw plans on their slates. Now let us see who will be done first."

In a short time all had drawn fair plans of the dolls' house.

Then Miss Sunbeam took her yard measure, and got one of the boys to place it on the floor at one end of the room, and every-time he put it down, one of the girls was placing the blocks end to end on the table. After awhile it was seen that it took ten blocks the long way of the room, and nine blocks the other. So the class saw that the room



was ten yards long and nine yards wide. Then the plan of the room was drawn from the blocks as before, and put on the black-board, so that the scholars now had a plan of the school-room. Next, the teacher drew a plan on the board herself, putting in windows, doors, desks, platform and table.

In her next lesson, Miss Sunbeam developed the terms *scale* and *map*, and thus prepared for the squares in which to draw the map of North America.

As busy work on the foregoing, which may be divided into two lessons if necessary, to suit your class, the following is given:—

#### BUSY WORK.

1. Draw on paper at home a plan of a doll's house, with four rooms.

2. Copy the plan of your school-room on your slates, putting in the doors, teacher's table and desks.

3. Put a cross to mark your own seat. The teacher previously has pupils come to the black-board, and point out where their desks are located.

4. Learn these pretty verses by R. L. Stevenson:

#### THE BLOCK CITY.

What are you able to build with your blocks?  
Castles and palaces, temples and docks.  
Rain may keep raining, and others go roam,  
But I can be happy by building at home.

Let the sofa be mountains, the carpet be sea,  
There I'll establish a city for me:  
A kirk and a mill, and a palace beside.  
And a harbor as well where my vessels may ride.

Now I have done with it, down let it go!  
All in a moment the town is laid low.  
Block upon block, lying scattered and free.  
What is there left of my town by the sea?

## For Friday Afternoon.

#### IT MAKES A DIFFERENCE.

A boy will stand and hold a kite  
From early morn till late at night,  
And never tire at all.  
But, oh! it gives him bitter pain  
To stand and hold his mother's skein  
The while she winds the ball.

A man will walk a score of miles  
Upon the hardest kind of tiles  
About a billiard table.  
But, oh! it nearly takes his life  
To do an errand for his wife  
Between the house and stable.

A girl will gladly sit and play  
With half a dozen dolls all day,  
And call it jolly fun.  
But oh! it makes her sick and sour  
To 'tend the baby half an hour  
Although its only one.

A woman will—but never mind!  
My wife is standing close behind,  
And reading o'er my shoulder.  
Some other time, perhaps, I may  
Take up the theme of woman's way,  
When I am feeling bolder.

—Detroit Free Press.

#### IN DISTRESS.

WHAT a dreadful thing it is  
Just to be a boy,  
With two hands and feet that rob  
Life of all its joy.  
When the room is full of folks  
Sitting in a row,  
Seems to me of hands and feet  
I've a score or so.

Then there always is a stool,  
Or a rocking-chair,  
Bumping up against my feet,  
Till I'm in despair.  
And on every side are ranged  
Knick-knacks fair to see,  
That go crashing on the floor  
At a touch from me.

So, I think my hands I'll keep  
In my pockets tight,  
But on every side I hear,  
"That is not polite."  
O, I often wish I had  
Pockets for my feet;  
I would hide them, too, though all  
Should that cry repeat.

Only he who's been a boy  
Can my trials know,  
All the blushes and the chills,  
All the silent woe.  
All the inward wrath my tongue  
Never can repeat,  
Just because I am a boy  
With two hands and feet.

—Clara J. Denton.

## Teachers' Miscellany.

#### THE HEIGHT OF THE TALLEST MAN.

TURNER, the naturalist, declared that he once saw upon the coast of Brazil a race of gigantic savages, one of whom was twelve feet in height. M. Thevet, of France, in his description of America, published at Paris, in 1575, asserted that he saw and measured the skeleton of a South American which was eleven feet five inches in length. The Chinese are said to claim that in the last century there were men in their country who measured fifteen feet in height. Josephus mentioned the case of a Jew who was ten feet in height. Piny tells of an Arabian giant, Gabara, nine feet nine inches, the tallest man in the days of Claudius. John Middleton, born at Hale, in Lancashire, in the times of James I., was nine feet three inches in height; his hand was seventeen inches long and eight and one-half inches broad, says Dr. Plott in his "History of Staffordshire." The Irish giant Murphy, contemporary with O'Brien, was eight feet ten inches. A skeleton in the museum of Trinity College, Dublin, is eight feet six inches in height, and that of Charles Byrne in the museum of the College of Surgeons, London, is eight feet four inches. The tallest living man is Chang-tu-Sing, the Chinese giant. His height is eight feet three inches.—*Ex.*

#### SOME AMUSING EXAMINATION PAPERS.

THE *Journal of Education* publishes a selection from the papers written at a recent examination of girls in domestic economy. In some of these the unconscious humour could scarcely have been rivalled by a professional joker. One would have thought that every English girl, between the ages of twelve and sixteen, would have been able to say from experience what beef is, but one of the answers is, "Beef is a useful article of food obtained from different animals, such as the cow, sheep, pig, etc. The lean of beef belongs to the animal kingdom, and the fat to the vegetable kingdom." Another young lady is of opinion that "without eating potatoes we would become very delicate, because potatoes are very necessary to sustain human life." Between at least two of the candidates there was a difference of opinion as to the nature of lawn; one of them defining it as "a soft stuff made from the wool of the lawn, an animal in South America," and the other as "part of the flesh of the cow or sheep—the rib part." The degrees of accuracy and the theories of derivation in three different definitions of "shoddy" are very striking. According to one it is "a drink made from a mixture of ale and sugar;" another describes it as "the leather before it goes through the process of making into boots and shoes, and for this reason is called shoddy;" to a third it is "the flesh near the foot of any animal." Calico is said, with some originality, to be "a good heat conductor, because it catches fire very soon." But nothing

seems to have called forth a greater variety of speculation than the effort to explain the meaning of "calendering." One pupil thinks it is "turning from one kind of species into another;" a second—and this reply must have been specially puzzling to the examiner—that it is "things being the shape of a calendar like our bodies;" a third that it is "being preserved with sugar;" another that it is "increasing or getting heavier." The answers to other questions are not less daring in their originality, but perhaps not one of them is so remarkable for perspicuity and lucidity as the statement that "if a man lives without food for a considerable time, say sixty days, he will die at the end of a month, or, if the constitution is delicate, he may only live for a week or less."

#### ENGLISH NOMENCLATURE.

IT is well for everyone crossing the ocean to know beforehand the difference between the use of certain words in England and America, writes the Rev. T. De Witt Talmage in "Through Victoria's Domain," in the October Ladies' Home Journal. The American says "depot," the Englishman says "station." The American says "ticket office," the Englishman says "booking office." The American says "baggage," the Englishman says "luggage." The American says "I guess," the Englishman says "I fancy." The American says "crackers," the Englishman says "biscuits." The American says "checkers," the Englishman says "draughts." The American says "yeast," the Englishman says "barm." The American calls the close of the meal "dessert," the Englishman calls it "sweets." The American says "sexton," the Englishman says "door-keeper." The American uses the word "clever" to describe geniality and kindness, the Englishman uses the word "clever" to describe sharpness and talent.

But it is not until you get into Wales that you feel yourself perfectly helpless. If ever there was a land of unpronounceable names, surely Wales is the foremost.

#### HUMOUR OF THE SCHOOL-ROOM.

AMID the perplexities of a teacher's life the quiet, often unconscious humor of the school-room serves to keep the pedagogue alive and outside of the insane asylum.

Young America is great in many fields, but in the role of lexicographer he is probably at his best.

The following definitions and illustrative sentences culled from the examination papers of the pupils of a Western school, illustrate some of the bold changes that Young America delights in:

Magpie—The girl made a magpie for dinner.  
Routine—He had a bottle of routine. Noxious—She is a very noxious girl. College—A place where graduates go. Rebel—A kind of hawk. College—Cemetery of learning. Hydraulics—A disease. Angle—She made a left angle. Wampum—A kind of a bee. Sylph—One's own sylph. Beacon—A minister. League—Ten dollars. Maximum—Surname of an Indian chief. Guerilla—An animal. Tariff—A sofa. Charlatan—A musical instrument. Guerilla—A man-eater. Tariff—An animal found in Africa. Tariff—A stuffed seat. Tariff—A place for worship. Creole—A white descendant from black parents. Plumbago—A blockhead.—*Wide Awake.*

#### LITTLE BY LITTLE.


LITTLE by little the morning breaks,  
Little by little the world awakes.  
Little by little the sunbeams shine,  
Little by little—line by line.  
Little by little mounts the sun—  
Little by little, to sultry noon.  
Little by little the shadows grow,  
Little by little they lengthen slow.  
Little by little the sun goes down,  
Little by little the twilights come.  
Little by little the night creeps on,  
Little by little—Life's day is done.

—F. Albert Wilson.

NOTHING sharpens the arrow of sarcasm so keenly as the courtesy that polishes it; no reproach is like that we clothe with a smile and present with a bow.  
—Chesterfield.

THE Map and School Supply Co., whose advertisement appears on the second page of this issue, have just completed extensive improvements to their show rooms, and now have one of the most complete establishments in Canada. Special attention has been given to providing space for their large stock of chemical and physical apparatus, and a new department—that of glassware suitable for colleges and high schools—has been added. They supply at present the Toronto colleges with all glassware used in these institutions, and also take importing orders at special low figures. They invite all those interested in school supplies to call and look through their show rooms, when samples and stock will be shown them and prices quoted. The address is 31 King Street East.

OWING to press of business and illness in his family, Mr. J. K. Cranston's advertisement, which we promised for last issue, failed to reach us. It appears this issue on back page. Our readers will be well and promptly served, and will get the best of good values by ordering school books, school necessities, standard books, library and prize books, stationery, and fancy goods from Mr. Cranston. Our advice is, send for catalogues, etc. Look up Sept. 1st and 15th advertisements in this journal for some specialties.



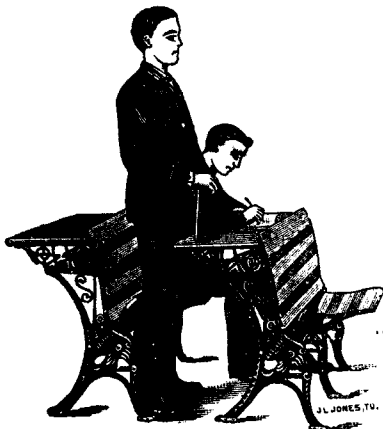
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OFFICIAL CALENDAR

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November : Applications for final examination of School of Pedagogy, to Department, due.

High School Entrance Examinations. SELECTIONS FOR LITERATURE. 1893.

- Lesson V. Pictures of Memory.
- Lesson X. The Barefoot Boy.
- Lesson XIX. The Death of the Flowers.
- Lesson XXIV. The Face Against the Pane.
- Lesson XXVI. From the Deserted Village.
- Lesson XXXV. Resignation.
- Lesson XL. Ring Out, Wild Bells.
- Lesson XLII. Lady Clare.
- Lesson LII. Jacques Cartier.
- Lesson XCI. Robert Burns.
- Lesson XCII. Edinburgh after Flodden.
- Lesson XCVIII. National Morality.
- Lesson C. Shakespeare.
- Lesson CII. The Merchant of Venice—First Reading.
- Lesson CIV. The Merchant of Venice—Second Reading.

SELECTIONS FOR MEMORIZATION. Fourth Reader

1. The Bells of Shandon, pp. 51-52.
2. To Mary in Heaven, pp. 97-98.
3. Ring Out, Wild Bells, pp. 121-122.
4. Lady Clare, pp. 128-130.
5. Lead, Kindly Light, p. 145.
6. Before Sedan, p. 199.
7. The Three Fishers, p. 220.
8. The Forsaken Merman, pp. 298-302.
9. To a Skylark, pp. 317-320.
10. Elegy, written in a country churchyard, pp. 331-335.

ADDENDA TO TEXT BOOK LIST.

The following additional Text Books were authorized by the Department of Education on August 24, 1892, subject to the provisions of Section 175 of the Public Schools Act, 1891.

COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

- Classics :
- First Latin Book, by J. Henderson, B.A., and J. Fletcher, B.A., price . \$1 00 (The Copp-Clark Co.)
  - Primary Latin Book, by A. Carruthers, B.A., and J. C. Robertson, B.A. . 1 00 (Methodist Book and Pub. House.)

PUBLIC SCHOOLS.

- English :
- Public School History of England and Canada (new) by W. J. Robertson, B.A. . . . . 0 30 (The Copp-Clark Co.)

OTE—CHANGE IN PRICE :

- Public School Writing Course, each number (to July, 1894) . . . . . 0 06 (After July, 1894, Five Cents.)

The Department of Education has also ordered that the Public School History of England and Canada, by G. Mercer Adam and W. J. Robertson, B.A., authorized in 1886 and in use at present date in the Public Schools of Ontario, shall cease to be authorized on and after July 1, 1894.

Candidates not in attendance at the School of Pedagogy, but who are eligible to present themselves at the written examination in December, are hereby notified that Reading, Drill, Gymnastics and Calisthenics are compulsory for all male teachers ; and Reading, Drill, and Calisthenics for female teachers. There will be no examination in the Commercial Course this year.

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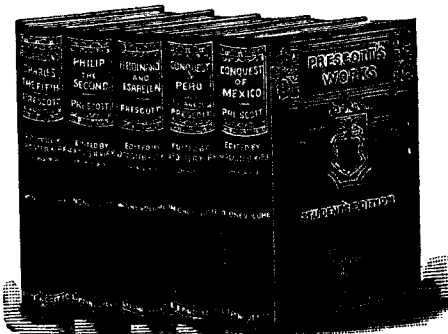
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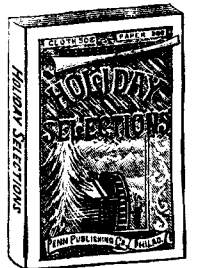
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