

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, MAY 7, 1885.

No. 18.

Table of Contents.

EDITORIAL :—	PAGE.
The World.....	205
The School.....	200
School Recitations.....	207
SPECIAL ARTICLES :—	
The Teacher's Side of the Question.....	208
Prize Competition.....	209
PRACTICAL DEPARTMENT —	
Language-Story Lessons.....	210
One Way of Teaching Grammar.....	211
Objectionable Expressions.....	
Hard to Pronounce.....	213
Suggestions on Primary Reading.....	213
EDUCATIONAL NOTES AND NEWS.....	
LITERARY CHIT-CHAT.....	215
MISCELLANEOUS.....	215
QUESTION DRAWER.....	216
LITERARY REVIEW.....	216

The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.
and a staff of competent Provincial editors.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

—O—T E R M S.—O—

THE SUBSCRIPTION price for THE CANADA SCHOOL JOURNAL is \$2.00 per annum, strictly in advance.

DISCONTINUANCES THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

RENEWALS of subscriptions should be made promptly.

ALL BUSINESS communications should be addressed to the business manager. Articles intended for publication should be addressed to the editor.

ADVERTISEMENTS of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

The World.

The war, if such it may be called, on the isthmus of Panama is still going on. If our readers should ask what it is all about, it would be impossible to tell them. As to the principles involved, there are none, so far as an observer can discover. It seems to be a case of fighting from the love of it, or from sheer turbulence. It seemed, a week or two since, as if the United States would be drawn in to settle the difficulty. The steamer "Acapulco" landed a strong force of American marines and sailors at Panama on the 21st ult., and there were four or five American war vessels in the ports of Panama and Aspinwall. The admiral commanding telegraphed that the landing of troops was absolutely necessary to protect transit and American property. They were, however, withdrawn on the following day, on the assurance of the rebel general, who had control of the city, that he would be responsible for its security.

Once more there seems hope of a peaceful solution of the Anglo-Russian difficulty. If, as now reported, the Czar has accepted the arbitration proposed by Lord Granville, and submits the question in good faith, a great triumph of civilization will have been achieved. Nothing can be fairer, or more practical, than such a means of settling an international difficulty. It has been pretty evident all along that the British ministry did not accept Sir Peter Lumsden's version of the Pendjeh affair as absolutely final and unassailable. There is no doubt a strong desire for war on the part of many British officers in India, and if Gen. Lumsden is of the number it is but reason that some allowance for possible prejudice should be made and his representations accepted with a grain of salt. In any case the British ministry deserve credit for their moral courage in resisting popular clamour and determining to sift facts to the bottom before plunging the nation into all the horrors of such a war.

The slow progress thus far made in suppressing the insurrection in the Northwest may be unavoidable, but it is very unfortunate. The half-breed leaders chose their time well, no doubt. They counted beforehand on all the difficulties in the movements of troops, and the transport of supplies, which a Northwest spring would bring. It is very easy to be wise after the event, but yet it does appear as if the supplies for General Middleton's command should not have been trusted to the uncertainties of early navigation of the Saskatchewan, if there was any possibility of sending them through by a surer route. It is, of course, possible that the delay may prove serviceable in giving the rebels time to think, and also in exhausting their slender stores. But it is rather to be feared that they will regard it as the weakness of hesitation or fear, and take courage to strengthen their position and prolong the deplorable struggle.

The Canadian public are shortly to be edified by a public platform discussion of a most important question. Certain leading advocates of the Scott Act, or of total prohibition, have challenged certain other representatives of the lately formed Liberal Temperance Union, to an open debate upon the principles at issue. The challenge has been accepted. We do not, of course, know who are to be the chief spokesmen, or how far they may be respectively accepted as representatives of the views they are to advocate. It would seem necessary, if the discussion is to have weight, that the speakers should be well matched, should have thoroughly studied the subject in all its bearings, and should be able and trained logicians. But there are no more important questions to-day before the Canadian people than whether prohibition can be enforced, and whether the substitution of beer and wine for ardent spirits could be relied on to greatly reduce drunkenness. As we have before pointed out the question now left is simply that of expediency, of what is practicable. The principle of prohibition is conceded by both parties. Every friend of sobriety should read and inwardly digest the arguments.

The School.

Upon the action taken by the supporters of the Victoria University the fate of the college federation movement largely depends. The latest contribution to the discussion is a pamphlet issued by the Rev. E. H. Dewart, D.D., in which the advantages of the federation from the Methodist point of view are set forth very clearly and forcibly. We have read the article with a good deal of interest. No doubt it will have considerable effect upon the thinking of the denomination. To our mind the original scheme has been a good deal marred by the proposed division of the work of teaching between the *University and University College and the consequent degradation of the latter*. At the same time the experiment is probably worth trying even in its modified form and we wish the movement success. Some extracts from Dr. Dewart's able paper will be given next week.

Every one interested, as who is not, in the well being and progress of his fellow-men, will be glad to hear of the success of the noble efforts being put forth by American philanthropists to educate and elevate the freedmen of the South. The work is necessarily a slow and tedious one, and, if we mistake not, an impression prevails in many minds that it is not proving a great success. The impression is happily wrong. The average negro's eagerness to learn and success in learning have been such as to afford the greatest satisfaction and encouragement to those engaged in the good work. Dr. A. G. Haygood, general agent of the "John F. Slater Fund," in a recent address said "If we compare the progress of any other four or five millions of illiterate people in any twenty years of the world's history with the progress of the negroes in this country from 1865 to 1885, we will find that never before did so many ignorant people learn so many useful things so fast."

Before our next issue "Arbor Day" will have come and gone. We hope that teachers and pupils all over the province will enter into the spirit of the movement. Let teachers "talk it up," in the schools. The eager expectancy which is so easily aroused in the young mind by the prospect of a day out of doors, will form an excellent preparation for the work. A little genuine enthusiasm in the teacher will help the thing on wonderfully. We shall be glad to learn the results. A report of a few lines from each teacher, stating the number and kind of trees planted, &c., would be interesting, and would enable them to compare notes, which would not be without effect next year.

The coming of spring makes us in the city long for the fields and groves with their May decorations of wild flowers. In how many of our schools is elementary botany taught? In very few, we fear, seeing it is not in the curriculum. That is, we think, a pity. It is doubtful if there is any other branch which can be made to yield so happy a mixture of pleasure and profit. It is not necessary that much dry book work should be done. But if every teacher had some little knowledge of the subject, what excellent work might be done by enlisting the pupils in

the recreation of collecting and classifying out of the school hours. The results could not fail to be good mentally, æsthetically, morally. The habit of observation would be formed, taste improved, love of the beautiful cultivated, and a source of the purest pleasure opened up to the pupil, which would in many cases be available in all the after life. Even if the teacher has not studied botany, he or she can do an excellent work in the way of teaching the children to observe and love the flowers of the field. This is an education in itself.

There can be no greater mistake than to suppose it possible for the teacher to occupy neutral ground in the school-room in regard to the great questions of morality and religion. It is easy to say he need not, or shall not, give any formal instruction on these subjects. But he is daily, hourly, expressing his views and principles in a language more effective than any speech. If his heart is enlarged with Christian philanthropy, if his motives are pure, his aims lofty, his spirit patient and loving, he is constantly speaking to the hearts and consciences of his pupils in a language which they cannot fail to understand. If he is destitute of all these qualities of mind and heart the best moral maxims and religious sentiments will fall powerless from his lips. The question of moral and religious instruction is not a question of the Bible or of religious exercises in schools, half so much as it is a question of the character and conduct of the living teacher.

Mr. Wild, President of the English Union of Elementary Teachers, in the course of a very interesting and able address at the recent conference at Norwich, giving the result of his observations in the schools of some of the foremost countries on the Continent, said:

"The feeling abroad seems to be that the safest, nay, the only sound guarantee it is possible to have that a real education is being given, is the high character, the thorough training, and the perfect fitness of the teacher; and that the yearly visit of an inspector, and the individual examination of children, are no effective guarantees whatever. The methods of teaching are theoretically perfect; and yet, if I may say it without being condemned as too utterly insular and narrow, it seemed to me that they failed to get all the good out of their excellent *methods and systems that one would expect, because they carried them to excess*. As in matters political they seemed to over-govern, so in this they seemed to check originality and spontaneity."

This danger of over-governing is one that besets every elaborate system of public education. The sooner that Trustees, parents and all concerned come to realize the fact that the best of all guarantees of real educational work are the high character, the thorough training, and the perfect fitness of the teachers, the better.

An educator in the Southern States said in a recent address. "Everybody knows that the average white girl prefers the attentions of the well-dressed youth who sells ribbons at \$25 a month to those of a carpenter, not so well dressed, who can easily earn \$50 a month." The speaker attributed the fact in the South to a recoil from what is esteemed the humiliation of hand work. The sentiment might be explained in a land

which has so lately shaken off the incubus of slavery. But is there not a great deal of the same silly snobbery in our own Canada, the land of the working man? Every teacher in the country should set himself to eradicate a prejudice so senseless and mischievous from the minds of the coming generation, and to inspire them with a genuine appreciation of the worth and dignity of manual labour.

We gave last week an American journalist's version of the language of every day life as he alleges it is spoken even by educated people. We hope nothing so atrocious is to be heard in such circles in Canada. But our abuse of the Mother tongue is bad enough, and it is worth while for each teacher to ask himself what he is doing to purify the language of the children in schools. The evil must be corrected at the fountain head. The habits of speech formed in youth are, as too many well educated men and women know to their frequent chagrin, well nigh ineradicable. We have often spoken of the great benefit children derive from being frequently required to reproduce in writing the leading facts of some interesting extract or brief narrative read to them. Another exercise which should be placed side by side with this in importance is the oral reproduction of a similar paragraph or story. Let every child be called upon at intervals to tell a story to the teacher, or to give the substance of something he has been reading, or, better still, to describe some incident which has come within his own observation. The criticism should not be too severe at first. The child will soon learn to criticise himself. His faculty of language will be cultivated, memory and observation improved, and a steady approach made towards ease, correctness, and even, under good instruction, elegance of expression. Try it, teachers. Do not say you have not time. This is the very thing schools are for, the very best kind of work a teacher can do, and there should not be time for anything which interferes with such exercises.

SCHOOL RECITATIONS.

We reprint in another column a suggestive article on "Elocution."* The subject is an eminently practical one, and worthy of the consideration of every teacher. It is to be hoped that *Intelligence* is correct in its opinion that a reaction is setting in against the would-be dramatic style so much cultivated in most of our schools. We have no doubt that, properly employed, an hour or two devoted to school recitations on Friday afternoons, or at any weekly period most convenient, may be made one of the most profitable in the whole routine. In so saying we speak as much from observation and experience, as from theoretical conviction. In our own teaching we introduced the practice reluctantly, but were thoroughly convinced by observation extending over a number of years that the results were unmistakably, even strikingly, beneficial. The rapidity with which an unintelligent monotone became frequently transformed into a thoughtful, appreciative inflection, convinced us that the exercise was of great educational value.

The question of the right use of gesture is difficult. No one

can doubt that by skillful management, hands and arms and facial expression can be made of great service in conveying thought and feeling, which is the true aim of all speaking. Should gestures be mainly literal, or should the use of literal gestures be wholly discouraged as inartistic and unscientific? That such gestures are unnatural! no one can contend. To aid language by various bodily movements in the way of illustration or emphasis is certainly an universal impulse, if not an instinct. But carried, as it so often is, to an artificial extreme, literal gesture becomes ludicrous and justly merits the ridicule so often heaped upon it.

We have sometimes thought that two distinct kinds and uses of gesture may be traced to quite dissimilar origins, and that each has its place and use in speech. There is the literal gesture to which we have referred, which is called in merely as a kind of picture to aid description, to illustrate an idea clearly stated in language, or to add force to a strong or impassioned utterance. There is another gesture quite distinct in kind, which is the result of sympathy between body and brain, the outer sign of intense mental activity and effort. The one necessarily accompanies or follows expression; the other precedes it. The latter, which is often the more effective, belongs wholly, by its very nature, to extemporaneous speech. Its use in reading or recitation of what is already thought out and shaped into language would be an absurd mimicry. But in the case of the cultivated speaker, whose thoughts are being shaped into glowing periods as his oration proceeds, the constant movement of limb, and play of feature, are so many outer symbols of vigorous mental action, and excite a degree of nervous sympathy in the hearer, which assists very materially in keeping him *en rapport* with the speaker.

It is obvious, however, that only the first named, the literal gesture in some of its forms, is permissible in the school room recitation. If we were to attempt to lay down any rule in a matter which must be left largely to the judgment and taste of the individual teacher, we should advise on the whole repression rather than encouragement of gesture. Gesticulation is, after all, largely a matter of temperament. To the Celt it is a second nature, almost a necessity of speech. The Teuton on the other hand, can manage very well with a little of it. Analogous differences will always be found between individual pupils. To one gesture is as natural as speech itself. To deny its use wholly to him, is to deprive him of one of his most effective means of expression. In such a case restraint correction, cultivation, are what is needed. To another, of a more coldly intellectual type, it is equally natural to rely upon the modulation of the voice. Any gestures he may be taught to use are pretty sure to be stiff and mechanical, and so to mar rather than improve the effect of the language. It may be questioned whether in such a case the voice under proper training, may not by its modulations of tone, inflection, &c., be made both a higher and a more powerful instrument for the forcible expression of ideas than is possible when it is hampered, at the same time it is aided, by gesticulation.

We have dwelt much longer than we intended upon this point. Whatever difference of opinion there may be as to

*The article referred to is crowded out of this number.

method, there can be none as to the true aim of the teacher in all elocutionary exercises. It is to train the pupil to the clear and effective expression of thought. In order to do this the first requisite is that the selection contain thought worthy of study and expression. There may be great variety. Wit, argument, description, passion, all may come in turn. But let the teacher see to it that in every case, the selection is, if possible, a masterpiece of its kind. It is the pupil's model. Let it be fit to be a model in language, in style, in sentiment. There is no scarcity of material. The English language abounds in masterpieces. The selection made, the next step is to have it studied till thoroughly understood. This is the great, the one indispensable condition of all good reading or speaking. The reciter must have not only a general notion of the author's meaning, but a clear perception and appreciation of the drift and point of every sentence, the force of every argument. He must learn to see each shade of thought and the exact relation of each paragraph to the main point. This attained, interest and success are assured. Without it effective expression is impossible.

Special Articles,

THE TEACHER'S SIDE OF THE QUESTION.

* BY MISS EMMA BARR.

Perhaps no workers are so constantly reminded of the responsibility of their work as teachers. Great men tell us that one eminent cause of their accomplishing great work was the impetus to earnest effort given by some faithful teacher in early days. We have men who claim they might have done great things had not the "genial current of their souls" been frozen by the discouraging words of some hard-working but impatient teacher. Besides these testimonies, and there is nothing more convincing than testimony, we have our periodicals, edited by some of the wisest in the land, to stimulate us in our mighty work; we have our Teacher's Conventions, where we meet and learn the truth of the proverb, "that as iron sharpeneth iron, so doth the face of a man his friends,"—all these, we have, and we are made to know by them that he who wants a life of ease must seek it in some other occupation; it does not await him in our profession.

I grant that too much can never be said on the responsibility of our work, on the importance of our remembering that we are constantly exerting an influence on our pupils, whether for good or evil, consciously or unconsciously. We have to allow there is still too much of time-serving lethargy and want of sympathy with our pupils on our part; too much negligence, disobedience and inclination to truancy on the children's part. The golden age has not arrived with us yet at any rate. But what I would like to say, as the title of my paper indicates, is something on the teacher's side of the question—something [that I think we might do to benefit ourselves, and indirectly our pupils; and I say it with all humility, for although I can boast a good term of service, it is short compared with those of many who are with us to-day.

I am sure you have heard it remarked that we are to be envied above all the working people, because of our short hours. People generally acknowledge that our work must necessarily be hard, and rather wearing; but then they tell us we have our afternoons and evenings, in which we may do what or how we like. If

to teach a school mean only to ask questions and receive answers from scholars for five hours of five days in the week, I grant we are fortunate. But it means infinitely more to us. What shall he said of the preparing of lessons, the setting and correcting of examination papers, the visiting of absentees, the interviews with the parents of delinquents, and the many other duties with which we are all acquainted? This is not all. How many teachers there are, especially the younger ones, who never forget their work at all, whose chief topic of conversation is their school and the unmanageable scholars in it. They never forget it, like the needlewoman of whom Tom Hood writes, who "over the buttons falls asleep and sews them on in a dream." They fall asleep while thinking of their difficulties, and in their dreams are trying to extricate themselves from them. They come to the schoolroom in the morning, and there is no novelty about it to them. The picture has never left their minds. They have been there all night in their dreams. This is not as it should be. What is the character of a day's work done by an over-anxious teacher of this class? It is marked by feverishness and restlessness rather than by strength. The scholars readily catch the restless, nervous manner of the teacher, if not his zeal, and the work is not satisfactory to either teacher or scholar, and if carried on the teacher must break down under stress of work. Now, we know that brain work seldom shortens the life of him who does it; but brain worry does. We all, no matter what our temperament, should try, for our own sakes, to know more of what it is to be "serene, and resolute, and calm, and still, and self-possessed." Then, about these hard-to-be-managed scholars, known to every teacher, no matter where he teaches, I do not think we should worry so much. I do not mean by an unmanageable pupil the active, fun-loving boy, always ready to make a laugh—no matter at whose expense—nor the lazy, good-natured boy, his own worst enemy. Who does not glory in trying to turn the activity of the one into right channels, and to urge the other, through his good nature, to work, if not for himself, to please those dearest to him? What credit is due a teacher for having a good school if all his pupils are willing to study anything, no matter how hard, without any impetus from him? It is an easy matter to teach a willing student. No: what I mean by a hard pupil is a stupid, disobedient one, never happy but when his will is in collision with that of some one else—one whom his parents hand over to you saying, "We can do nothing with him, but he must go to school; you take him." So we take him. We think he was badly managed, and we will try our "excellent way." So we try kindness, the force of suavity, try to "catch him with guile," by comparing him with others, and all avails nothing. Apparently he is as we found him. Now, I think we should not worry ourselves about a child of this character. If his parents, who, likely, are as conscientious as we in the matter, who know more about him and are more deeply interested in his welfare, have to acknowledge their inability to govern or reach the good in him, what can we do? I think a teacher, remembering his mission, should work long and patiently before he gives up a child—should try each art, reprove each dull delay—but there is a bound beyond which he should not pass. If a child has made up his mind that he will not learn, or he cannot do so, let him alone. He will learn, and perhaps not too late, that life is a harder school than the one whose teachings he rejected, and that in its battles only those who obey and who control themselves are on the winning side.

No teacher can afford to allow himself to get nervous, testy and fidgety, even if it be in trying to do the work of an evangelist. We must try to keep a sound mind in a sound body. We are expected to be always ready for action. We all know of noble men and women who have fallen in our ranks, whom God and nature meant

should teach, and who did teach, who, had they regarded the laws of their own being, might still have been amongst us, helping us with their counsel and inspiring us with their zeal.

Just here, I may say that I think we who are younger in the work do not sympathize as we should with those who have borne "the burden and heat of the day." We call some of them narrow-minded, crotchety, and wanting in energy, and blame them for allowing themselves to become so. What do we know of the many difficulties surmounted by them. As Carlyle puts it, in his essay on Burns, "Granted the ship comes into harbour with shrouds and tackle damaged, and the pilot is therefore blameworthy, for he has not been all-wise and all-powerful; but to know *how* blameworthy, tell us first whether his voyage has been round the globe or only to Ramsgate and the Isle of Dogs." Let us not judge then; let us see to it that we avoid their errors, and show as good work as they did in proportion to our superior advantages.

Besides, it being necessary to health of brain and nerve not to exhaust our mental energy in doing faithfully a day's work, we must not do so, for we must be students if we would long remain successful teachers. We, especially those of us who have graded schools, and remain long in one place, teach the same range of subjects to scholars of about the same intelligence year in and year out. Do we not all know how hard it is to keep up the enthusiasm of the bright early days of our teachership, when it was all an experiment, and we tried it with such fear and trembling; when we got anecdote and illustration which pleased then so well, and which now we do not employ, because of their being worn out with long use. We know that experience gives us all advantage ground; each has his own way of governing his school, and of reaching the minds and hearts of his scholars individually. In that line he may rest, and no other. He must *work*; must *think*; must be prepared to give new light on any subject when the pupils are ready for it. He must not allow himself to become stereotyped, or follow in one groove. How varied were the objects to which the Great Teacher directed the attention of his learners in order to teach them some grand truth—the loving parent, the thrifty house-keeper, the tender shepherd, the teach God's love for the erring: the lily in the field, and the bird in the air, his care over us all. It is impossible, without earnest effort, to be mentally agile—always to have something new on hand, and thus keep our work from being monotonous, and so, mechanical. Then we have to remember that the standard for license is rising each year, and unless we want, in the course of a few years, to be called "antiquated," or "behind the age," we must study hard the extra requirements. But as men and women we want a liberal education. We want culture, the object of which we are told is to put a man in relation with the ideas of all ages and civilizations, not to confine him to the ideas local, or of the age in which he lives; and the mind gets the most enlargement from that which is unfamiliar to it, remote from its own inheritance, tradition, local association. I think that perhaps we are too utilitarian as to the subjects to which we give serious attention. We sometimes refuse a subject for study because we do not expect to teach it. I think it would be a good idea if we would go out in the almost boundless fields of knowledge, and take something altogether different in character from Algebra, Geometry, or the Classics, valuable as these are for mental training. Then we must remember our physical and practical education. It is a matter for thankfulness that the day is gone in which it was thought that because a man had a mind he could have no muscle, and, therefore, could do nothing that required it,—that because a girl could make a sentence in a foreign language, she must be pale and sickly, and not able to make bread. We know well that men or women, with their God-given faculties well developed, keep their bodies in

health if they can, and call no work "common or unclean" if, in doing it, they are also doing the duty that "lies nearest to them."

Perhaps after considering the work we must do, if we would take first rank, no one will say that our leisure time is too long, or that each day's work is done at two or three o'clock. There are some who will say it is easy enough to write—that we ought to be students, but there are so many calls on our time. Shut out as we are all winter from the outside world, we have to depend on our own resources for amusements, and the teacher is asked, perhaps oftener than any one, to aid in giving it. While we cannot ignore our social duties by any means, we must remember that as it rests largely with us to hasten the day of the larger heart and kindlier hand, as teachers of the people, we must be broader in our sympathies—must rise to the full height of intellectual men and women.

Now I think, as members of a profession, we can congratulate ourselves on our unitedness, our loyalty to each other, and our perfect willingness to bid one another God speed on our way. Still we need the more kindly sympathy of all outside co-workers, and we all have need of more patient—noble, enduring patience—remembering who it is that says to us, as to our predecessors in all the ages, "Cast thy bread upon the waters: for thou shalt find it after many days."

Prize Competition.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—THIRD CLASS.—
BY CHARON.

1. How many houses each having a frontage of 8 yds., 1 ft. can be built on a terrace 153 yds. long, allowing for a roadway at each end, of 5 yds., 2 ft.?

Solution:—Total length of terrace = 153 yds. = 459 ft.

Space occupied by roads = 5 yds., 2 ft. = 34 ft.

∴ Space occupied by the houses = 425 ft.

Space occupied by one house = 8 yds. 1 ft. = 25 ft.

∴ Number of houses is $425 \div 25 = 17$. Ans. 17 houses.

2. A man divided his farm of 474 acres among his three sons, giving John 37 acres more than William, and William 19 acres more than George. Find the share of each.

Solution: If George gets 1 share, William gets 1 share + 19 acres and John gets 1 share + 56 acres.

∴ the 3 shares + 75 acres = 474 acres.

∴ the 3 shares = 399 acres.

∴ 1 share = 133 acres = George's share,

and 1 share + 19 acres = 152 acres = William's share, } Ans.

and 1 share + 56 acres = 189 acres = John's share.

3. The fare for first-class passengers on a railroad is $3\frac{1}{2}$ cents per mile, and for second-class passengers $2\frac{1}{2}$ cents per mile. Find the distance between two stations, when the total fare for 24 first-class and 18 second-class passengers is \$64.50.

Solution:—Fare for 24 first-class passengers per mile = 84 cts.

" " 18 second-class " " = 45 cts.

Total fare collected per mile = 129 cts.

∴ distance is $6450 \div 129 = 50$ miles. Ans. 50 miles.

4. What is the smallest farm that I must buy, so that I may lay it out in lots of either 14, 18 or 27 acres each, and have 2 acres left for a garden?

Solution:—Total number of acres I must buy is L. C. M. of 14, 18 and $27 \times 2 = 378 \times 2$ acres = 380 acres. Ans. 380 acres.

5. The driving-wheel of an engine is 15 feet 10 inches in circumference. How many times will it turn in going a distance of 38 miles?

Solution:—Distance travelled in one revolution = 190 in.

Total distance gone over = 38 times 63360 in.

∴ Number revolutions made = $38 \times 63360 \div 190 = 12672$ Ans.

6. A man exchanged 145 bushels of wheat for 348 bushels of oats. If the oats are worth 50 cents per bushel, find the value of a pound of wheat.

- Solution:—Value of 348 bushel oats=\$174.
 ∴ Value of 145 bushel wheat=\$174.
 ∴ “ “ 1 bushel wheat=\$1.20.
 ∴ Value of 1 pound of wheat=\$1.20÷60=2c. Ans. 2 cts.
7. If 9 pigs be given for a piece of cloth measuring 18½ yds., and valued at \$3½ per yd. Find the value of a pig.
 Solution:—Total value of 18½ yds. cloth @ \$3½ = \$58.
 ∴ “ “ 9 pigs = \$58.
 ∴ Value of a pig is \$58÷9 = \$6½. Ans. \$6½.
8. A grocer gave a man \$3½ change, which he afterwards found out was \$20 too much. How much should he have given him?
 Solution:—He should have given him \$3½ - \$20 = \$16½ or \$2.95. Ans. \$2.95.
9. The product of three numbers is 114. Two of the numbers are 5½ and 7½. What is the third number?
 Solution:—Product of the two numbers is 28½.
 ∴ Third number is 114÷28½ = 2 ⅔. Ans.
10. I buy 97 tons 7 cwt. of pig iron and sell 39 bars of it, each weighing 3 qrs. 11 lbs. 14 oz. How much have I remaining?
 Solution:—Total weight sold=1 ton 13 cwt. 3 qrs. 13 lbs. 2 oz.
 ∴ Weight remaining=95 tons 13 cwt. 0 qrs. 11 lbs. 14 oz. Ans.
11. Make out a bill for the following account:—R. Jarvis sold to Jas. Murdie 18 yds. Muslin at 9½c; 13 yds. Black Cashmere, at 43c.; 10 yds. Calico at 12½c.; 16 yds. Silk at \$1.55; 28 yds. flannel at 27c. Supply dates.
 Solution:—

Jas. Murdie, Dr.
 To R. Jarvis.

To 18 yds. Muslin @ 9½c.	\$ 1	71
“ 13 yds. Black Cashmere @ 43c.	5	59
“ 10 yds. Calico @ 12½c.	1	25
“ 16 yds. Silk @ \$1.55.	24	80
“ 28 yds. Flannel @ 27c.	7	56
	\$40	91. Ans.

12. A farmer sold ⅔ of the number of his sheep and had 35 remaining. How many had he at first?
 Solution:—Sold ⅔. ∴ he had ⅓ of No. remaining ⅓ of No. = 35.
 ∴ No. = 45. Ans. 45 sheep.
13. The Divisor is 16 days 4 hrs. 17 min.; the Dividend is 339 dys. 17 hrs. 57 min. Find the Quotient.
 Solution:—16 dys. 4 hrs. 17 min. = 23,297 min.
 339 dys. 17 hrs. 57 min. = 489,237 min.
 ∴ Quotient = 489,237 min. ÷ 23,297 min. = 21 Ans.
14. A man pursued a deer for four successive days; the first day he travelled 19½ miles; the second 24½ miles; the third 17½ miles; and the fourth 21¼ miles. How far did he travel altogether?
 Solution:—19½ + 24½ + 17½ + 21¼.
 = 19 + 24 + 17 + 21 + ½ + ½ + ½ + ¼ + ½ + ¼.
 = 81 + 1½ = 82½. Ans. 82½ miles.
15. Find the value of a pile of wood 17½ ft. long, 6½ ft. high, and 3½ ft. wide, worth \$4.80 per cord.
 Solution:—No. of C. ft. is 17½ × 6½ × 3½ = 352.
 ∴ No. of cords = 352 ÷ 128.
 ∴ Cost = 352 ÷ 128 × \$4.80 = \$13.20 Ans.
16. How often is the G C M of 41,745, and 96,404 contained in the L C M of 3, 21, 35, 11, 56, 64, and 83?
 Solution:—G C M of 41,745, and 96,404 = 11
 L C M of 3, 21, 35, 11, 56, 64, 88 = 73,920.
 11 is contained 6,720 times in 73,920. Ans. 6,720.
17. How many times will a vessel holding 9½ gallons, fill a vessel holding ⅔ of 1½ quarts?
 Solution:—1st vessel holds 9½ gallons, or 36 ¾ quarts.
 2nd vessel holds 1½ quarts.
 ∴ 1st vessel will fill 2nd vessel (36 ¾ ÷ 1½) times,
 = 24 × ⅔ = 32 times. Ans. 32 times.
18. What number must you subtract from 830⅔ to leave a remainder equal to the sum of 532½ and 126½?
 Solution:—Sum of 532½ and 126½ = 659½.
 830⅔ - 659½ = 170½. Ans.
19. A man who is hired for \$225 a year, comes to his place on the 3rd March, and leaves on the 28th July. What wages ought he to receive?
 Solution:—Man worked 146 days or ⅔ of a year.
 ∴ he should receive ⅔ of \$225 = \$90. Ans.

20. A block of land 2½ miles long, and 2 miles wide, is divided into farms containing 80 acres each. How many such farms will there be?
 Solution:—No. of square miles = 2½ × 2 = 5.
 ∴ No. of acres = 5 × 640 = 3,200.
 ∴ No. of farms of 80 acres each = 3,200 ÷ 80 = 40. Ans. 40 farms.
21. When hay is \$9 a ton, find the value of 1,260 lbs.
 Solution:—A ton = 2000 lbs.
 ∴ 1260 lbs. is worth 1260 ÷ 2000 × 9 = \$5.67. Ans.
22. A man owning ⅓ of a farm, sold ¼ of his share. Find the value of what he has left, if the whole farm is worth \$7,800?
 Solution:—He sells ¼ of his share. ∴ he has ⅓ of share left
 = ⅓ × ⅓ = ⅑.
 and whole farm is worth \$7,800
 ∴ ⅑ of farm is worth ⅑ of \$7,800 = \$1,000. Ans. \$1,000.
23. If I add 3 to both terms of the fraction ⅑, does it become smaller or larger, and by how much?
 Solution:— 6+3 9
 11+3 14
 ⅑ and ⅑ reduced to fractions having a common denominator = 11/14 and 9/14
 ∴ fraction becomes greater by ⅒. Ans.
24. If in 15 days a man travelled 373 miles, 2 furlongs, 20 perches, travelling the same distance each day, what is the length of each days journey?
 Solution:—In 15 days he goes 373 mls., 2 fur., 20 per.
 ∴ In 1 day he goes 373 miles, 2 fur., 20 per. ÷ 15
 = 24 miles, 7 fur., 4 per. Ans.
25. Divide the sum of \$1,547 between George and James, giving James ⅔ as much as George.
 Solution:—If George gets \$1, James gets \$⅔.
 ∴ If George gets \$4, James gets \$3.
 ∴ George gets ⅔ of \$1,547 = \$884.
 and James gets ⅓ of \$1,547 = \$663. } Ans.

Practical Department.

THE FOURTH LESSON.

(Continued from last week.)

GENERAL EXERCISE.

In the morning, the Busy-Work for all the classes, is the careful copying (with pencil and paper) of as many of the words gained from the story of the day before, as time will permit. These—twenty-five in number (pond, dog, son, gun, shoot, trap, hungry, den, rocks, hill, tree, hole, rooms, kitchen, doors, morning, yard, walk, hurry, swim, mamma, papa, baby, feet, water)—are elegantly written upon a blackboard by themselves.

The afternoon session is opened with singing, then follows a Number Thinking-game, carried on thus: the teacher says briskly, “Think fast, and tell me two numbers that make nine.” This demand sets all the mental machinery in full motion, and in a second the room bristles with upraised hands.

“Five and four,” “Seven and two,” “Three and six,” “Eight and one,” follow in quick succession. “Four and four, and one,” is the next answer.

“How many numbers did you give me, Jimmie?” is the quick question.

“Three.”

“And how many did I ask for?”

“Two.”

“Then don’t be a careless boy again,” is the admonition, and Jimmie sits down decidedly crestfallen. After this came “Two and seven,” “Four and five,” “Six and three,” and “Eight and one,” and not a hand is left.

The teacher’s next demand, “What numbers make eight?” start them all to fluttering again.

She gets this time "Three and five," "Six and two," "Four and four," "Five and three," "Seven and one," "Six and one, and one," "Three and three, and two," "Five and two, and one." "Seven and one"—

"Where have you been, Walter, that you didn't hear that before?" is her comment upon this; the boy blushes and is silent, and she calls for the next.

"Two, and two, and two, and two," says a little girl.

"Yes, that's very nice," with an approving smile at the little mathematician; "and that will do for this" (though half the children have still an answer to give). "I think now I'd like to hear what you have to say about the Farmer and the Fox. Stevie may talk, and I'll mark the words," stepping to the board, crayon in hand.

The child, with his eyes fixed on the column of words, begins, "The old fox was afraid of the farmer's gun."

There is a great flying of hands at this, but the teacher smilingly shakes her finger at the children to keep them still, and the boy, with a surprised glance at his mates, resumes:

"And his son had a dog and a trap." More excitement in the class, and the hands are fluttering wildly, but the teacher motions them down, and nods to Walter, who, still wondering what the matter can be, goes on:

"Then the fox thought he'd make a new house, and so he did; and he had three rooms, a kitchen, and a bedroom, and a parlor. The ducks went down to the pond to swim, and the mother-duck scolded the little ducks because they had web-feet, and the fox laughed to think he was going to eat them all up."

"That's quite a long story," is the teacher's criticism. "Was it all right, Fritz?"

"No'm, he didn't tell us it was his son who had the gun."

"And you didn't tell us whose son," gently corrects the teacher. Fritz's manner is less self-satisfied when he gives his sentence again.

"The farmer's son had the gun."

"Anythin' else, Mary?"

"I think it was the farmer who had the dog and the trap."

"I think so too; what else, Sadie?"

"He didn't say anything about the den of rocks up on a high hill," is the little girl's comment, upon whom the unfamiliar term has evidently made an impression.

"Josie."

"He left out about the farmer getting up in the morning and letting the ducks, and hens, and chickens, and turkeys, and geese out into the yard," said the earnest little woman.

"So he did; and what did we say we sometimes called ducks, and chickens, and hens, and geese? Eddie."

"Poultry."

"Now, Josie, can you think how you can make your story shorter?" Apparently she does not understand, neither do the majority of the class, who look at one another, as if they wonder what the teacher is talking about. But one hand is upraised, and the child being called upon suggests.

"Josie might have said poultry instead of hens, and chickens, and geese and ducks."

"That's nice," approves the teacher cordially, and seeing Josie's face lighten as if she had discovered something, the teacher says, "Suppose you tell your story again."

Accordingly Josie repeats: "The farmer got up in the morning, and went to the hen-house, and let his poultry out into the yard," giving the new large word with quite a learned air.

"Donald, what have you to tell us?"

"He didn't say anything about the papa-duck, who told the baby-ducks not to swim too far away in the cold water," observes

the persistent little fellow, whose hand has been up at intervals ever since Walter sat down.

"I don't believe he did," agrees the teacher. "Now who is ready to tell me some stories about my words here?" pointing to the column which has by this time a cross opposite nearly every word. "Fannie, you may begin."

"I saw a dog down by the pond."

"There go two straight away," complains the teacher, drawing a line through them as she speaks. "Ida."

"The son had a gun to shoot with."

"There, oh, dear!" in a tone of mock sorrow, as she crosses them off. "Robbie."

"The trap caught a hungry fox."

"Two more! Fritz."

"I saw a den of rocks on the hill."

"I am afraid I shall not have words enough to go round," observes the teacher. "Jessie."

"The tree is tall."

"Yes. "Bennie."

"One of our rooms is the kitchen, and—" adding hastily, for fear she would call upon some one else before he could say it, "it has four doors."

"I shouldn't wonder if it had. Helen."

"In the morning I go to walk in the yard."

"How my words go! Arthur."

"I am in a great hurry to swim."

"Is that so? Patrick."

"I have a papa, and a mamma, and a baby."

"Yes. Ella."

"I like to put my feet in the water,"

"And that is all. Let us see now how well we can write. Slates and pencils ready; turn!" and the Farmer and the Fox are soon forgotten by the little chirographers, who become completely absorbed in trying to master the difficulties of the letter *m*.—*Quincy Methods*,

ONE WAY OF TEACHING GRAMMAR.

BY MISS IDA M. GARDNER IN NEW ENGLAND JOURNAL OF EDUCATION.

Topic: Object of thought.

Definition: An object of thought is anything of which we may think.

Method: Think of the clock, the door, the window. Mention other things of which we may think. Write their names on the board. Mention some actions of which we may think; as running, speaking, etc. Write their names on the board, think of love, hate, goodness, wisdom. What do we call the houses, lands, etc., belonging to a man.

Answer.—His property.

We also call a man's goodness, justice, etc., his property or attributes. Mention some other attributes of a person. Write their names upon the board. Anything of which we may think is an object of thought.

Define. Preserve the lists you have written for the next topic.

Topic: Noun.

Definition: A noun is the name of an object of thought.

Method: Read what you have just written on the board. What are all these words?

Answer.—The names of objects of thought.

The name of an object of thought is a noun. *Define*.

EXERCISE I.

Tell whether each of the following is a noun or an object of thought. Why?

The cat. The word "cat." The dog. The word "dog." The boy. The word "boy," etc.

The object of this exercise is to give the child a distinct idea of the difference between a noun and an object of thought. A noun is always a word. An object of thought is never a word, except when it is a word of which we are thinking. For example: Think of the word "John." Now what becomes the object of our thought?

Answer.—A word.

EXERCISE II.

Write ten sentences each containing at least two nouns. Underline the nouns. Exchange slates and correct.

EXERCISE III.

Select the nouns in the following extract from the writings of Edward Everett:

"It was a mild, serene, midsummer's night; the sky was without a cloud; the winds were quiet; the Pleiades, just above the horizon, shed their sweet influence in the east. At length the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest. Hands of angels, hidden from mortal eyes, shifted the scenery of the heavens; the glories of night dissolved into the glories of dawn."—*Sunrise*.

QUESTIONS ON EXERCISE III.

When is midsummer? What are the Pleiades? How many are there? Can you find them in the heavens on a starry night? (If not, tell the children in what part of the heavens to look for them, and at what time.) Why should Tennyson, speaking of the Pleiades, say they

"Glitter like a swarm of fireflies
Tangled in a silver braid."

What is the horizon? What do we mean by twilight? Does it occur at night or in the morning? "What does 'perceptible' mean? Why does the author say the smaller stars went 'to rest'?" How many of the children go to rest before the older members of the family? Why should children retire early? The meaning of "mortal eyes?" "dissolved?" "dawn?" Is the author living? If not, where did he live? For what is he noted? How many would like to read something else by the same author? Look in your Readers, and perhaps you will find other selections from Everett's writings.

(This clue followed out may lead to a life-long interest in such writings.)

EXERCISE IV.

Select all the nouns in your reading-lesson for the day. Count them, and observe that a large part of the words on a page are nouns.

Topic: Pronoun.

Definition: A pronoun is a word used in place of a noun.

Method: First illustrate the need of such words.

Whose hat is this?

Ans.—John's.

Whose hand is this?

Ans.—Yours.

Who teaches John?

Ans.—You do.

Then whose teacher am I?

Ans.—John's teacher.

Whose head is this?

Ans.—John's head.

What has John's teacher done with John's hat?

Ans.—She has put it on John's head.

I will write on the board what John's teacher has done. Thus: John's teacher took John's hat in John's teacher's hand and put John's hat on John's head.

Would you tell me what I have done, in the same way? No? Then you may cross out any word you would change, and write another in its place. Now read.

Answer.—John's teacher took John's hat in her hand, and put it on his head.

What kind of words are all these crossed out?

Answer.—Nouns.

Then the new words are used in place of what words?

Answer.—A word used in place of a noun is a pronoun. Define.

EXERCISE I.

Select the pronouns in the following sentences:—

1. I was once a barefoot boy.
2. Be thou a hero.
3. These are my jewels.
4. How dismal you look!
5. Every sin brings its punishment with it.
6. Leaves have their time to fall.
7. I am afraid to do a mean thing.
8. Our influence has no nights and keeps no Sabbaths.
9. Nothing is impossible to him who wills.
10. Blessed is the man who has found his work.
11. If you bring a smiling visage to the glass, you meet a smile.
12. We do not seek God; God seeks us.
13. He giveth His beloved sleep.
14. Drive thy business; let not thy business drive thee.
15. What no one with me shares seems scarce my own.
16. Earth, with her thousand voices, praises God.
17. They ne'er pardon who have done the wrong.
18. For his gayer hours she has a voice of gladness.

EXERCISE II.

Select pronouns from the reading-lesson.

EXERCISE III.

Count all the nouns and all the pronouns on one page of your Readers. Count the remaining words.

OBJECTIONABLE EXPRESSIONS.

Cut under, for undersell.

Corporeal, for corporal.

Dicker, for barter.

Directly, for as soon as.

Donate, for present.

Don't for doesn't. "Dont" should be used only where it would be correct to use "do not."

Down upon, for opposed to.

Down cellar, for down in the cellar.

Dragged out, for fatigued.

Draw the wool over the eyes, for deceive.

Dreadful, for very; as "dreadful nice."

Elegant, for excellent; as, "elegant apples."

Fork over, for pay.

Give in, for yield.

Go through the mill, for acquire experience.

Go under, for succumb or perish.

Goner, for one who is lost.

Grand, for excellent or beautiful; as, "a grand time."

Great big, for very large.

Guess, for suppose.

Hain't, for have not. [ly.]

Hand-running, for consecutive.

Hang-fire, for halt or delay.

Hang-around, for loiter.

Hard-case, for worthless person.

Hold on, for wait.

Hopping mad, for very angry.

How? for What did you say?

Hung, for hanged; as, "the murderer was hung."

Hush up, for be silent.

Illy, for ill.

It was her, for it was she.

It was me, for it was I.

Keep a stiff upper lip, for be firm.

Kick up a row, for create a disturbance.

—At Home and Abroad.

ABOUT RULES IN SCHOOL.

I visited Mr. N.'s school yesterday. He had written a long list of rules, which were posted in the school room. Some of them were read to the pupils on the first morning of the term, and others have been added since. I noticed that many of them were broken during my visit. The teacher seemed to be more lenient to the pupils because I was there. I think he will make up for it to-day. Some of the rules were such as to remind me of the bean story told by Mr. Hewett at the institute. It seems that some pupils had harmlessly used beans in their number work for several days. The teachers thought one day of the evils which might arise, if the pupils should put the beans up their noses, and she made a rule against it. In a short time, that afternoon, every pupil in the room had broken the rule.

Mr. N. came to this county quite recently, and was not at a late institute, or he would not have a long list of rules in his school. Something happened there that would have set him to thinking.

Dr. Sewall was talking upon school management one day, and he said he wouldn't have as many rules as some teachers—he wouldn't have more than twenty or thirty for the first day of the school. He mentioned some of the most important, as: for pupils not to communicate without permission of teacher; for pupils to perform the work given them in the assigned time; for pupils not to speak to the teacher while he is hearing a recitation, etc.

After he had finished his talk, the county superintendent asked him what he would do in a case like this: A boy has been given a certain work to do in writing with a lead pencil during a certain recreation. The boy commenced his work promptly and cheerfully. He breaks the point of his pencil. He cannot ask another boy for a knife, nor can he borrow another pencil. He cannot speak to the teacher during that recitation, and he must do the work in that time. The Doctor scratched his head, and after a while asked the institute what he should do. One suggested another rule; that every boy should carry a knife in his pocket; another a rule that every boy should have his pencils sharpened at each end; another rule that every boy should have his pockets filled with sharpened pencils. And the Doctor agreed, and said he had probably erred; that twenty or thirty would not be enough to start with.

Without further suggestion most of the teachers took in the situation, but one or two said they still thought the Doctor's estimate was high enough at first.—From "Notes from the Diary of Miss Goodsense," by E. L. Wei', in *Illinois School Journal*.

HARD TO PRONOUNCE.

At the pronouncing contest, held in a Chicago church, the following sentences were given to contestants for pronunciation:

The root of the difficulty was a pile of soot allowed to accumulate on the roof.

The rise of the waters has injured the rice crop, and it may be expected the price will rise.

He had moved his goods to the depot, but his friends bade him not to be discouraged, as he would soon be acclimated if he would only stay.

He is an aspirant for Asiatic honors.

The disputants seemed to be conversant with the question, and, if not good financiers, they are, at least, familiar with the problem of finance.

The irrefragable evidence that he was the sole cause of the altercation, indisputably fastened on him the responsibility for the irreparable damage.

His conduct was indicative of the blatant blackguard, but his

complaisant coadjutor, with his incomparable complacency, was even more dangerous.

The physician, after a careful diagnosis, pronounces the patient to be suffering from bronchitis, gastritis, periostitis, and meningitis, caused by the prevalence of mophitis, and has prescribed morphine.—*Illinois School Journal*.

SUGGESTIONS ON PRIMARY READING.

Interesting Pupils.—One of the most effective ways of breaking up monotone in reading is by creating interest in the piece to be read. This may be done partly by asking questions, partly by holding a conversation with the class on the subject of the lesson, and partly by judiciously selecting such exercises to be read as are strictly within the mental grasp of the child.

Reading to One Another.—It is an excellent plan to have all the pupils, except the one who is reading, close their books and then give close attention while he reads. After he has finished, some one should be called upon to reproduce from memory what the other pupil read from the book. This plan is particularly valuable as an occasional exercise in giving culture to both attention and memory.

Occasional Dialogues.—These are valuable aids in training the attention of pupils and securing natural expression. Care must be taken, however, that the language and the sentiment are adapted to the pupil's capacity. The old plan of reading selections from the dramas of Sheridan Knowles and Shakespeare was simply ridiculous.

Silent Reading.—Give plenty of exercise in silent reading. Indeed, it would do no harm to permit each pupil to look over his paragraph a short time before calling on him to read aloud. This may not be necessary, however, where he has had ample time to prepare his lesson. Nearly all of our reading after leaving school is of this character, and it is therefore specially important that every one should be trained to glean the thought from the printed page.

Too Critical.—The teacher should not encourage slovenly habits in reading by permitting serious errors to pass unnoticed; but, on the other hand, he should not be too critical. The omission of an occasional word not absolutely necessary to the sense is not so serious a matter that the teacher need wound the feelings of the pupil by calling his attention to it openly. What the child needs is encouragement, and not censure, to make it do well.

Attention to Errors.—Both constant and patient attention must be given by the teacher to the correction of defective articulation and pronunciation. Children will pronounce as they hear others pronounce at home and elsewhere, however incorrect this may be, and all, in their haste, are liable to articulate more or less indistinctly, clip syllables, or run sounds together. Much care is necessary to correct these faults.

Diacritical Marks.—At a comparatively early age [the] child may be taught at least the dictionary-marks for the long and the short vowel-sounds. After these are known the teacher should explain by the use of the blackboard and teach each of the other marks, being careful not to hurry his pupils too much. Pupils should thus be taught how to use the dictionary, and be encouraged to consult it whenever in doubt as to the pronunciation of a word.

Drill on the Elementary Sounds.—Pupils learn at a very early age the elementary sounds of the language. The teacher should give frequent drills on these sounds, both singly and in connection with words. It is probably best to give a drill on the words first, and then have pupils articulate the sounds irrespective of the words.

These drills may be made useful also in giving training in pitch by having pupils first give the pitch in such a tone as the teacher may

request, then in a higher or a lower tone, changing from one pitch to another. The drills may be made useful also in teaching force, movement, etc.

A drill on the elementary sounds should usually be in concert. It will have a tendency to encourage the timid, and at the same time train all to act and speak in harmony. The chief benefits of the drills are that they give flexibility to the voice and train the pupils to distinct and correct articulation.—*Raub's Methods of Teaching.*

Educational Notes and News.

Strathroy Collegiate Institute has over 200 pupils, all paying fees; fees for the present term amounting to over \$900. Mr. Wetherell, who at present has charge of the school, has every reason to be proud of the success attending his efforts.

The Toronto Baptist College closed last week. The fourth annual report of the Faculty to the Board of Trustees gives the following particulars:—

The number of students now connected with the institution is 53, of whom 11 are pursuing studies in the University of Toronto and 42 are doing strictly theological work in this College. Of these, five are from Manitoba, seven from the Maritime Provinces, three from the United States, and the remaining thirty eight from the Province of Ontario. The graduating class this year has ten members. All these have already been called to fields of labour. Two of them settle in Manitoba, four in Nova Scotia, and two within the limits of the eastern convention. About 2,700 volumes have been added during the year. Since the last annual meeting the sum of \$2,170 has been paid into the treasury to the account of the Library fund.

The annual convocation of Queen's University took place on the 28th and 29th April. There were 26 graduates in Arts. The medallists are:—The Carruthers' gold medal in chemistry, C. A. Scott, Kingston; Mayor's gold medal in mathematics, J. C. Connell, B.A., Durdan; Princess of Wales' silver medal in natural science, W. Nico, B.A., Catarqui; Prince of Wales' silver medal in classics, G. W. Mitchell, Kingston. Fourteen students received the degree of M.D., one that of B.D. and one that of D.Sc.

The graduates and benefactors of Queen's College held a meeting at Kingston on the 28th ult., at which the Chancellor submitted his report on the College Confederation scheme. Circulars were issued, and in the replies received not a single person was known to favour the scheme, and all held very strongly the opinion that Queen's should remain at Kingston. Circulars were not sent to Kingstonians, the official resolution answering for them. From outsiders 349 replies were received. They were from representative men of all classes and all shades of politics from all parts of Canada. The trustees pointed out that about \$25,000 would be required to transfer Queen's to Toronto, and asked the friends if they would be prepared to assist in moving the institution to Toronto. A very large percentage of all heard from state emphatically that they will give nothing whatever, and the majority of them indicate that if Queen's enters the Union they will withdraw the assistance they are now giving or have promised to give. Ninety-nine per cent. of all heard from from every quarter, and 100 per cent. of all west of Kingston were decidedly opposed to Queen's entering the scheme. The total east of Kingston was 107; total west of Kingston 182. Principal Grant declared that the question of the removal of the University from Kingston should never again come up. The question was settled now and for ever, and Queen's must either sink with its colours nailed to the mast-head or prosper where their fathers had placed her.

At the recent convocation of Queen's University honorary degrees were conferred on the following:—D.I., Rev. Prof. Currie, Halifax; Rev. Geo. Smellie, Fergus; LL.D., James MacLennan, Q.C., Toronto. The Governor-General's prize in books was won by W. Clyde, for general proficiency, and the Hague prize of \$20 for the best essay by C. J. Cameron.

The French minister of public instruction has issued a circular stating that in certain intermediate classes a recess of fifteen or twenty minutes shall be provided for every school period exceeding two hours. The same requirement may be made later for higher classes, after the experiment is tried. The measure will be applied to children in primary classes when the line of study occupies two

hours. The recess may be spent either in the school-room or out of doors.

The London School Board have had the subject of home lessons under consideration.

Miss Taylor moved, "That the School Management Committee be instructed to inform head teachers in the employment of the Board that home lessons are at once to be discontinued." She said that five hours of brain work is enough for any child under the age of fourteen. The Board ought not to allow more than this to be imposed on their pupils.

Mr. Gudgeon moved, as an amendment, "That home lessons be done away with in cases where the parents object, or where the children are in a delicate state of health." He did not want a hard and fast line drawn on this subject, but thought that the parents should decide the matter.

The amendment was carried by a vote of 31 to 4.

Although it is but a short time since industrial education was brought forward in Switzerland, the idea has already found several practical applications, as in Basle, Berne, St. Gall, Friburg, Herisan, and Enge. There are about two hundred and fifty children who are now being introduced to the little secrets of handiwork and the nature of certain forms. The *Schweizer Hand' shlatt* remarks that if children are made to feel pleasure in manual labor, many a person hereafter, in choosing his occupation, will look to this work, from which they have been distracted by a prevailing fashionable vocation. This will not be the only important gain. Another not less valuable lies in the early development of the sense of form which will make smooth the way of inventions and to desirable original achievements. Herein, moreover, lies the means of keeping pace with foreign manufacturers, and it seems to be a requirement of self-preservation that the advantage of early instruction in a vocation shall be more generally known.

Apart from the cities of Quebec and Montreal, it appears that there were last year two hundred and sixty-three thousand two hundred and sixty-three children of school age in the province of Quebec, of whom one hundred and eighty-eight thousand seven hundred and ninety-six, or 71 per cent., attended school for a longer or shorter period during the year, that a Government grant of \$152,763.00 was paid to the different municipalities, and that the municipalities themselves contributed for school purposes, \$711,615.38, \$76,758.45 of which was levied as monthly fees.

Under the head of Superior Education, there are reported in the Province of Quebec 536 institutions, employing 2,842 professors and teachers, attended by 74,592 pupils, and receiving from the government \$113,362. These are divided into two classes, Roman Catholic and Protestant, including for the former 2 Universities, 2 Normal Schools, 27 Colleges, 108 Academies, and 358 Model Schools, and for the latter 2 Universities, 1 Normal School, 6 Colleges, 27 Academies, and 30 Model Schools. The study of Latin and Greek among the Roman Catholic Institutions is confined to the Universities and the 19 Classical Colleges. The latter report 1,540 pupils in Latin, and 1,149 in Greek. The 28 Protestant Academies and High Schools report 746 pupils in Latin, and 203 in Greek, the numbers being 701 in Latin, and 203 in Greek in the report for the previous year. Of these 469 pupils in Latin and 171 in Greek, are from the High Schools of Montreal, Lennoxville and Quebec, leaving 277 pupils in Latin and 32 in Greek for all the other Protestant Academies of the province, which nevertheless report a total attendance of 1,876 pupils.

At a competitive examination of teachers to select a principal for an American district school, where the salary was \$1,500 per annum, eighteen gentlemen who had been principals, and four ladies, were examined. The following words were given them to spell:—Poniard, separate, business, mingle, scintillate, mignonette, privilege, ethereal, ecstasy, allege, exhilarate, hymeneal, correlate, vacillate, dagueerlean, boquet, supersede, ventilate. One lady spelled all correctly, and she was the only person that did.—*Central School Journal*

From the annual report of the McGill University, Montreal, for 1884, it appears that in the present session, the number of students in McGill College is as follows:—Students in Law, 26; students in Medicine, 233; students in Art, Undergraduate, 109; students in Arts, Partial and Occasional, 54; students in Arts, Special Courses for Women, Undergraduates and Partial, 15; students in Arts Occasional, 14; students in Applied Science, Undergraduates, 48.

students in Applied Science, Partial and Occasional, 12. Total, 511, or, deducting five students entered in more than one Faculty, in all 506.

The students in Morrin College, Quebec, are 23 in the Undergraduate Course, and 12 Occasional.

The students in St. Francis College, Richmond, are 3 in the Undergraduate Course, and 8 Occasional.

The teachers in training in the McGill Normal School are 105.

The pupil in the Model School of McGill Normal School are 385.

The total number of persons thus receiving educational benefits from the University is 1,042.

Of the students and teachers in training in McGill College and the Normal School, more than four hundred are persons not residing in Montreal, but attracted to it by the educational advantages offered by the University and its affiliated institutions.

Literary Chit-Chat.

"Many-Colored Threads," is the title of a new volume of selections from Goethe, announced by D. Lothrop & Co. It is edited by C. A. Cook.

The next addition to the "No Name" series, published by Roberts Brothers, is to be a new story of American life and society, entitled "A Beautiful Woman." The same firm is about republishing "The Fall of the Great Republic," a political satire by an anonymous writer which has attracted a good deal of attention in England.

Mr. Cross's "Life of George Eliot" has already appeared in the Tauchnitz series at Leipsic.

E. P. Roe's "Without a Home," has already passed through two very large editions.

"Science," of April 10th, contains a fac-simile of a map made by Gen. Gordon at Khartoum, with notes in his hand-writing.

Another male pseudonym is found to be the property of, a female author, "Michael Field," who wrote "Callirhoe" and "Rosamond," turns out to be a young English lady.

Lamb's "Tales from Shakespeare," is the latest addition to Ginn, Heath and Co's "Classics for Children."

Funk & Wagnalls will shortly issue "Historical Lights," by Chas. E. Little, a work containing six thousand extracts from standard histories and biographies, illustrating twenty thousand topics. It will be a large octavo of nearly 800 pages.

Prof. David Swing discusses "The Defects of Opera" in *The Current* of May 2nd. He holds the ideal opera to be a thing of the future, and explains wherein the art of opera-writing, as at present developed, fails to be entirely satisfactory, and in telling of these defects he does not neglect to suggest the proper remedies.

Miscellaneous.

HADRIAN'S ADDRESS TO HIS SOUL.

*Animula, vagula, blandula,
Hospes, comesque corporis,
Quæ nunc abibis in loca?
Pallidula, rigida, nudula;
Nec, ut soles, dabis jocus.*

"These famous verses, says Lord Carnarvon in the *National Review*, as every one knows, were composed, or pronounced, on his death-bed, by a Roman Emperor remarkable for many high qualities, and, amongst them, for the unwearied activity which, in the early part of the second century, carried him to Britain, and left there enduring memorials of his presence. They have had a circulation perhaps out of proportion to their poetical merit, yet great writers have thought them worthy of the exercise of their genius in an attempt to render them into English; they have been treated lightly, they have been treated gravely—for pathos and playfulness are, in truth, combined in them; they suggested something more than a mere translation to Pope, and, at the same time, they

illustrate one of the curious and dark bye-ways of literature, and the unscrupulous character of Pope's genius."

The writer goes on to say that "It may not be uninteresting to observe how three professed poets and one great writer—conspicuous for his high literary culture—have handled these lines in their attempts to render them into English; and with this view I will quote one translation by Byron, another by Prior, two renderings by Pope and one by Dean Merivale, the historian of the Romans under the Empire.

BYRON.

Ah! gentle, fleeting, wavering sprite,
Friend and associate of this clay!
To what unknown region borne,
Wilt thou now wing thy distant flight?
No more with wonted humor gay,
But pallid, cheerless, and forlorn.

PRIOR.

Poor little pretty, fluttering thing,
Must we no longer live together?
And dost thou preen thy trembling wing,
To take thy flight thou know'st not whither?
Thy humorous vein, thy pleasing folly,
Lies all neglected, all forgot:
And pensive, wavering, melancholy,
Thou dread'st and hop'st thou know'st not what.

POPE. NO. I.

Ah, fleeting spirit! wandering fire!
That long hast warmed my tender breast,
Must thou no more this frame inspire;
No more a pleasing cheerful guest?
Whither, ah whither, art thou flying,
To what dark undiscovered shore?
Thou seem'st all trembling, shivering, dying,
And wit and humor are no more.

POPE. NO. II.

Vital spark of heav'nly flame!
Quit, oh quit, this mortal frame:
Trembling hoping, ling'ring, flying,
Oh the pain, the bliss of dying!
Cease, fond nature, cease thy strife,
And let me languish into life.

Hark! they whisper; Angels say,
"Sister Spirit, come away;"
What is this absorbs me quite?
Steals my senses, shuts my sight,
Drowns my spirits, draws my breath?
Tell me, my Soul, can this be Death?

The world recedes; it disappears!
Heav'n opens on my eyes! my ears
With sounds seraphic ring:
Lend, lend your wings! I mount! I fly!
O Grave! where is thy victory?
O Death! where is thy sting?

MERIVALE.

Soul of mine, pretty one, sitting one,
Guest and partner of my clay,
Wither wilt thou hie away,—
Pallid one, rigid one, naked one—
Never to play again, never to play?

"Most readers will, I think, admit, continues Lord Carnarvon, that of these five renderings, Byron's, which is the closest, is the least good, and Prior's, which is the freest, is the best. It is also right to observe that of the two versions of Pope, some doubt as to the authorship hangs over the first; whilst those who read the second will see that so far from being in any way a translation, it is, in truth, the very inversion and opposite of the ideas of the dying Emperor. It is neither translation nor imitation; it is rather a distinct poem, inspired, it may be, by some chance echo of

the old heathen verse, but the exact contradiction of the original, converting the anxious doubts of the Pagan Emperor into the certain faith of the Christian Saint. It is an extremely beautiful poem, familiar to many of us from early boyhood, rising high both in thought and diction, and unquestionably the work of Pope. Its literary history is also as curious as its beauty is great; and those who care to peruse that history, and in it to see an instance of Pope's disregard of truth, when he thought that truth was an obstacle to fame, may read the details in the acute and careful criticism on it by Mr. Courthope in the fourth volume of his edition of Pope's works."

Lord Carnarvon then proceeds to discuss the question as to the mode in which the task of translating Latin or Greek verse into English should be undertaken, whether we are to adhere as closely as language will permit to the original, or may assume some license "in order to catch its spirit without too strict a regard to its actual terms. In view of the difficulty of reproducing in our more diffuse English the extreme terseness and condensation of the classics, and the failure of even some of our greatest poets in their attempts at literal renderings into English poetry, he prefers the latter, questionable or dangerous as some may consider it, and concludes as follows:—

"But my theme is so tempting that I am in danger of exceeding the limits which I prescribed to myself in commencing this paper. I will, therefore, endeavor to fortify my opinion of the spirit in which such a translation as this should be approached by enrolling myself, for the occasion, in the obscure and shadowy crowd of imitators and translators—whose names I do not record, and who, like the poor ghosts in Hades, watch from a distance, but do not mingle with, the greater spirits who maintain the semblance of their ancient state even in the world below—and I will venture upon one more rendering of the Imperial versifier's lines. However imperfect the execution may be, it is the only mode of illustrating the idea which I have sought to express; and without further excuses or disclaimers, I will conclude these observations by preferring to the editors of the *National Review* the request which Pope, when writing on this very subject, made to the *Spectator* nearly two centuries ago, in No. 532 of that delightful periodical: "If you think me right in my notions of the last words of Hadrian, be pleased to insert this; if not, to suppress it."

Wandering, fleeting life of mine,
Spirit human, or divine;
Partner, friend, and closest mate,
Of this earthly, fleshly state;
Gentle Sprite, mysterious thing,
Whither now art taking wing?
Into realms of bliss or woe?
Place of lov'liness or fear?
Whither, Spirit, dost thou go—
Somewhere, nowhere, far or near?

Yes—thou goest, Spirit—yes,
In 'hy paleness—nakedness—
Mirth is banished,
Jest hath vanished,
Into gloom and dreariness.

Question Drawer.

QUESTIONS.

I. When do the changes made in the Public School Law during the last session of the Legislature, come in force?

II. With regard to the subject "Orthography and Orthoepy," what are limitations of the requirements for entrance candidates?

III. Is it compulsory that entrance candidates should place their

drawing books in the hands of the presiding examiner? and is it necessary that they show three month's work?

IV. How is the underlined word in the following sentence parsed?

I lost that book of mine.

A TEACHER.

In your *JOURNAL* of April 16th there appeared in the 25th question this: "At \$2 a standard."

Please explain the meaning of "a standard" and oblige,
W. S. H.

I would like to get an explanation of the following:

$$\begin{aligned} \text{If } a &= b \\ \text{then } a^2 &= ab \\ \text{and } a^2 - b^2 &= ab - b^2 \\ \therefore a + b &= b. \end{aligned}$$

BEGINNER.

ANSWERS.

A TEACHER.—I. We suppose they are already in force. No date is fixed by the bill.

II. "The pronunciation, the syllabification, and the spelling from dictation of words in common use. The correction of words improperly spelt or pronounced. The distinction between words in common use in regard to spelling, pronunciation and meaning." We cannot be more definite than the above official "Instructions." Every teacher, we suppose, has to judge for himself what are "words in common use."

III. Yes. Yes. So the "Instructions" say. See answer to question in last number.

For the mutual interest and profit of teachers as well as for want of time we leave all practical questions to be answered by correspondents.

Literary Review.

Promptly at the promised date May 1st, *The CENTURY MAGAZINE* for May, is on our table. This number contains several additional contributions to the literature of the civil war, amongst them Gen. Joseph E. Johnson's reply to Jefferson Davis, entitled "Manassas to Seven Pines," including descriptions of the battles of Bull Run, and Seven Pines, and "The Second Day at Seven Pines" by Gen. Gustavus W. Smith. "Immortality and Modern Thought" by T. S. Munger, is a suggestive and able paper on one of the greatest of great questions. Amongst the practical pieces "Broken Wings" by C. P. Crauch, is a touching tribute song, to remembered bards who "fell in youth with broken wing." Well engraved portraits of Generals McLellan, Grant, Lee, Johnston and many other leaders in the civil war adorn the pages of what is on the whole a strong number of this popular Magazine.

TALKS WITH MY BOYS, by William A. Mowry. For twenty years Senior Principal of the English and Classical School, Providence, R. I. Boston; New England Publishing Co. 75 cts.

This little volume the author tells us, has grown out of the practical necessities of the School-room. We have read some of the talks and find them bright and pleasing in style, and strong in sound doctrine, and high moral purpose. It is such a volume as cannot fail to bring more or less of helpful suggestion and inspiration to every earnest teacher who reads it.

UNDER THE OLD ELM AND OTHER POEMS, by James Russell Lowell, with Notes and a Biographical Sketch. This little work, constituting number Fifteen of the "Riverside Literature Series," published by Houghton, Mifflin and Co., Boston, presents in a very handy and readable form for fifteen cents, several of the best productions of the gifted author.

THE ANDOVER REVIEW for May, has the following Table of Contents, *Reformation Theology*, Professor E. V. Gerhart; *Social Problems in the Pulpit*, Newman Smyth D.D.; *Co-operative Creation*, Rev. F. H. Johnson; *What May Justly be Demanded of the Public Schools*, S. T. Dutton; *Editorial, Theological and Religious Intelligence* etc. This able review stands in the very front rank of theological Magazines. It is scholarly, thoughtful and liberal, in its treatment of the great religious questions of the day.