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# The Educational Journal.

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## Editorial Notes.

WE give on this page a photo-engravure, greatly reduced in size, of course, of the beautifully engrossed address, which was presented to Dr. McLellan, Principal of the school of Pedagogy, by the students of that school, at the close of its first session, to which we referred in the number of January 1st. Copy for the account of the closing exercises of the term has from some unexplained cause, failed to reach us, but the address speaks for itself.

OUR readers will be sorry to learn that the copy for Mathematical Department came to hand too late for this number of the JOURNAL, and still more sorry to hear that the cause of the delay was the illness of the Editor of that Department, who was prostrated for a time by the prevalent influenza. To the same cause

is due the non-appearance of Mr. Mounteer's second article on "Physical Culture." Both will probably appear in next number.

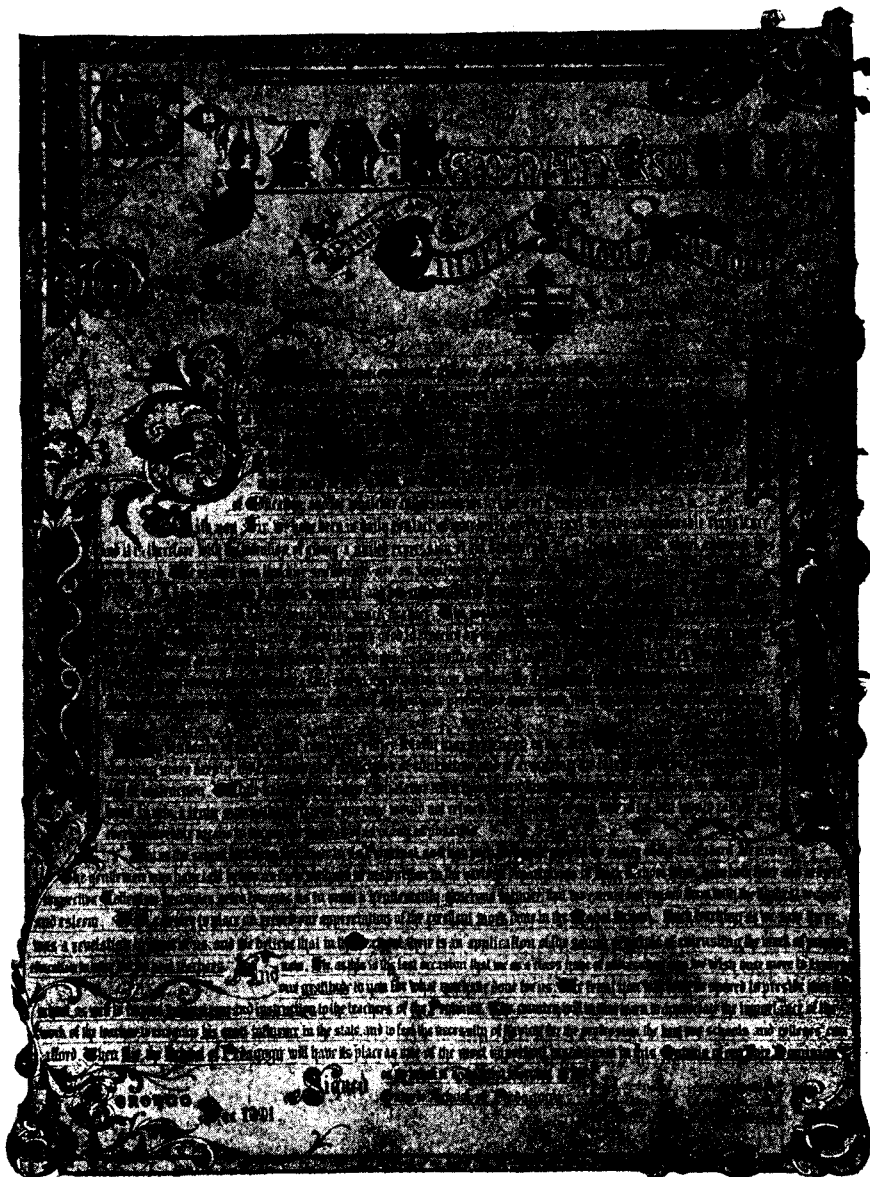
WE have received the first number of a new educational journal, en-

WE are requested by the Publishers to state that the "Lessons in Entrance Literature" will positively be ready the first of this week, that is to-day. Orders received will be filled at once and all others promptly attended to. The delay in issuing

Normal School, and Mr. Angus McIntosh, Principal of the Boys' Model School, the lecturer. The chief functions of a practiceschool were stated to be (1) To illustrate the principles of education taught in the theoretical department; (2) to give the students an opportunity of studying the nature of children in classes; (3) to develop teaching and governing power. The lecture was thoughtful and instructive, and could not fail to be helpful to students just commencing a term of instruction.

READ the paper by Supt. Greenwood, which we reprint from the *Journal of Education*. It will be found on page 630. It is strongly—perhaps in some parts too strongly—written, but on the whole contains valuable truth. We have been intending to have an editorial on the same lines, but our eyes rested on this article and we give it instead of one of our own. The writer hits the nail on the head exactly when he says: "Illustrations are valuable when needed, but to put the child to inventing illustrations—we should add, 'or to invent them for him'—'when there is no need of it, is to kill time.'" Our impression is like his, that about nine times out of ten, in most schools where the shoe-pegs, tooth-picks, etc., abound, there is no need of the crutches.

THE Master can no more think, or practice, or see for his pupil, than he can digest for him or walk for him.—*Joseph Payne.*



titled *School and College*, with Ray Greene Huling, Principal of the High School, New Bedford, Mass., as Editor, and Ginn & Company, Boston, as publishers. We have not yet had time to examine it carefully, but from cursory inspection we are very favorably impressed. It bids fair at once to take at least an equal rank with the other large educational reviews.

the work is regretted, but the cause of it will benefit the buyer not the publishers. The fact is that the book has grown on their hands until it is nearly one-half larger than was originally intended. Every teacher of Entrance Literature will want it.

"PRACTICE TEACHING" was the subject of the opening lecture for the present session, of the Toronto

## Special Papers.

### REAL AND SHAM OBSERVATION BY PUPILS.

HENRY L. CLAPP, MASTER GEORGE PUTNAM SCHOOL, BOSTON.

It is well known that children from their earliest years, manifest their most important mental and physical powers spontaneously. They walk, talk, look at things, handle things, think and imitate from a natural, internal impulse. With proper opportunities, they learn fast and well without formal instruction.

At first sight it seems unaccountable that this natural condition should be so often overlooked in the schooling of children. Looking farther we shall find the cause of this oversight in the traditional literary methods that have prevailed from ancient days. Long training in the symbols of knowledge only has proved a disqualification in the acquisition of knowledge at first hand. Here I find the most serious obstacle to nature study in the primary schools.

There is no lack of material in the form of leaves, seeds, fruits, vegetables, stones, shells, insects, etc., but there is a lack of understanding as to how they are to be used in educating children, not simply informing them. The observation lesson is confounded with, or made the occasion for, an information lesson, or a language lesson; and there, too frequently, the work ends.

To illustrate. We will say the lesson is on the maple leaf, and every pupil has a leaf. The teacher, holding up her leaf, says, "Tell me something about this leaf." Pupil: "There are five points on it." Teacher: "Who will make a good statement, beginning with 'this leaf?'" Pupil: "This leaf has five points." The teacher writes the sentence on the blackboard, and then says, "Tell me something else about this leaf." Pupil: "It has a stem." Teacher: "Petiole is a good name for the stem. Who will make a good statement, using the word *petiole*?" Pupil: "The leaf has a petiole."

So the lesson proceeds to some length, and a variety of thoughts and expressions are said to be drawn from the pupils, and sentences corresponding are written on the blackboard by the teacher. Then the children are told to write out what they have discovered. The results, to a casual observer, are often wonderfully uniform and excellent.

Consider what really has been done. A few of the most intelligent and responsive pupils have become the proxies of the other pupils, have made the investigations and the expressions corresponding to those investigations, and have poured out information for the appropriation of the many pupils always on the watch for labor-saving devices. Thus, the old "pouring-in process" has been transferred from the teacher to the more responsive pupils with no advantage except to those responsive pupils. This is a very deceptive phase of the work. It is unfortunate that so many teachers are deceived by it, all the time thinking they are teaching admirably. They do not perceive that they are allowing their pupils to form the habit of catching expressions and avoiding dependence on their own senses.

The pupils' written descriptions may appear highly commendable; but they are largely memorized statements made by a few pupils; and the benefits that might have been conferred upon all the pupils, by a series of investigations undertaken by themselves, have been lost.

In regard to teaching reading in the primary schools, Mr. Davis, superintendent of Chelsea schools, says: "There must be no memorizing of sentences given by the teacher at any stage. The opportunity presented for the memorizing of sentences or others' thoughts in nature study is still more out of place.

In the study of nature the habit of investigating must be formed. In the case of primary children the work of investigation must not be heavily saddled with language. The letter killeth the spirit. A language lesson may be given on the observation lesson with the greatest advantage, but at another time.

The pupil must examine his own specimens, and express in his own words, as far as possible, what he has discovered by his own senses. From his own object he will get the best description *for him*. It may not be as good as some other; but it will be *sui generis*, of its own kind, and show what the object has to reveal to him. Mr. Bowen, an English writer, says: "The best description of a thing is the thing itself—then a concrete model of it—then a picture—and last of all (certainly the last with young children), a statement in words." Allow the pupil to rely on his own powers; otherwise he will resemble one who learns to play the piano by ear and not by note. He will never go far. The boy who sticks to his notes will become a proficient player, and the boy who relies on his own senses will become an accurate observer, and in due time a learned man.

The teacher's part is to furnish proper opportunities and guidance when necessary. The preponderance of work must always be on the side of investigation and not on the side of language.—*Education*.

### WEARINESS OF THE FLESH.

BY SUPT. J. M. GREENWOOD.

Is it not time to call a halt? How much farther will the so-called language exercises and number tomfooleries be pushed by otherwise sensible teachers before our little children are stupified into idiocy? It is the greatest blessing in the world that the resisting power of children is so powerful even against pernicious teaching. This is the saving clause which nature has provided against poisons and intellectual opiates. The idea that a six or seven year old child should be kept hammering on numbers from one to ten the first year it attends school is preposterous in the extreme, and is an insult to the intelligence of an "educated pig." Then, the next year, by grace of the intelligent apothecary of arithmetical nostrums, the child is permitted to go from ten to twenty, and in cases of special dispensation to a hundred. What foolishness run to seed!

Only yesterday I took a little six and-a-half-year old youngster who had never been to school, and whose parents had made no

effort to teach him from books, and while he stood by me with his slate and pencil in hand, I asked him to write "31" for me. He did it. Next I said write "61," and he wrote it immediately. He wrote without hesitation,—11, 21, 31, 41, 51, 61, 71, 81, 91, but not in the order named. When I said now write "101," he laughed and said: "I don't know how;" but he wrote and read promptly all the numbers from 1 to 100, and he had in money a dime, two nickels, and five pennies, and he could read all the dates on these coins; but how he had learned them I do not know.

I asked him what is the half of 9? "Well," he said, the half of 8 is 4, and the half of 10 is 5, and the half of 9 is 4 and  $\frac{1}{2}$ ." Next, I asked, how high was that big fat rat you saw in the yard? He showed the height with his hands, and then replied,— "Nearly four inches." He adds, subtracts, multiplies and divides small numbers up to 50 readily. When I asked him how many quarters in a mile and a half; he said, "6 quarters and no more." In 24 quarters, he then said, "will be 6 miles." Many other similar questions he also answered. When I asked him if he could see 4 quarters in a mile, he said; "No, sir, but I can see that it takes four quarters to make a mile." I suppose when he goes to school that he will be put to work on the number "ten" for a year, and yet he knows as much of ten as is of any use to him.

Children, if they have a chance, even if half way permitted, will do usually four or five times as much in number work as they do. Why have not teachers and principals sense enough to let children do their best? To keep them in school floating like a frog in the tub of water, is a rare refinement of cruelty and robbery that ought not to be tolerated in any civilized community. Do away at once with nine-tenths of all the shoe pegs, tooth picks, marks, dots, beans and other devices for teaching numbers. Illustrations are valuable when needed; but to put the child to inventing illustrations when there is no need of it, is to kill time while the poor teacher is attending to her knitting. It makes me sick at heart to see how trifling, shadowy and illogical is much of the number teaching that is doled out to our children. Ignorantly it is done; but the error is just the same as if were deliberately planned and remorselessly executed.

The language mania is not a whit behind that of number. The little silly sentences are as nearly destitute of thoughts as possible, and on these multitudinous changes are rung with the same little words. A child of any intelligence wants to be making some headway when he studies, and yet it must be confessed that much of the language work is as barren of ideas as a crane's leg is of feathers. If the ingenuity of the language fiends had been set to work on *how not to teach the children to use or learn our language correctly*, a better device could not have been invented, and again I am constrained to exclaim, "How long before deliverance?"—*Journal of Education*.

'Tis the mind that makes the body rich;  
And as the sun breaks through the darkest clouds,  
So honor peereth in the meanest habit.

—Shakespeare.

## TRUE EDUCATION.

BY LIZZIE WILKS.

"EDUCATION, in the most extensive sense of the word," says Paley, "may comprehend every preparation that is made in our youth for the sequel of our lives."

'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined.

If we as teachers believe this, what an important work is ours. The future weal or woe of the country, in a great measure, depends on the training given the youth of the land in our schools. Education is not instruction merely, although it includes the latter; it is the leading out or developing and cultivating of the various physical, intellectual and moral faculties. How best to attain this end, is the problem for all true educators now-a-days.

Once upon a time, and not so very long ago either, instruction was all that was deemed necessary, and the successful teacher was he who could manage to cram the greatest amount of hard undigested facts into the brains of his pupils. The mind of a child was regarded by him as a hugh empty receptacle; and having in common with nature an abhorrence of a vacuum, his sole end and aim was to pack it full of information at haphazard, trusting that its possessor might be able to lay his hand (figuratively speaking) on any desired fact when occasion called for it. This old-time teacher believed, too, that Solomon knew best what was good for children, and had he come across these lines which we met with the other day:

Solomon said in accents mild,  
Spare the rod and spoil the child;  
Be he a man or be she a maid,  
Whip 'em and wollop 'em, Solomon said.

he would have adopted them as his motto and endorsed them by saying "Those are my sentiments, too."

Happily this type of teacher has died out, and the educator has taken the place of the instructor. How can we best prepare the children for the sequel of their lives? How shall we form their minds? In what direction shall we bend the twigs that they may, in fulness of time stand forth fully developed, symmetrical trees?

Great attention is now paid to intellectual development. The old impression that one's education is finished when one leaves school, is being superseded by the modern idea that school days are our apprenticeship days during which we are taught how to handle our tools so that we may be able to dig, each for himself, gems from the great mine of knowledge. A sound mind in a sound body is the ideal after which to strive, therefore we see the necessity of physical and moral development as well as intellectual. We must stamp correct impressions concerning duty, honesty, truth, justice and mercy, while the mind is plastic. Impressions of some kind will certainly be made, and just as well might we press one stamp on the wax, when soft, and attempt to alter the indentation when hard, as allow the formative period of youth to receive one impression and expect in later years to eradicate erroneous conceptions.

Under the head of physical culture comes training in hygiene and scientific temperance. Children enjoy these lessons and

look forward eagerly to the day set apart for them. The story of the "Wonderful House" we live in, and the laws and rules to be observed in order to build it up and maintain it in its highest state of efficiency, has a peculiar fascination for the young.

In view of the alarming prevalence of cigarette smoking amongst small boys (it is no uncommon sight on our streets to see boys of eight or nine years of age puffing away at cigarettes with all the nonchalance of experts at the business, surely it becomes the duty of every teacher to lift his voice in warning. Our boys are being enslaved and enfeebled in body and mind by the cigarette habit. An act repeated several times becomes a habit, therefore let us train the children to be on their guard, and check in the beginning any action which they would not wish to have crystallized into a habit. If we desire to stamp out the monster evil of intemperance, train the young in scientific temperance, which teaches how alcoholic liquors injure all the organs of the body. Hereagain let them be careful of their habits; no one ever intended to become a drunkard; but the taking of the first glass was the beginning of the habit, the appetite was formed and the downward course was swift. If they never take the first glass they certainly never will take the second and the habit of total abstinence (the only absolutely infallible safeguard against intemperance) will be the result. Teachers are apt to get discouraged when they have done their best and yet see no results; but often the correct impressions have been indelibly stamped and the results follow in after years. A teacher who paid special attention to the training of her class in hygiene, had amongst her pupils a small boy who manifested an intense personal aversion to the use of soap and water. In vain she enlarged upon the delights of the bath and the beauty of cleanliness, striving both by precept and example to instil the principle that "cleanliness is next to godliness." It seemed all to no purpose. She educated him too in this direction, for many a day she led him out to the pump and stood over him until face and hands were made presentable. Driven to her wits' end, she remembered that some one had said that "if he were allowed to make the songs of a people he cared not who made their laws," or words to that effect, so she thought perhaps songs would produce the desired result in this case. In pursuance of this idea many songs extolling the virtues of soap and water were taught the class, also the poem in one of the readers entitled "Dirty Jim," which sets forth the history of a boy who persisted in refusing to employ soap and water as cleansing agents, and is therefore held up as a warning for all who do not wish to be classed amongst the "idle and bad," but Fred still refused to amend his ways and his case seemed hopeless. Shortly after this, the teacher was removed to another school. Several years later, in company with some other ladies, she visited a large soap factory. The walls were as pure as a liberal supply of white-wash could make them; the floors and tables were scrubbed until they shone with cleanliness. All the employees were the very perfection of neatness; in fact one

was impressed with the idea, that the firm intended their factory to be a huge advertisement of the results obtainable by using their soap. In this abode of purity, to the teacher's unbounded amazement and delight, in a responsible position, stood her old pupil Fred. "Why, Fred!" said she, "I'm glad to see you, but of all the places, to find you in a soap factory!" "Yes ma'am," replied he, "I'm very fond of soap and water now." Then they both laughed; and always after when anything seemed hopeless she said "Cast your bread upon the waters; remember how 'Dirty Jim' turned up in a soap factory at last."

A grand factor in the moral development of the young is the "Band of Mercy" but at this time suffice it to add the following extract:

"Ever after I introduced the teaching of kindness to animals in my school," says DeSailly, an eminent French master. "I found the children not only more kind to animals but also more kind to each other, and I am convinced that kindness to animals is the beginning of moral perfection, and that a child who is taught humanity to them will in later years love his fellowmen."

## THE BEST ARGUMENTS.

ALL sorts of arguments are brought to bear on the teacher to work for a higher place in her profession, but that teacher who said she had forty-two arguments why she should study her profession—her *forty-two pupils*—condensed the whole realm of reasons. No matter how carelessly or ignorantly the teacher may enter upon her work at the beginning, unless the growing intimacy with her class broadens her vision, uplifts her ideals of teaching, and brings her to the point of humility where she doubts her personal fitness for her work—that teacher has strong reasons to fear she has not found the right vocation. Nothing in Garfield's life held such a lesson for the teacher as his confession of personal responsibility to his children. Night after night after he had left the schoolroom, he recalled, in order, each little face in the imaginary rows of seats. Beginning with the first, he queried, "Am I doing all I can for that little girl?" and with the next, "Is that boy getting everything from me that he ought to get?" And so on through the whole class. This tacit acknowledgment that each pupil had a personal claim upon his best manhood, indicated the highest type of a teacher. But this claim can only be fulfilled when the child's nature is understood through mind-study and a trained power of observation of its mode of action. When a knowledge of the knowing, feeling, and willing powers of the child in their relation to each other and to the world, is as clear to the teacher as a basis for character training, as are the methods in her text-book, then she can begin to work for the all-round good of her pupils, with a consciousness of power never before known. The fascination of the study of mental science in its application to the schoolroom, with the dawning possibility that it may furnish the reason for motive and action hitherto not understood in her

pupils, will be so great to the eager teacher, anxious to do her best for each, that no arguments for its continuance will be needed.—*N. Y. School Journal.*

## \* English. \*

EDITED by Fred. H. Sykes, M.A., EDUCATIONAL JOURNAL, Toronto, to whom communications respecting this department should be addressed.

### THE PRAIRIES.

BY BRYANT.

#### I. BIOGRAPHICAL SKETCH.

WILLIAM CULLEN BRYANT was born at Cannington, Massachusetts, November 3, 1794. His father, Dr. Bryant, belonged to the good old Puritan stock, and his mother was a descendant of John Alden, whose name has been immortalized in Longfellow's "Miles Standish." With his father and mother lived his maternal grandparents, who are said to have been characterized by some of the sterner attributes of the Puritans. The effect of the atmosphere of the poet's home seems to have been very ungenial, though the harshness of his grandparents was modified by the love and sympathy of his father, a man of warm heart and cultured tastes. It was his father, the poet says, who taught him the art of versification. As early as eleven years of age Bryant wrote some clever verses in imitation of the Latin poet, Horace, and at eighteen he published *Thanatopsis*, a work of original genius, which won him well-deserved fame. For a few years the poet practised law, but he found the work very ungenial, and in 1825 gave it up and removed to New York, where he occupied himself wholly in literary pursuits. He continued to write poetry, edited a newspaper, and wrote stories and magazine articles. The first collection of his verses had been published in 1821; in 1832 appeared a second volume of his poems, containing among others, "The Death of the Flowers" and "The Prairies." He continued to write poetry till his death in 1878, and the productions of his later years show no falling off in his poetic powers. "No distinguished man in America was better known by sight than Bryant."

"O good grey head that all men view"

rose unbidden to one's lips as he passed his fellow pedestrians in the streets of the great city, active, alert, with a springing step and buoyant gait. He was seen in all weathers, walking down to his office in the morning, and back to his house in the afternoon—an observant antiquity, with a majestic white beard, a pair of sharp eyes, and a face that, when observed closely, recalled the line of the poet:

"A million wrinkles carved his skin."

#### II. QUESTIONS AND EXERCISES.

Questions intended to suggest the mode in which this lesson should be studied.

1. State in a sentence the topic of the poem.
2. Give the topic of each subdivision, and show how it is connected with the main theme.
3. What are the conditions of place, time and feeling under which the scene is supposed to be viewed?
4. Bryant's poems may be divided into four main classes: (1) These dealing with subjects founded on the myths or history of Greece and Rome; (2) descriptions of nature; (3) poems treating of the progress of the human race; and (4) those founded upon the history or traditions of the Indians of this continent. To which class does "The Prairies" in the main belong? Show that it has elements connecting it with each of the four classes.
5. Give in your own words a short description of the scene the first and last sections call to your mind, endeavoring to realize the feelings of the poet and the appearance of the various objects towards which he successively turns his eyes.
6. What part of the description of the former inhabitants of the prairie lands seems to be a statement of facts, what is conjectural with a foundation in fact, and what is purely fanciful? Discuss the probabilities of the poet's fancies or conjectures.
7. Give other illustrations than those the poet brings forward of the fact that constant changes are going on in the "forms of being" on the earth.

The teacher should use every means in his power to arouse the imaginations of his pupils as they study this poem. Pictures may be shown them, descriptions given, and comparisons made with things they know that serve to illustrate the poet's thoughts.

#### III. EXPLANATORY NOTES.

P. 151, l. 3. *For which* . . . . . name.—The word prairie is French, signifying a meadow. Savanna, frequently used in the Southern States and in England, is a Spanish word.

1. 4. *For the first*.—For the first time.  
1. 5. *Dilated sight*.—Eyes wide open in awestruck admiration of the beauty of the scene.  
1. 6. *Encircling vastness*.—The first impression produced on one's mind by the sight of the prairies is that of their limitless extent.

1. 7. *Airy*.—Easy, gentle.  
1. 8. *Gentlest swell*.—When there is no wind the waters of the ocean undulate in long, low waves with little or no ripple on their surface. This constitutes what sailors call the "ground swell."

1. 11. *Unchained*.—In free motion. Cf. ll. 9 and 10.

1. 11-15. *The clouds* . . . . . ridges.—This effect may be seen on a small scale in any meadow or field of grain over which is cast the shadow of a passing cloud.

1. 13. *Fluctuates*.—Moves like a wave, the literal meaning of the word. (Lat. *fluctus*, a wave.)

1. 14. *Golden* . . . . . flowers.—On the prairies in many places grow an abundance of small, brilliant flowers of the sun-flower family.

1. 18. *Moves not*.—Does not change his position.

1. 19. *Palms*.—Branchless tropical trees bearing at their summits clusters of large leaves. The word is intended to suggest the luxuriant beauty of tropical vegetation.

1. 20. *Crisped*.—Caused a ripple to pass over their surface

1. 21. *Fountain of Sonora*.—In Sonora, a frontier state in the north-west of Mexico, rise the rivers Colorado, Yaqui and Mayo.

1. 24. *Part*.—Share in its production.

1. 25. *Firmament*.—The sky, in which the stars were supposed to be firmly fixed.

1. 26-28. *Sown, planted, hedged*.—Terms applied to human labor. Observe the magnitude of the work attributed to "The Hand that built the firmament."

1. 27. *Island groves*.—Clusters of trees that appear like islands in the sea of herbage.

1. 28. *Fitting floor* . . . . . sky.—The poet changes the comparison. The vault of heaven is the roof of the temple, the prairies with their bright flowers the floor.

1. 30-31. *Flowers* . . . . . constellations.—See l. 16. Cf. Longfellow's "Evangeline."

"Silently, one by one, in the infinite meadows of heaven,  
Blossomed the lovely stars, the forget-me-nots of the angels."

P. 152, l. 2. *Nearer vault*.—On the prairies, as upon the ocean, the sky seems to be nearer than in places where the view of the horizon is shut off by hills, etc.

*Tenderer blue*.—In the clear air of the great central plains, the color of the sky is purer and brighter than in the comparatively foggy climate of the Eastern States, where Bryant resided.

1. 4. *Waste*.—Cf. *desert*, l. 1.

1. 5. *Rank*.—Growing luxuriantly.

1. 7. *A sacrilegious sound*.—Disturbing the solemn stillness of the scene.

1. 9. *Of other days*.—Of past ages.

1. 11. *Mighty mounds*.—Read "The Mound-Builders."

1. 15. *Disciplined*.—Cultured, civilized.

1. 17. *Pentelicus*.—A mountain in Greece, whence was obtained a very beautiful marble much used by the Greek sculptors.

1. 19. *The Parthenon*.—A magnificent temple on the Acropolis at Athens, was built of marble from the Pentelicus, but not upon that mountain, as the poet's words seem to imply.

1. 21-22. *Haply* . . . . . yoke.—The poet thinks the bison (commonly known as the buffalo) may have been domesticated by the Mound-Builders.

1. 22. *Maned*.—The fore-parts of the bison are covered with long, coarse hair.

1. 31. *Prairie wolf*.—The coyote, a cowardly animal of the wolf tribe, still frequently seen on the prairies.

1. 33. *Gopher*.—The prairie dog, as it is com-

monly called, an animal of the same species as the ground-hog or wood-chuck, which it somewhat resembles, though it is much smaller in size. Gophers are very common in the less fertile parts of the prairies, where they congregate in such numbers that a large extent of prairie is often covered with the mounds of earth they throw up in making their burrows.

P. 153, l. 7. *Vultures*.—A repulsive bird allied to the hawk and eagle. It is the scavenger of the plains, feeding upon the bodies of dead animals.

1. 8. *Sepulchres*.—Usually places of burial; here places where the bodies of the dead were lying.

1. 23. *Quickening*.—Life-giving.

1. 29. *Gave back*.—Reflected.

1. 31. *Issues*.—The rivers that flow from them.

*Oregon*.—Another name for the Columbia river.

1. 33. *His little Venice*.—The city of Venice, built upon a crowded cluster of islets, at the head of the Adriatic. The houses are usually situated at the water's edge, and communication is maintained by means of boats which ply along the narrow channels among the islands. The dome-shaped houses of the beaver are generally built in irregular clusters in ponds, formed by means of dams which the animal constructs with marvellous skill.

1. 34. *Twice twenty leagues*, etc.—Herds of wild American bison no longer exist. A few of the animals may be seen in zoological gardens, and some, generally, I believe, crossed with domestic cattle, are bred for the sake of their hides.

P. 154, l. 4. *Quick*.—Literally means alert.

1. 6. *Gentle quadrupeds*—e.g., the gopher, the deer.

1. 7. *Birds*.—e.g., the little prairie owl, which is said to share the gopher's hole.

1. 8. *Sliding reptiles*.—Travellers on the prairies say that rattlesnakes are often found in the burrows of the gopher.

1. 9. *Startlingly*.—Seems to refer to the effect of the sight of the reptile itself rather than to that of its beauty.

1. 12. *With whom* . . . . . deep.—The hive-bee was imported to America from Europe.

1. 13. *Savannas*.—See note on l. 3.

1. 14. *The golden age*.—Most people have traditions of a better time when the earth was the common property of man, and produced spontaneously all things necessary to his subsistence and enjoyment. This imaginary period was called by the Romans the golden age.

1. 16. *Domestic*.—Reminding him of home.

1. 17. *That advancing* . . . . . deserts.—This vision has been realized already. There are now few portions of the prairie states that are not settled.

1. 24. *Breaks my dream*.—Dispels his visions, and brings him back to the realities of the scene before him.

A. W. B.

### SHYLOCK vs. ANTONIO.\*

(A BRIEF FOR PLAINTIFF ON APPEAL.)

BY CHARLES HENRY PHELPS.

(Continued.)

EVEN while the words are upon his lips, Antonio appears upon the scene, and, with a ready show of virtue, ignores the gain which he hopes to reap by the transaction, and poses as one who neither lends nor borrows, but who, to "supply the ripe wants of a friend," is willing to break a custom. But so clumsily does he conceal his contempt for the Hebrew that he also stirs the wrath of the latter, who exclaims:

"Signior Antonio, many a time and oft,  
In the Rialto you have rated me  
About my monies and my usances:  
Still have I borne it with a patient shrug,  
For sufferance is the badge of all our tribe;  
You call me,—misbeliever, cut-throat, dog,  
And spat upon my Jewish gaberdine,  
And all for use of that which is mine own.  
Well, then, it now appears you need my help;  
Go to then; you come to me, and you say,  
*Shylock, we would have monies*: You say so  
You, that did void your rheum upon my beard,  
And foot me, as you spurn a stranger cur  
Over your threshold: monies is your suit.  
What should I say to you? Should I not say,  
*Hath a dog money? is it possible*  
*A cur can lend three thousand ducats?* Or  
Shall I bend low, and in a bondsman's key,

\*The "Trial Scene" of the "Merchant of Venice" forms this year a part of so many examinations that we think our readers will not be sorry to see this reproduction of Mr. Phelps's clever article. It appeared originally in the *Atlantic Monthly* for April, 1886.

With 'bated breath and whispering humbleness,  
Say this,—

*Fair sir, you spat on me on Wednesday last;  
You spurn'd me such a day; another time  
You call'd me—dog; and for these courtesies  
I'll lend you thus much monies."*

That Shylock does not utterly spurn the suppliants, but is finally mollified, and consents to let them have the money they desire, appears strange until we remember that he has every motive for wishing to conciliate them. His entire wealth, consisting, undoubtedly, of personal property, after the manner of his people, is at the mercy of these men and others, who think it no crime, as we shall presently see, to plunder a Jew. Now Antonio and Bassanio are men of family and position, as the world goes, and will be able, upon occasion, to exert a not inconsiderable influence. If Shylock can devise some means by which he can accommodate them without loss, and so convert their animosity into something resembling gratitude and implying a certain degree of protection, he has the strongest reasons for desiring to do it. But, with his knowledge of the impecuniousness of the principal debtor and the insufficiency of his proffered surety, coupled with his recollection of the ill-will already shown him by both, we can appreciate why he should feel that only a bond which holds over them a stringent and unusual condition will be of binding force on their facile consciences. If it be possible to make them feel that a default may put their precious persons in jeopardy, there may be hope that the loan will not result in total loss. Accordingly, the penalty of a pound of flesh is hit upon as a happy expedient, concurred in by Antonio, who declares that, after all, "there is much kindness in the Jew." Shylock grimly remarks that a pound of Antonio's flesh "is not so estimable, profitable neither, as flesh of muttons, beefs or goats;" and if the episode had ended here, unconnected with the subsequent outrages to which he was subjected, it is not too much to infer that the forfeiture would not have been claimed. That vows and penalties which now seem barbarous were at that time of frequent occurrence relieves this bond of the odium of containing a cruel exaction. When we think how recently, wager of battle was a recognized method of deciding suits at law in England, we may acquit this transaction of the charge of peculiar harshness.

And so Bassanio gets the money,—or rather the barbers and tailors get it,—and he prepares to set off on his journey to dazzle the eyes of Portia. But before starting, an act of perfidy is planned and executed against the man whose money had fitted him out. Lorenzo is his bosom friend and guest. Launcelot Gobbo, a servant of Shylock, by the kindly recommendation of his master, enters the service of Bassanio, who permits Lorenzo to employ him in conveying clandestine messages to Jessica, the daughter of the Hebrew. And more, Gratiano, the comrade of both Antonio and Bassanio, unites with this same Lorenzo, assisted by Antonio's other friend, Salarino, to violate the sanctity of Shylock's home, rob him of his only child, whom, in his faith, he had trusted even with the keys of his strong boxes, and despoil him of his money and jewels! Rich in the possession of this plunder, Lorenzo flies Jessica, and Bassanio proceeds to Belmont to try what inroads can be made upon the fortune of the fair Portia. Is it any wonder that Shylock is maddened by this loss, and crazed by this treachery? Does it not show good traits that he is most deeply grieved that his wayward child has been willing to part with her mother's turquoise ring for a monkey? Does it make Salarino and Salanio appear more noble when we see them jeering at the old man, overwhelmed by his misfortunes? Is it strange that he should connect the whole plot in his mind, and that his very soul should cry out for vengeance for his wrongs? How magnificently he answers them!

"He hath disgraced me, and hindered me half a million; laughed at my losses, mocked at my gains, scorned my nation, thwarted my bargains, cooled my friends, heated mine enemies; and what's his reason? I am a Jew: hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer, as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us,

do we not die? and if you wrong us, shall we not revenge? If we are like you in the rest, we will resemble you in that. If a Jew wrong a Christian, what is his humility? revenge. If a Christian wrong a Jew, what should his sufferance be by Christian example? why, revenge. The villainy you teach me I will execute; and it shall go hard, but I will better the instruction."

While smarting under the sense of unpardonable injuries, Shylock learns from Tubal of the losses of Antonio, the surety of Bassanio, and the comrade and, as he believes, *particeps criminis* of the men who have robbed him of his treasure and stolen his daughter. The quick thought of retribution comes to his strong nature with the impetuous force of an inspiration. The old Hebrew law,—was it not handed down from on high? "And thine eye shall not pity; but life shall go for life, eye for eye, tooth for tooth, hand for hand, foot for foot."

All this time the noble Bassanio, his "swelling port" gorgeous with unpaid velvet, his well-turned calf inclosed in finest silk, his patrician head a-tremble with brilliant feathers, has made famous progress at Belmont, and has snugly installed himself as a permanent parlor boarder at Portia's expense. For he has chosen the fortunate casket. Who better than he, to be sure, should know that "all that glitters is not gold"! The Prince of Morocco might be dazzled by a veneer of gilt, and the Prince of Arragon, like our American economists, might put his faith in silver. But the subtle Bassanio knows a trick worth both of these. When he comes to a leaden casket inscribed, "Who chooseth me must give and hazard all he hath," his intuitions tell him immediately that that is the box for him. While he dallies with the honeyed hours at Belmont, does he once think of his friend Antonio, now in dire distress? Does he borrow any trouble over the fact that his bond has passed maturity, and is still unpaid? Not Bassanio. He lets the days go by without a thought of the debt which he owes, and not until his default has endangered the life of his friend, of which Antonio is obliged to write and remind him, does he give a moment's consideration to his protested obligation. And then what a change comes over his tone! When the old Hebrew stands like an avenging god demanding retribution, this syndicate of speculation, insolvency, house-breaking, abduction and fortune-hunting suddenly discovers that altogether the most lovely thing in the world is mercy.

We have now reviewed the evidence of the transactions prior to the trial, and are in a position to judge fairly the remarkable proceedings which there took place. The court, it will be observed, is one which puts forth high pretensions of being actuated by abstract considerations of law and justice. So sacred are its decrees that when one of them is recorded it is a precedent for all time. The tribunal is now solemnly opened by the Duke, in the presence of the Magnificoes, for the purpose of judicially determining the contention between these two litigants. Before the arrival of Shylock, the Duke, presumably for the purpose of displaying his impartiality, calls Antonio aside, and confidentially assures him that the plaintiff is

"A stony adversary, an inhuman wretch,  
Incapable of pity, void and empty  
From any dream of mercy."

Having delivered this preliminary *dictum*, the court causes Shylock to be brought in, and proceeds to urge upon him not only to "lose the forfeiture," but to "forgive a moiety of the principal." Fancy this, to a man who comes before the bar of justice with the very fountains of his being stirred up by continued and indescribable wrongs! What shall he say? Shall he detail the perfidy, the injustice, of which he has been made the victim? Shall he parade his family wrongs upon the public forum? No, a thousand times no! He answers with dignity, but with intensity, that he has sworn a holy vow, and he declines to give other reasons for standing upon his bond. The Duke incautiously asks him, "How shalt thou hope for mercy, rendering none?" and receives an answer which causes his grace incontinently to drop the subject:—

"What judgment shall I dread, doing no wrong?  
You have among you many a purchas'd slave,  
Which, like your asses, and your dogs, and mules,  
You use in abject and in slavish parts,

Because you bought them. Shall I say to you,  
Let them be free, marry them to your heirs?  
Why sweat they under burthens? let their beds  
Be made as soft as yours, and let their palates  
Be season'd with such viands? You will answer,  
The slaves are ours:—so do I answer you,  
The pound of flesh, which I demand of him,  
*Is dearly bought*; 'tis mine, and I will have it;  
If you deny me, fie upon your law!  
There is no force in the decree of Venice:  
I stand for judgment: answer, shall I have it?"

This is more of a reply than the Duke bargained for, and he thinks, in a bewildered way, that he had better adjourn court unless Bellario comes to his assistance. Very opportunely, a messenger from the learned Paduan is announced, bearing a letter of introduction for an alleged youthful doctor, who is described as having a young body and an old head. Pending the arrival of the latter, Gratiano, one of the men who plundered Shylock's treasure and abducted his daughter, gives the proceedings an additional judicial flavor by calling to the man he had so cruelly wronged,

"Be thou damned, inexorable dog,"

and indulging in other choice vituperation of not less refinement. The young doctor is then ushered upon the scene, and for the present we will take him for what he purports to be, forbearing further inquiry until a later stage.

Surrounded as Shylock is by persons antagonistic to him, it does not presage well for his chances that this young gentleman—that moment arrived in Venice—should, in advance of any statement by the parties, declare himself to be "informed thoroughly of the cause." He opens the proceedings by repeating, in more eloquent and touching words, the appeal which had already been made to the outraged Hebrew for mercy, but meets with the same response, a prayer for judgment on the bond. The principal debtor, Bassanio, is thereupon struck with a devious inspiration, and characteristically supplicates the young doctor:

"And I beseech you,  
Wrest once the law to your authority,  
To do a great right, do a little wrong;"

but is summarily answered:

"It must not be; there is no power in Venice  
Can alter a decree established;  
'Twill be recorded for a precedent,  
And many an error, by the same example,  
Will rush into the state: it cannot be."

The young judge has already recognized the right of Shylock to appear in court, and the regularity of his method of proceeding:

"Of a strange nature is the suit you follow,  
Yet in such rule, that the Venetian law  
Cannot impugn you as you do proceed."

And, a moment later, the lawful standing of the Jew is again conceded, and the decree he asks for granted:

"Why, this bond is forfeit:  
And lawfully by this the Jew may claim  
A pound of flesh, to be by him cut off  
Nearest the merchant's heart."

This repeated judicial recognition of the legality of Shylock's position is an important fact, to which we shall presently recur.

The trial proceeds. Antonio prepares to meet his fate with fortitude, while Bassanio, with a great burst of unselfishness which reminds one of the late Artemus Ward, declares that he would rather sacrifice his wife than have this thing go on. But the plaintiff is inexorable, and his position is impregnable:

"A pound of that same merchant's flesh is thine,  
The court awards it and the law doth give it."

(To be continued.)

To keep the children busy is much of the secret of success. To do this with small children, the greater the variety of little exercises for them to do, the better. They should have exercises of such a character as will interest and instruct. It is upon this principle that the kindergarten is built. The play of childhood is nature's method of teaching; let the teacher study nature's methods, and they will improve his. Do not foolishly attempt to abolish play, but study to know how to wisely utilize it.—*Nickersom*

## \* Hints and Helps. \*

### A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

#### RULE XIII.

A SHORT quotation, a maxim, or an important remark should be separated by a comma from the introductory clause.

#### EXAMPLES.

1. Said his sister's angel to the leader, "Is my brother come?" And he said, "Nay, but his maiden daughter."
  2. Everybody knows the old saying, A stitch in time saves nine.
  3. He ventured the bold assertion, that rich men are seldom generous.
  4. "The fact is, it ain't a hall," observed Squeers drily.
  5. I say, it is a sin to give in to this system.
  6. It is an old remark, that the most beautiful women are not always the most fascinating.
- (a) If, however, the remark be preceded by a very short clause, the comma is not necessary; as, We know that the consequences will be serious. Accordingly, then, the comma in 5 should not be there; nor would it be, were the conjunction (*that*) used.
- (b) Wilson says: "But, if the remark or quotation consists of phrases which require to be punctuated, a comma should precede the conjunction [generally *that*,] even when the introductory part of the sentence is quite short; as, 'Ossian says, that sorrow, like a cloud on the sun, shaded the soul of Clessamour.' A comma should also be inserted after the conjunction, if an inverted or an adverbial phrase begins the remark; as, 'It is certain, *that*, in the declension of taste and science, language will degenerate.' The reason for the punctuation in such instances is, that the omission of the comma would bring the word 'that' into too close a contact with that part of the sentence with which it has the least affinity. For the sentence is obviously divisible into two portions, less connected than others which require to be pointed; the first ending, in the former of these examples, with the verb 'says,' and, in the latter, with the adjective 'certain.'"

Mr. Bigelow says: "Clauses like 'It is said,' 'I answer,' 'He contended,' etc., introducing several propositions or quotations, each preceded by the word *that*, should have a comma before the first *that*, especially if the sentence is so constructed as to require a comma after the *that*."

#### EXAMPLES.

1. Equally certain are we, that bed is bed, however *bedly*.
2. You taught me language; and my profit on't is, I know how to curse.
3. The virtue of this jest will be, the incomprehensible lies that this fat rogue will tell us, when we meet at supper.
4. If he meant the English Grammar, I would ask, Whence has that grammar derived its laws?
5. It cannot therefore follow, that, because a thing is true in the particular, it must be true in the universal.
6. It is to be observed, that, in her father's life, she had acknowledged his supremacy, and the justice of her mother's divorce.
7. The consolation was this, that, by the grace of God, up to that day not one of the congregation had been lost.
8. Remember ye not, that, when I was yet with you, I told you these things.—*2 Thess. ii. 5.*
9. Notwithstanding this, it will be found, that, beginning with an easy transition from the Third Reader, the grading is gentle and regular throughout.—*Fourth Reader, p. 3.*
10. Two editions of Letters of Indulgence from Nicholas V., bearing the date of 1454, are extant in single printed sheets, and two more editions of 1455; but it has justly been observed, that, even if published before the Mazarin Bible, the printing of that great volume must have commenced long before.—*Hallam's Lit. of Europe, Chap. iii.*

#### RULE XIV.

All vocative words or expressions are separated by a comma from the rest of a sentence.

#### EXAMPLES.

1. Good day, boys.
2. Well, Froggie, you there still!
3. Are you hungry, old fellow?
4. Dear sir, When will you come to see me?
5. "What's to-day, my fine fellow?" said Scrooge.
6. How now, my sweet creature of bombast? How long is't ago, Jack, since thou sawest thine own knee?

#### RULE XV.

An ellipsis of a verb is generally indicated by a comma.

#### EXAMPLES.

1. The earlier portion of his career was devoted to fiction; the later portion, to his numerous historical and biographical sketches.
  2. The settlements of wheat in Scotland extend to the north of Inverness; in Norway, to Droutheim; in Russia, to St. Petersburg.
  3. Three lines drawn under a letter or word, in manuscript, show that it is to be printed in CAPITALS; two, in SMALL CAPITALS; one, in *Italics*.
  4. Haymakers got a penny a day: laborers, threepence; carpenters, twopence; and masons, threepence.
- (a) But, where there is no ambiguity without the comma, it is omitted; as, Thy state is taken for a joint-stool, thy golden sceptre for a leaden dagger, and thy precious rich crown for a pitiful bald crown.

#### RULE XVI.

Transposed expressions are set off by commas.

#### EXAMPLES.

1. In his reasoning, Hobbes is admirably close and consistent.
2. What he could do, he seems to have done.
3. She was eight years old, she said.
4. Where you are, you see.
5. You know Plornish, I think?
6. Among the original compositions in prose, is a large stock of Homilies, or Sermons.
7. What we profess to condemn, we scorn to refute.
8. To the natural gifts of a fine genius and a retentive memory, he added an indefatigable industry.

#### RULE XVII.

If two or more portions of a sentence have a common bearing on a succeeding clause or word, they are followed by commas.

#### EXAMPLES.

1. Rhetoric is the science, and oratory the art, of speaking well.
  2. These incline to, and adopt, tenderness as a kindred quality.
  3. Philosophy makes us wiser, Christianity makes us better, men.
  4. Did not the priesthood, in the first ages, glory not in the name, but, what is better, in the office, of democrats.—*Alton Locke.*
- Speaking of the practice dictated by this Rule, Wilson says, "And this, indeed, is the usage of the best, though perhaps not of the most numerous, punctuators."

#### RULE XVIII.

Contrasted words and phrases are separated by commas.

#### EXAMPLES.

1. There are many books in the world, but few good readers.
2. Consider yourself a free man, not a pensioner of any one.
3. To buy cheap goods is not always true economy, but often a waste of means.
4. He possesses not only earnestness, but individuality and originality.
5. The greatest trouble is to be feared, not from the seditious speakers themselves, but from those who husband their anger in secret.
6. Though deep, yet clear; though gentle, yet not dull; strong, without rage; without overflowing, full.

#### RULE XIX.

When a word or phrase that belongs to the first part of a sentence is tagged on to the end, a comma is generally necessary before the word or phrase.

#### EXAMPLES.

1. Add to your faith, virtue.
2. I brought all the sticks that it is made of, myself.
3. She is a very good girl, Amy.  
I am a woman, I.
4. The book is very interesting, especially the first two chapters.
5. The word "wit" is said to be used, in Pope's Essay on Criticism, in seven different acceptations.
6. He saw the old crow perched on one of the branches, looking very grave.

#### RULE XX.

A comma is generally put before *that* when it means "in order to," before the infinitive of purpose, and especially when the infinitive is preceded by "in order."

#### EXAMPLES.

1. Shall we continue in sin, that grace may abound?
2. Sometimes it is necessary to sew two leaves together, that the space within may be large enough.
3. First, then, he sought out Breedge, to scold her heartily.
4. Newman jerked his head towards his little room, to signify that she was waiting there.
5. I am obliged to keep my wife continually at work helping me, in order to live.
6. Mr. Gallanbile dines late on the day of rest, in order to prevent the sinfulness of the cook's dressing herself.

#### RULE XXI.

Commas are used in full addresses, directions, references, etc.

#### EXAMPLES.

1. Whitby, December 25, 1890.
  2. David Bushnell, grocer, 81, Highway, Pekin.
  3. St. Matthew, xvii. 17. 1 Cor., ii. 12; ix. 9.
  4. *Handbook of Punctuation and other Typographical Matters.* By Marshall T. Bigelow, Corrector at the University Press, Cambridge, Mass. Price, 50 cents.
  5. "Elements of Whistling." By John S. Harris, jun., 12mo, cloth, 50 cents. See Campbell's *Rhetoric*, pp. 21-24, 129-133, and 205.
  6. "A dream of the Gironde, and other Poems." By Evelyn Pyne. London: Smith, Elder, and Co., 1877.
  7. The *Chicora* leaves Toronto at 2 o'clock P.M., and returns at 7 in the evening.
  8. The sun is 95,000,000 miles from the earth.
- a. The second example is pointed on the authority of Wilson. He says, "It is very usual, particularly in the United States, to omit the comma between the number of a house or shop and the street, and after the name of a month when preceding that of the year to which it belongs; but, as these words are employed neither adjectively nor in apposition, the point should, beyond all doubt, be inserted; as 'No. 140, Broadway, New York, January, 1855.'—Thomas Tegg, bookseller, 73, Cheapside."

### TWO QUESTIONS.

BEBE.

I.

SINCE last I wrote of Margaret Guthrie she has taken the Normal course, and employed six months in laying up a store of health and energy.

At the beginning of the New Year she took charge of a school that has, for a number of years, been noted for its unruly pupils. Laughingly she bade us "Good-bye," saying, "I am full of 'Do's' and 'Don'ts.' I shall surely succeed if I obey all directions."

After a week's experience she writes, in a very bright and amusing style, but there is one page in which she is the teacher, with the full consciousness of her responsibility, and the anxious desire to do more for her children than merely to follow the programme she has taken so much pains to prepare.

Among her boys is one from a Boys' Home, whom the preceding teacher had found it necessary to suspend from school for a time. He returns, more bent on wrong-doing than on improvement; his language is unblushingly profane, and his conduct in accordance. In a business-like manner he declares that he will not work if he is not given a back seat, but divining that Miss Guthrie lacks neither decision nor self-control, he takes the

assigned seat. Of him Margaret writes, "I have treated him kindly but firmly; he is where I seated him, but he works very little. I have been obliged to let him go for a time, as Lottie Grey gives me enough to do. I never dreamed of a girl so perverse in opposition and disobedience. I have talked and reasoned with her privately. She answers that many are worse than she. Yesterday I was so vexed and worried that I could not touch my dinner. To-day she had become suddenly tractable." Margaret encloses a note which requires some explanation before I give it. Deeming it best to inform Mrs. Grey of some of Lottie's misconduct, she had written her a note, giving it for safe delivery to little Bertha. However, Lottie discovered this, and took possession of the note, and hence the following:

"DEAR MISS GUTHRIE,—Please don't be vexed with me, but when I found out that Bertha had a note I thought I would not give it to mother till I should see if you would not forgive me and I will sincerely try to do as the rest do. So please don't say anything to them at home, for I know it would grieve mother so. I will be good if you try me again."  
"LOTTIE GREY."

Regarding treatment Margaret asks, "What would you advise? I'll take any advice."

(a) The boys from the Homes are usually to be pitied. Many of them meet with very little kindness from those whom they serve for their board and a few months schooling in the year. This one probably has been long undergoing the hardening process. Try melting him with attention and kindness. If you can persuade him that you really are interested in him he will probably make some attempts to please you. Do not expect too much. His evil speaking must cease for the sake of the other children. On this subject talk with him alone after the other pupils have gone. The silence and your sympathy should stir in him an impulse towards the right. Frequently these boys are pleased to talk about England or Scotland, Miss McPherson, etc., and thus one may get a glimpse of the boy never to be had when he is among his companions.

(b) Were I not very well acquainted with Miss Lottie I could offer no opinion.

There comes to my mind a picture of long ago. A tiny, dark-haired babe lies in her cradle, and, tiptoeing so quietly, comes to its side a curly-headed maiden of four, and, bending over the slumbering child, says, in the tenderest tones, "You poor, dear, helpless little creature," and in a flash, with an entirely different air, seats herself on the edge of the old-fashioned wooden cradle, with hands grasping the other edge of the cradle behind her, rocks furiously while she sings as furiously, "I'm going to be married, ha, ha, mamma, I'm going to be married, etc.," and quickly changes to, "O, once I was a maiden."

This little lady was wonderfully apt in imitation, could catch readily any tune, had a wonderful supply of language, was always busy and full of curiosity. All these traits she inherited from a grand-mamma who was the fussiest old lady I ever did see. Mrs. Grey was in many ways a very wise mamma, and had Miss Lottie inherited her characteristics all would have been different. Her cleverness brought the child much homage, too much, and ere long people discovered that Lottie possessed many unlovable qualities. She was very fond of visiting, wanted excitement, was eager for attention, indifferent about work, prying, forward, and even deceitful at times. For a long time those at home were blind to her imperfections, as parents are frequently. Her attainments were not what the early years promised. There was disappointment; Lottie was a trouble at home and a trouble away from home. May you win some influence over her, Margaret!

There is encouragement in the note. There was deceit in taking the note intended for her mother, but in her note there is truth, humiliation, repentance, a consideration for others and a desire to do right, and all through a longing to win your approval. She is a child of impulses, and you must be prepared for many rash deeds. Do not hide from her that you are grieved that she should have been dishonorable in holding the note, but commend her for telling you of her doing so and for her determination to do right. As she is very fond of music, teach as many songs as you have time for. The older pupils enjoy Mrs. Hubbard's songs quite as much as do the younger children. Lend her some

of your Pansy books. Encourage her taste for the beautiful. You will find that she is remarkably fond of flowers. Keep her employed. Do not think that your words pass unheeded; she has a conscience, and a busy one, too. Rest assured that she suffers keenly for her misdeeds.

*Don't neglect to eat your dinner.*

II.

"Do you give monthly reports to each and all your pupils? Do you think it is a good plan to have the report published in the local papers? I had been sending my reports to the papers, but gave it up because I thought it discouraged those whom it was intended to help. Those whose names came first were willing to work without the incentive, while those who came out last seemed to conclude that there was no use in trying, as the others were sure to be ahead anyway.—H.Y.Y."

Yes, I give monthly reports, and until recently I sent a report containing the names of the four pupils who stood first in each class. Our marking system is not at all satisfactory, yet I have found no better method. It is well to keep the parents informed of the child's work in school. If a boy stands fifteenth one month and tenth next month he deserves commendation more than the one who was first both months. The blank portion is the best part of the report. The teacher should always take time to write a few remarks. "Charlie reads very nicely, but he is not quite careful with his writing." "Harry has improved very much in his spelling this month." "I have been much pleased with Mary's conduct." "Will you kindly help John to remember to do his home exercises?"

Usually the teacher takes the marks just before four. Desks should be cleared, arms folded, all pupils on the alert, the marks should be given at once, distinctly; the pupils who neglect to answer may have two or three marks deducted for carelessness. At the close the teacher may say, "Any questions?" and the pupils are at liberty with their "Pleases." If the teacher asks questions now and again it frees the children from the feeling that their inquiries are a species of tattling. Because I ask Frankie how he got his marks he does not think that I think he is cheating.

The teacher should be certain that the reports are shown to the parents and signed by one of them.

The reports are exceedingly interesting reading, I notice, to at least the country people, but the same names usually appear from one promotion till the next. Those who attend regularly are almost sure of first places. We cannot send a complete list to the papers because of the space it requires. I have concluded to spend some more words of approval on the last four.

For Friday Afternoon.

A RECEIPT FOR A RACKET.

WHAT does it take to make a racket?  
Well, bless me, I certainly ought to know,  
For I've made them a score of times or so!  
Here's the receipt—and I can't be wrong,  
For making them hot and sweet and strong.

What does it take to make a racket?  
Two small boys in pants and jacket:  
An empty room and a bare wood floor;  
A couple of sticks to bang the door,  
A chair or two to break and swing;  
A trumpet to blow and a bell to ring;  
A stamp and a tramp like a great big man,  
And, when you can get it, an old tin pan;  
A flight of stairs for a climb and tumble;  
A nursery maid to growl and grumble;  
A chorus of cry and howl and shriek,  
To drown your voice if you try to speak;  
A dozen good blows on knees and back,  
Each coming down with a terrible whack;  
A couple of falls that would crack a nut,  
And one good bump on your occiput;  
A rush and a skurry; a tear and a clatter;  
A mamma to cry "Now what is the matter?"

You take these,  
And shake these,  
And put in a packet,  
And you'll have the jolliest kind of a racket.

Of course you are bound to confess  
You can manage to make it with less  
(For this is a regular rich receipt,  
With pudding and sauce and all complete)  
And still have a very good show,  
If you follow directions below;  
You can leave out the room and the floor;  
The bumps and the bangs on the door;  
The bell and the sticks, and the stairs,  
The trumpets, the howls, and the chairs;  
The whack and the fall and rise;  
The shrieks and the groans and the cries;  
Mamma, and pan and the tramp,  
The nurse, and the growl, and the stamp;  
But one thing you must have however you get it,  
Or else, if you don't you will sadly regret it,  
For remember my words, if you happen to lack it,  
You can never have the least bit of the racket;  
And that is, two small boys in pants and jacket!

—Wide Awake.

A RACE FOR LIFE.

J. L. MOLLOY.

A GUN is heard at the dead of night,  
"Lifeboat ready!"  
And every man to the signal true  
Fights for the place in the eager crew;  
"Now, lads, steady!"  
First a glance at the shuddering foam,  
Now a look at the loving home,  
Then together, with bated breath,  
They launched their boat in the gulf of death.  
Over the breakers wild,  
Little they reck of weather,  
But tear their way  
Thro' blinding spray,  
Hear the skipper cheer and say,  
"Up with her, lads, and lift her  
All together!"

They see the ship in a sudden flash,  
Sinking ever;  
And grip their oars with a deeper breath,  
Now it's come to a fight with death;  
Now or never!  
Fifty strokes and they're at her side,  
If they live in the boiling tide,  
If they last thro' the awful strife;  
Ah, my lads, it's a race for life!  
Over the breakers wild,  
Little they reck of weather,  
But tear their way  
Thro' blinding spray,  
Hear the skipper cheer, and say,  
"Up with her, lads, and lift her  
All together!"

And loving hearts are on the shore  
Hoping, fearing.....  
Till over the sea there comes a cheer,  
Then the click of the oars you hear  
Homeward steering.  
Ne'er a thought of the danger past,  
Now the lads are on land at last;  
What's a storm to the gallant crew  
Who race for life, and who win it, too?  
Over the breakers wild,  
Little they reck of weather,  
But tear their way  
Thro' blinding spray,  
Hear the skipper cheer, and say,  
"Up with her, lads, and lift her  
All together!"

THE society of good people is always good society.  
—Julia Ward Howe.

H. G. WOODY, of Kokomo (Ind.) High School, has each pupil keep his own record of both conduct and study in a little blank-book prepared for the purpose, and make daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his books to his parents, and yet he is encouraged to keep a report that he will not be ashamed to show. The pupil is given to understand that the record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.



# The Educational Journal.

Published Semi-monthly.

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

J. E. WELLS, M.A.

Editor.

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## TEACHERS' CONVENTIONS.

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Waterloo, at Berlin, February 4th and 5th.  
West Lambton, February 18th and 19th.

## \* Editorials. \*

TORONTO, FEBRUARY 1, 1892.

## SCHOOL PROGRAMMES.

IT more than probable that the programmes of the schools, not only in Toronto but all over the province, are overcrowded and that better results would be reached if the teacher had more time for educating and the pupils, for thinking. It is all very well to decry "cramming" and to laud the virtues of the inductive methods, but the fact is, that with the multiplicity of subjects, the amount of ground that must be covered, and the examinations on which so much is made to depend, always looming on the horizon, a large amount of cramming is indispensable. We believe that a goodly percentage of the teachers of Ontario have clear views in regard to the difference between true educational processes and mere working for examinations, and would joyfully substitute the former for the latter if it were possible to do so without loss of reputation and consequent loss of employment.

The only effective cure for the evil must be found by the Department and applied through the examiners. We hold that it is possible so to construct examination questions, and so to value the answers, as to dis-

count very heavily the cramming process, and we are glad to believe that marked progress has been made in this direction during the last few years. But it is evident that the best educational work in the school rooms is impossible so long as the text-book work prescribed is so large in quantity and so varied in kind that it is impossible to cover the ground, in ordinary cases, within the allotted time, without resort to the old, short-cut methods.

When, however, we come down to the practical question of what can be spared from the Public School programme as at present arranged, we find ourselves on difficult ground. Shall we sacrifice the "culture" studies, or the "bread-and-butter" studies, if we may for the moment assume a distinction whose soundness we are hardly prepared to admit? The question, in its most practical form, is being just now discussed to some extent in the city of Toronto. Complaint is being made that the course of instruction is not sufficiently practical; that the children of the poor, whose school days are of necessity limited, are not able to make the best of their brief opportunities; that much of their time is taken up with studies which will prove of no practical value to them when they enter, as they must do, all too soon, upon the struggle for daily bread, while other things of the greatest practical value are neglected. That there is a good deal of truth and force in this view may be admitted. That any attempt to follow out, on a radical scale, the principle on which it is based would be attended with great difficulty and danger, is no less obvious. This is, of course, no sufficient reason why the right thing should not be attempted, but it is an excellent reason why it should be set about with much deliberation and caution. If the parents or friends of a dozen of the pupils respecting whom such complaint as that indicated might be made, were asked to specify the kind of practical work they would wish their children to have in the school, the possibility is that we should have a dozen different answers, and none of them, perhaps, practicable. Each would be likely to want something bearing directly upon the particular occupation for which the child was destined. But, on the other hand, if some of the more intelligent parents should say, "We believe that it would be much better for our boys if the time devoted to technical grammar, or to the memorizing of minute details in geography, or names and dates in history, all of which will, in nine cases out of ten, be forgotten in a short time, were used in acquiring a taste for good reading, or in getting some glimpses of broad scientific principles, or even to

learning the first principles of mechanics the use of tools and the structure of machinery, it would surely be much more useful to them in a broad sense in the future," it might not be easy to show the fallacy of the reasoning.

Our purpose, however, in referring to the matter, was not so much to discuss the general principle, which would, indeed, require a magazine article, as to take exception to a specific proposal which has been mooted, or rather hinted at, in some of the Toronto papers. This proposal is to commence the sacrifice by laying drawing and music first upon the altar of the so-called utility. We cannot but think that a very low and unworthy idea of utility which would dispense with either of these. Both are educational in the best and highest sense. Both are adapted to refine the nature and enrich the life. Both, too, are of the kind of studies which make so little demand upon the brain forces—perhaps it would be more accurate to say which call into exercise so different a set of forces from those ordinarily employed—that they constitute a rest and recreation from the severer studies and so rather help than hinder the general progress. Of drawing, in particular, it may be said, that it is doubtful whether any other study is more truly helpful in almost every occupation and sphere in life. It cultivates the perceptive faculties and trains to habits of accuracy and closeness of observation as few if any other studies can do. We sincerely hope that the school supporters of this city, and of the Dominion generally, will be too well advised to lay a hand upon either of these delightful studies, especially as both are comparatively new in the schools, and no opportunity has yet been had to test their full educational value.

## \* Editorial Notes. \*

THE less of formal command in family or school the better. Peremptory orders and imperious tones are oftener the mark of weakness than of strength. We all know homes, and probably schools, too, in which the language of authority is rarely, or never needed. A kind request from those who have the happy faculty of combining firmness with gentleness is generally more effective than the boisterousness of the loudest blusterer. Moreover, the obedience of love, that which flows from duty and affection, is the only genuine obedience.

It has been decided by the representatives of the teachers of the different provinces, who were appointed last summer to make arrangements for the organization of

a Dominion Teachers' Association, that the first meeting of that Association shall be held in Montreal the first week of July next. A large Committee of Arrangements has been named, from which an Executive Committee will be appointed. The railways will give single rates, and a successful meeting is anticipated. Much good, in various ways, should result from the better acquaintance and exchange of ideas amongst the educators of the Dominion.

THOSE of our readers who do not see *Grip* will thank us for reproducing the following beautiful threnody on the death of the Duke of Clarence, which appeared in the number of January 23rd, over the familiar initials, "J.W.B.":

#### THE DEATH OF PRINCE ALBERT VICTOR.

England in tears, and all the world in gloom;  
Betrothal bliss to funeral weeping turned,  
And royal purple changed to black of doom—  
Our young Prince mourned!

The "old, old fashion, Death," that doth not change,  
And doth not know our niceties of caste,  
But to this stark estate, so ever strange,  
Brings all at last!

Tears for the Prince who, in his manhood's pride,  
Sinks from the clinging arms of plighted faith,  
Claimed by a ghostly and imperious Bride—  
Pale, envious Death.

Tears for the Prince, whose father-heart is torn,  
And for the Princess fair and sweet, his wife;  
Deep with our Queen and Royal House we mourn  
This riven life.

Tears, tender tears, for stricken Princess May,  
Who, e'er the nuptial wine tastes widow's woe;  
The touch of nature makes us kin to-day—  
Tears world-wide flow.

Our common Race doth mark her grief apart,  
And its divine compassion would attest;  
'Twould fain unfold that sorrow-bursting heart  
On its great mother-breast.

THERE is reason to believe that the folly, we had almost said the "cruelty," of parents is responsible for a good deal of faulty work and over-work in the school room. Think of little boys of six and seven being required not only to work five or six hours a day in the school room, but to do homework in the evenings or mornings! Everyone with any powers of observation, or any capacity for sympathy with childhood, not to say with any knowledge of the laws of working of the child mind and body, will tell us that three hours a day are the utmost which a child of the tender years indicated should be required to devote to anything in the nature of study or brain-work. Yet we were informed by a lady teacher in the Primary Department of one of our best schools, the other day, that if home lessons are not regularly given many parents are sure to mention the fact, or to ask for the reason in the next report if not sooner. The half-time system, which is, we believe, now in use in some of the Ham-

ilton schools, is, in our opinion, the best for small children. With good leading their progress will be just as rapid, they will be happier, and a considerable economy in time and money may be made by having one moiety of the primary pupils in the mornings only, the other in the afternoons only.

### \* Literary Notes. \*

A UNIQUE experiment is tried in the February issue of the *Ladies' Home Journal*. The entire number has been contributed in prose, fiction and verse by the daughters of famous parentage, as a proof that genius is often hereditary. The work of thirty of these "daughters" is represented. These will comprise the daughters of Thackeray, Hawthorne, Dickens, James Fenimore Cooper, Horace Greeley, Mr. Gladstone, President Harrison, William Dean Howells, Senator Ingalls, Dean Bradley, of Westminster, Julia Ward Howe, General Sherman, Jefferson Davis, and nearly a score of others. Each article, poem or story printed in this number has been specially written for it.

THE complete novel in *Lippincott's Magazine* for February, "Roy the Royalist," is by Mr. William Westall, and is a stirring tale of adventure in the wars of Napoleon. The *Journalist* series is continued by Mr. Julius Chambers, of the *New York World*, in an interesting paper entitled "The Managing Editor." Mr. Herman Oelrichs, in a solid article on "The Science and Art of Swimming," carries on the Athletic Series, and Mr. Louis N. Megargee reports some instructive remarks by Prof. R. S. Huidekoper, the eminent veterinary surgeon, on "The Hackney-Horse." Topics of national importance are handled by Julian Hawthorne, who has lately been interviewing the heads of departments at Washington, in "Secretary Rusk's Crusade," and by Henry Clews, who writes with authority of "The Board of Trade and the Farmer." Other papers, a number of poems, and a short and highly imaginative story, "Jerymn's Portrait," by the Marquise Clara Lanza, complete the number.

THE always perplexing labor question receives first attention in the *Popular Science Monthly* for February, in an article entitled "Personal Liberty," by Edward Atkinson and Edward T. Cabot. In "The Story of a Strange Land," President Jordan, of Stanford University, tells how the hot springs and lava cliffs of Yellowstone Park were formed, and how fishes have come into its lakes and streams. The delightful story is made still more attractive by several full-page pictures. Mr. Carroll D. Wright, treats of "Urban Population." Mr. Daniel Spillane has an interesting, fully illustrated article on "The Piano-forte." Another illustrated article is on "Stilts and Stilt-walking," by M. Guyot-Daubes. There is a suggestive paper on "Electricity in Relation to Science," by Prof. William Crookes. In the "Nationalization of University Extension," Prof. C.

Hanford Henderson defends this policy, against an editorial criticism in the November Monthly, and a rejoinder to Prof. Henderson appears in this month's Editor's Table. The question, "Is Man the only Reasoner?" is discussed by James Sully, who examines critically the latest work of Romanes on mental action. These, with several other good articles, make up an interesting number. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

IN the van of the strong and attractive table of contents of the *North American Review* for February is an able article entitled "How to Attack the Tariff," by the Hon. William M. Springer, the chairman of the Committee on Ways and Means of the present House of Representatives. The question, "Can Our National Banks be Made Safer?" is likewise authoritatively answered by the Hon. Edward S. Lacey, Comptroller of the Currency. "Fires on Trans-Atlantic Steamers" are dealt with by the Right Hon. Earl De La Warr, apropos of the recent fires on the *City of Richmond* and the *Abyssinia*. "A Year of Railway Accidents," by H. G. Prout, editor of the *Railroad Gazette*, and "A Perilous Business and the Remedy," by the Hon. Henry Cabot Lodge, of Massachusetts,—the latter relating to the necessity of better methods of coupling freight cars and of applying brakes on freight trains,—are especially seasonable. Mr. Prout's figures for the last year, which have been privately collected, will startle the reader. The approaching election in Louisiana, in which the lottery is the leading issue, furnishes the occasion for Anthony Comstock's strong article in denunciation of "Lotteries and Gambling." A striking paper is that of Sir Edwin Arnold on "The Duty and Destiny of England in India." So, too, Mr. Gladstone's first paper on "The Olympian Religion" will command attention on both sides of the Atlantic. Literature and music are not overlooked in this issue of *The Review*. In the Notes and Comments are six readable papers treating of a new kind of flour, of the opportunities for further burials in Westminster Abbey, of Jews in the Union Army, Sunday in the World's Fair, etc.

ATTEMPT the end, never stand to doubt. Nothing so hard but search will find it out.—*Robert Herrick*.

WHAT are values? That should be a child's first lesson. Make a boy feel the worth of a thing, and a hard road becomes a pathway to the stars. He feels his share in the future; he knows his place in the universe, and is its heir. Character, right ambition, character—get the value of these in a boy's mind and your road becomes easy.—*R. W. Gilder*.

THE highest human intelligence and the best human wisdom are those that can interpret life aright and find the real gain that every loss involves. No loss is irretrievable: and if we have a vital belief that a higher gain may be won from it we have taken the first and most important step in success, in happiness, and in character.—*N. Y. Ledger*.

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—  
MIDSUMMER EXAMINATIONS, 1891.

### BOTANY.

#### PRIMARY.

Examiners: { G. CHAMBERS, B.A., M.B.  
J. J. MACKENZIE, B.A.  
T. H. SMYTH, M.A., B.Sc.

NOTE.—Candidates will take the first five questions, and either question 6 or question 7.

1. Describe accurately the plant submitted.
2. Classify it, give its name and mention several allied Canadian plants.
3. Construct a floral diagram of the flower submitted.
4. Point out in this plant the characters which you would consider belonged
  - (a) to the Genus,
  - (b) to the Family.
5. (a) Make drawings to illustrate the form and venation of the leaves.  
(b) What is the arrangement of the leaves in this plant?
6. Illustrate, by drawings, the stamens in this plant, their relationship to one another and to other parts of the flower.
7. Show by diagrams the method of branching in this plant and the order in which the flowers open.

#### HIGH SCHOOL ENTRANCE.

#### AGRICULTURE.

Examiners: { ISAAC DAY.  
J. S. DEACON.

NOTE.—Only five questions are to be attempted. A maximum of five marks may be added for neatness.

1. (a) What evils result to the soil and to the crop from the growth of weeds?  
(b) What means should be taken to destroy the Canada thistle?
2. Explain the terms: temporary pasture, soil-ing, surface drainage, trenching, rotation of crops.
3. How could one tell whether a field covered with a crop of wheat half grown, needed draining or not?
4. "The principal operations in preparing the soil for the seed are plowing, cultivating, harrowing and rolling."—*Text-Book.*  
How does each one of the processes just named affect the soil and the plant growth?
5. (a) Why is subsoiling beneficial to the crop?  
(b) What precautions should be taken, in subsoiling, as to the condition of the land and to the time of the year?
6. "When fertilizers are applied to soil, it will generally happen that any one kind of crop will not be able to make use of all the elements of plant food which they contain."—*Text-Book.*  
What can the farmer do, that all the elements may be used?
7. Write what you can on the cultivation of wheat, under the following heads:
  - (a) Preparation of the soil,
  - (b) Quantity of seed per acre,
  - (c) Time for sowing,
  - (d) Time for harvesting.

Values—7, 8, 15, 15, 15, 8, 7, 15, 15.

### WEST MIDDLESEX PROMOTION EXAMINATION.

FROM SECOND TO THIRD CLASS.  
DECEMBER 21 AND 22, 1891.

#### GEOGRAPHY.

1. Define valley, township, lake, sound, brook, volcano, bay, continent, village, county.
2. Through what townships and villages would you pass in going from Newbury to Parkhill by rail?
3. Where are the Jail and Registry offices in the county? Give their uses.

4. Draw the map of Middlesex and on it mark (1) the townships that do not touch other counties; (2) the rivers.

5. Name the county town of Middlesex and tell three public buildings that are there.

Values—30, 20, 15, 24. 6. Five marks for neatness.

#### FROM THIRD TO FOURTH CLASS.

#### GRAMMAR AND COMPOSITION.

1. Classify the following nouns, with reasons in each case: Parkhill, tree, family, truthfulness
2. Correct: in matters of government I am told that lord elgin was wise prudent and moderate and that these qualities gained for him the love esteem and respect of all Canadians.
3. Head two columns—*Masculine* and *Feminine*, and put each of the following nouns into its proper column; and then write opposite to it, its masculine or its feminine: Maid, nephew, nymph, youth, lion, sir, beau, duck.
4. Substitute common nouns for the following: These feathered workmen. The monster of the Nile. The water-roads (of Holland.) Make a sentence containing each.
5. Define—transitive verb, intransitive verb, and compose a sentence containing an example of each.
6. Name and define the three classes of adjectives. Classify the adjectives in the following:
  - I chatter over stony ways.
  - In little sharps and trebles.
  - Which road did his friend take.
  - Every second man was lost.
  - The way was long, the wind was cold.
  - Have you any food?
7. Fill each of these blanks with "between" or "among" as the case may require:
  - He walked the four miles — here and the farm.
  - He fell — thieves.
  - There are some weeds — the flowers.
  - The river flows — its banks.
  - The two boys divided it — themselves.
8. Define—compound sentence, complex sentence. Compose an example of each.
9. Select the dependent clauses from these sentences and state the kind:
  - I speak of the time when John reigned.
  - You saw how he ran away.
  - How the mouse got into the trunk is a mystery.
  - That life is long which answers life's great end.
10. Parse all the italicized words in the last sentence.
11. Write a letter to your teacher, (1) telling him or her how you intend to spend the Christmas holidays, (2) inviting him or her to spend Christmas with you, mentioning how you will entertain him or her.

Values—12, 12, 12, 12, 10, 14, 10, 10, 12, 11, 30.  
Five marks for neatness.

## School-Room Methods.

### TO MAKE GOOD ADDERS.

MARION BRUSH.

THE rule of addition is never mastered until the child can add a column of figures without pausing to do any brain-work over it. As soon as the eye sees the figures to be added, the mind should, as quickly, grasp the sum of the figures. This, of course, can only be done after much practice, and moreover, practice of a certain kind.

It all depends on the teacher, whether or not his pupils are good adders. In this paper I would suggest a method to be followed, in order to attain the desired end. While the child is mastering the addition tables, it is not enough to drill on the combinations dealt with in a particular table, but care must be taken to impress on the child's mind, that e.g., not only  $2+3=5$ , but all numbers ending in 2 must, when added to a number ending in 3, give a number ending in 5. Thus  $12+3=15$ ,  $32+3=35$ ,  $202+3=205$ ,  $13+2=15$ ,  $23+2=25$ , and so on.

Every new truth in the addition table should be followed by examples of this kind, and then for

practice-work I find the following to be just what is needed:

Suppose we have taken up the 1, 2 and 3 addition tables, I place such a sum as this on the blackboard, and let the class add it aloud—

4362336	This sum, you will see, takes up only
2835273	such combinations as are included in or
2312428	connected with the first three tables.
3223312	Another exercise will be: Put an addition
3456789	sum on the blackboard (one which contains all the digits), then pass the

pointer quickly from figure to figure, requiring the class to add at the same time, but giving the result aloud only when asked for. This exercise may be used with very great advantage to all classes by drilling in it for five minutes each morning. The time will not be missed from the other work of the day, and the teacher will find at the close of a month or two a marked change in the "adding" ability of his pupils.

### GEOGRAPHY.

#### MATHEMATICAL AND PHYSICAL FEATURES.

IN addition to the elementary lessons upon the earth, as a whole, given in the fourth year, there should be given in the higher grades more advanced lessons, including motions of the earth, latitude, longitude, and some physical features. As much of the following outline as can be understood should be taught in the sixth and seventh years, the more difficult subjects to be left until the first part of the eighth year, when the whole should be reviewed. The facts learned should be applied to particular sections as they are taken up.

#### I. FORM OF THE EARTH.

##### Four proofs.

#### II. MOTIONS OF THE EARTH.

##### 1. Rotation (evidences).

Axis, poles, equator.

Effects of rotation:

- a. with axis horizontal,
- b. with axis upright.
- c. with axis oblique.

##### 2. Revolution (evidences).

Effects of revolution:

- a. with axis upright.
- b. with axis oblique.

Tropics and polar circles: cause of location.

Zones, parallels, meridians.

Variation in the length of day and night in different parts of the earth.

#### III. LATITUDE AND LONGITUDE.

1. Length of degree on large circles; on small circles.
2. Latitude; measured where and from what?
3. Longitude; measured where and from what?
4. Difference in longitude and time.

#### IV. LAND SURFACE.

- (3) Principal currents.
- (4) Influence in navigation.
- (5) Influence upon climate.
- (6) Take imaginary voyages to show effects of ocean currents.

#### VII. CLIMATE.

Formation of dew, mist, fog, clouds, rain, snow, frost, hail.

Amount of rain, how affected in various parts of the earth.

Temperature depends upon what.

#### VIII. SOIL (sub-soil).

1. Thickness.
2. Composition.
 

(1) Loam.	}	Character of each.
(2) Sand.		
(3) Gravel.		
(4) Clay.		
(5) Organic matter.		
3. How made.
  - (1) Water freezing in crevices of rocks.
  - (2) Effects of atmosphere.
  - (3) Effects of running water.
  - (4) Effects of roots and rain.
  - (5) Effects of insects.
4. Kinds.
 

(1) Calcareous.	}	Character, and how made.
(2) Sandy.		
(3) Clayey.		

## 5. Fertility.

- (1) Depends upon what.
- (2) Degree of fertility.

## 6. Adaptation of soil to different plants.

These subjects should be carefully taught each day before they are "studied" in a book. For means of illustrating and teaching some of the topics the teacher should consult good reference books and use simple apparatus.

To teach the motions of the earth and their effects in producing a variation in the length of day and night and change of seasons, use a ball with a cardboard disk to separate the light and dark hemispheres. The ball should have a knitting-needle for an axis, and be placed in various positions before a lighted lamp to represent the sun. By rotating the ball with the axis in an upright and in a horizontal position, and placing the disk between the light and dark hemispheres, there may be shown the lighted hemispheres and the relative length of day and night, if the axis of the earth were in those positions. Incline the axis  $23\frac{1}{2}$  degrees towards the north, making both motions of the ball (rotation and revolution), and there are represented many useful facts, such as the relative length of day and night in different parts of the earth, three causes of change of seasons, cause of position of tropics and polar circles, difference of longitude and time, and the position of the sun in various parts of the earth at different times of the year. To teach some of these and other points, it would be well to have a blacked ball upon which chalk-marks may be made.

To teach the cause of winds, place a bit of lighted candle on a piece of glass. Over it place a lamp-chimney so that the chimney will project over the edge of the glass. By holding a thread at the bottom and at the top of the chimney, the facts may be observed that cold air moves toward the flame below, and that warm air ascends. From this illustration, and from others showing the unequal heating of the earth's surface by the sun, the pupils may learn the causes of some local winds, and of the surface and upper currents, north and south, changed by the rotation of the earth into constant north-east and south-east winds, or trade winds.—*Prince's Courses and Methods.*

## Primary Department.

### GOOD MOTIVES.

ARNOLD ALGOTT.

THE age we live in is one of "reform." But the duty of the Primary Teacher is not to Reform, but to form. I leave it to the reader to say which is the more important element, the *formative* or the *reformative*. Now, my teacher friends, I take it that you commenced school this session with the spirit of work animating your whole being. A teacher under this energetic impulse very soon so electrifies her pupils by her bounding enthusiasm, that they move with her pleasantly and promptly.

I may shock some very good readers by the following remarks: Do not spend time in bemoaning your failures and disappointments of last year. There is altogether too much time spent in lamentations. And of what avail? To what purpose? The past is not improved or redeemed by wasting the present. Ninety-one will not be improved by frittering away a week of ninety-two. Let us improve each shining hour of the present and catch the moments as they fly. Our bark of ninety-two is trim and the sails are well-set. Let us leave the harbor while yet the winds are favorable and the sunshine is above us. We are not going to build character by looking at our pupils. The kind of teachers we need are not experts in over-seeing and in fault-finding. *Workers*, I say emphatically, are the need of to-day. Do not misunderstand me by

thinking that the teacher should do all the work. Oh, no! The work of the teacher is mental and spiritual. She is to guide, to throw light, to suggest, not to do the work of the pupil.

This brings me to the germ of my article. That which I wish to impress on my readers, is how to help our new pupils to work along the lines of duty in an inspirational way. I have nothing to say to anyone who does not wish to strike deep into the character, the heart, the very being of the boy and of the girl. Give your class an option for two weeks or a month of what they would like to excel in specially for that time, such as cleanliness, marching, etc. Then, having decided, perhaps, on the former, have those who work for this goal rewarded in some way, at the same time trying to lift them as soon as possible to a higher level than that on which they work for the reward. I leave it to the ingenuity of my readers to devise incentives, helped by the suggestions of their classes, for interesting in these topics. In a future number I hope to give you some of the plans which my pupils have successfully used in their efforts to excel in cleanliness, in marching, etc.

Let me remind you that the question is not "How do I compare with others, but rather, have I done what I could?"

The same "Well done" is pronounced on those who have used their one talent or their two talents wisely and well, as on those who have used their ten talents wisely and well.

### THE WORK OF A GRADE.

RHODA LEE.

ONE hears, occasionally, questions asked concerning the work of certain grades, that would impress anyone unacquainted with the proper working of our schools with the idea that there were cast-iron rules fencing in the particular field of every laborer. Mistakes regarding this are sometimes made.

Only a day or two ago a teacher in one of the intermediate grades was bemoaning her difficulty in teaching short division. It was suggested to her to look to her multiplication and ascertain whether or not the class was perfectly familiar with the table. She discovered speedily that she had been asking impossibilities of her children, for owing to certain circumstances, they had not mastered the work of multiplication which was supposed to belong to the grade below. "But I always begin with short division," said Miss B.—"and I saw no reason for changing the order of things." Consistency of this kind is anything but virtuous, however, for forcing a child to do work for which he has no proper preparation is a cruel injustice. A curriculum of work may be an excellent guide but it is no unalterable fixture. There is no stone wall at either end of a grade. The teacher who starts her class *according to custom* at a certain point, regardless of former work, is just as devoid of common sense as the one who stops when she has reached a certain stage, contentedly folds her hands and congratulates herself on the completion of her work.

It is not a question of grade at all. It is a question of the need of each child in our

classes and our duty is to give the child work that will further his development along the lines in which he is weakest. If a boy or girl cannot manage the work you assign find out where the difficulty lies, and if it is for want of elementary work, give him extra teaching along with others who may be similarly backward—if not during school hours, after.

It is absurd to imagine that one plan of procedure will suit every class or that each class requires an equal amount of training in each subject. If we would do good work we must put the curriculum aside as a secondary consideration, study the standing of the children and give them the teaching they need. Teach no new step until you make sure of the preliminary ones and see that these are easily surmounted.

But I am reminded of another extreme. I was very much amused one day at a class of bright little boys who were gathered about a student at one of our training institutes for their reading lesson. It was a lesson calculated to interest most children but after the first few minutes of novelty the class became strangely indifferent until at last one little fellow raised his hand and in a most beseeching tone said "Won't you please give us a hard one now?" There was the trouble! They had been accustomed to work and were most pleased when they had to make their best efforts. Short lessons are best but let them be bright, busy, and suitably difficult ones while they last. A natural inborn love of mastery, together with the lively curiosity that all children possess, gives new and difficult work its fascination. Constant repetition and drill upon old and familiar work will dishearten any child, for as my small brother Bob remarked, "there is no fun doing a thing you know all about."

So while we must guard against taking up work for which the class is unprepared, we must be careful on the other side lest we make anything distasteful. School must be a happy spot. The wheels must run smoothly, well oiled with all the tact, wisdom and love at our command, but regulated at all times by an indispensable amount of common-sense.

### CUT-UP STORIES.

FARM-YARD LESSON.—FIRST READER.  
PART I.

1. TOM BLACK lives on a farm. His father has ten cows and five horses.

2. Tom brings the cows from the field. His dog Jack helps him.

3. The milk is made into butter and cheese. Tom likes to help his sister churn.

4. Tom found a nest one day with ten eggs in it. It was in the hay-field and he took the eggs home in his hat.

5. They have a lot of sheep too. They will have to wash them well before the wool is cut off, for it is not very clean.

6. Did you ever see a spinning-wheel. No, but I have a picture of one in my book!

7. One day Tom went to town in the big green cart. His father let him drive part of the way.

8. They had ten bags of apples on the load and some turnips. They sold them all.

Book Notices, etc.

*Moffatt's Civil Service Tots.* Moffatt & Paige, London.

This book is designed to give practice in adding long columns. It is a practically useful book to nearly every teacher.

*Moffatt's Civil Service Examples in Arithmetic.* Moffatt & Paige, London.

The last 100 pages of this book contain fifty sets of advanced papers which will be found useful in the junior classes of our secondary schools. There are fourteen or fifteen problems in a set, and the whole collection forms an excellent training ground.

*A Treatise on the Geometry of the Circle, and Some Extensions to Conic Sections by the Method of Reciprocation.* By W. J. McClelland, M.A. 300 pp. Macmillan & Co.

This is a treatise on Modern Geometry, designed to give a concise statement of fundamental principles, with numerous illustrative examples. Hints and solutions are given. The book represents a piece of good solid work.

*Progressive Mathematical Exercises.* First Series. By A. T. Richardson, M.A. Macmillan & Co.

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*The Information Readers No. 2. Every Day Occupations.*—By H. Warren Clifford, S.D. Cloth, 330 pp. 60 cents. Boston: Boston Supply Co.

Nothing in the preface that "it is hoped that the books will create and foster in the mind of every young reader a just appreciation of manual labor," we deemed the work worthy a careful examination.

Consisting as it does of forty-one lessons on "the arts and occupations by which hundreds of millions of persons earn their daily bread," it would certainly be valuable as a book of reference to the

teacher collecting matter for an object lesson. As a reader or as a text-book in the hands of a child, we fail to see its utility.

Very necessary and useful are the vegetables, but is that any reason why there should be no flowers? Is the time spent over them really "a waste of precious hours?"

\* Question Drawer. \*

J.H.D.—See article on editorial pages in last number.

QUESTIONS in English will be answered in English Department of next number.

A TEACHER.—You will find a programme or time-table for rural schools in the JOURNAL for Nov. 15th, page 553.

SUBSCRIBER.—Drawing books 5 and 6 are required for next Entrance. See editorial on the New Regulations in last number of JOURNAL.

V.J.G.—The "Lessons in Entrance Literature" contains the lessons prescribed for Entrance Examinations in 1892, as well as in 1893. See editorial note.

A SUBSCRIBER.—You will see by reference to editorial article in last number of the JOURNAL, page 621, that you can obtain renewal of your certificate on passing the High School Primary Examination. If you need fuller information than is given in that article concerning that examination, ask any High School Principal or write to Education Department for a copy of the Amended Regulations which will shortly be issued.

SUBSCRIBER.—(1) On the decease of any teacher his legal heir or heirs shall be entitled to receive back the full amount paid into the superannuation fund by such teacher, with interest at seven per cent. per annum. (2) A teacher under sixty years of age who is disabled from practising his profession may receive the same pension as if superannuated, upon furnishing the Education Department from time to time with satisfactory evidence of his being disabled.

STUDENT.—(a) The selections from Tennyson for Junior Matriculation in 1892 are: "The May Queen," "You Ask Me Why," "Of Old Sat Freedom," "Love Thou Thy Land," "Locksley Hall,"

"Ulysses," "St. Agnes," "Sir Galahad," "Enid," "The Revenge," "In the Children's Hospital." (b) You can probably get a copy of an interlinear translation of Cæsar through any educational bookseller. We do not know whether there is a cheap edition or not.

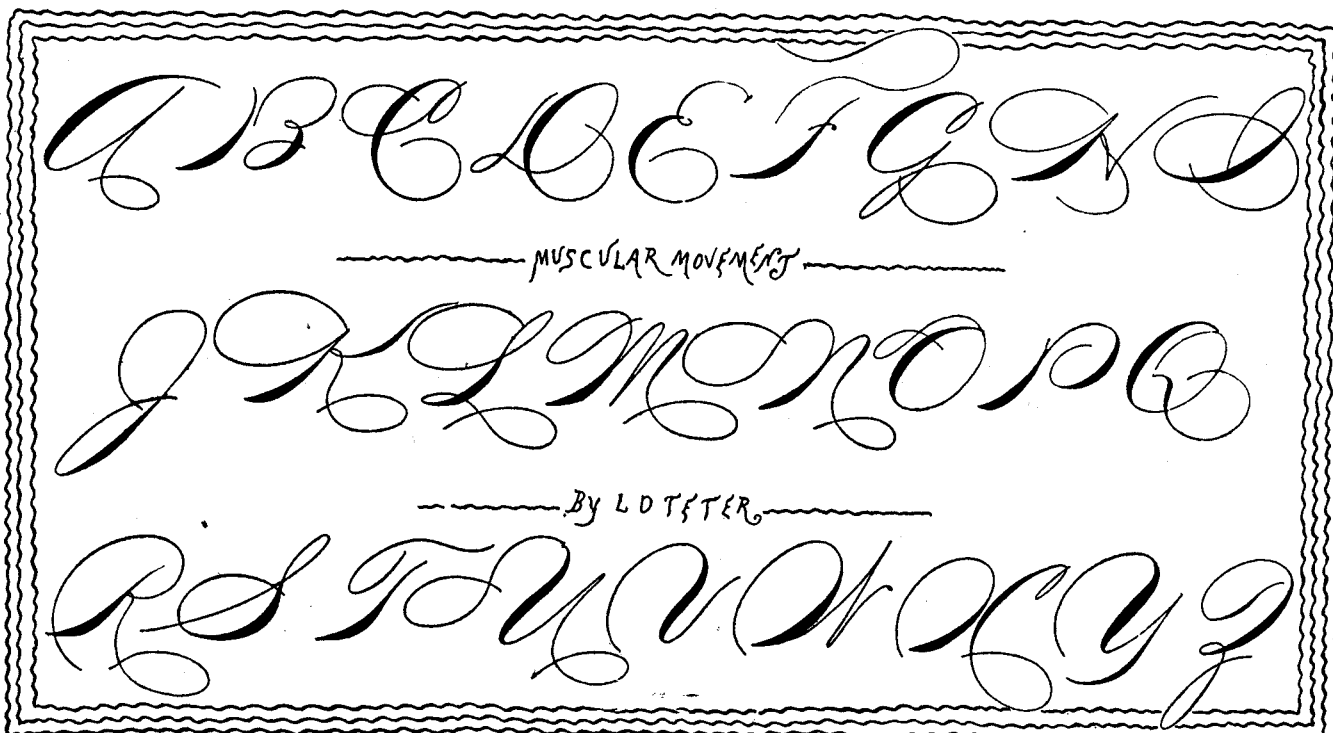
A TEACHER.—We do not think that trustees can legally require a teacher to remain in school during the noon recess, unless he has specially agreed to do so, but they can probably hold him responsible for the proper conduct of the pupils during such recess. We do not know that they can enforce his attendance at a teacher's meeting, after school hours, but we should scarcely expect that a teacher whose heart was in his work would require forcing to attend meetings so necessary and helpful to the work of the school.

W.H.T.—(1) The young man who has no certificate would no doubt have to pass an examination before he could teach in Manitoba or the North-West. For full information he should write to the Education Departments at Winnipeg and Regina, respectively. (2 and 3) We presume that Music is compulsory in the Normal School course but inability to sing would not prevent a candidate from getting through. The musical theory is, we suppose, that every one can sing, or at least learn music. Write to the Education Department for the "Amended Regulations," shortly to be issued.

B.W.G.—(1) The Lieutenant-Governors of the Provinces of the Canadian Confederation are not elected. They are appointed by the Governor-General, that is, in effect, by the Dominion Government. (2) The members of the House of Commons are elected by the people. The members of the Dominion Senate are appointed by the Governor-General, that is, in effect, by the Dominion Government, on whose advice he acts. You had better study carefully some article in encyclopædia or history on the British Parliament before forming your meek Parliament. The Canadian practice follows the British very closely.

THE didactic method—the method of endless telling—thinking for the pupil—ordering him to get his lessons has had its day.—Joseph Payne.

MAKE use of time, if thou lovest eternity; know, yesterday cannot be recalled, to-morrow cannot be assured; to-day is only thine; which if thou procrastinate, thou lovest; which lost, is lost forever; one to-day is worth two to-morrow.—Enchiridion.



[The above is the photo-engraving which was referred to in Mr. McCargar's letter in last number, and which was crowded out of that number. Mr. McCargar's second letter has not come to hand, but will probably appear in next number. ED. JOURNAL.]

GROCER (to boy)—“James, what are you doing with those currants?”  
 BOY—“Pickin’ the flies out of ‘em, sir.”  
 GROCER—“You dirty young rascal! Do you think my customers want their currants messed about by you? Leave ‘em alone!”

LIVES of rich men oft remind us  
 We can make our lives like theirs,  
 And departing leave behind us  
 Lawsuits to engage our heirs.

We have pleasure in calling the attention of our readers to the advertisement on page 641 of this journal regarding a series of Isaac Pitman Shorthand Lessons that will soon appear in the *British Whig*, published in Kingston. The series will enable any ordinary person to become a good shorthand writer without ever attending any school, and all our progressive teachers should write at once for information.

“DID you,” he asked, in an intensely sentimental tone, “never sigh for death?”  
 “Whose?” she inquired, with an interest and promptness that brought him back to earth so fast that he fairly lost his breath.

THE new baby had been christened “Nelly,” and little four-year-old Mervyn, her brother, who had zoological tendencies, having heard someone allude to her as an “infant,” wanted to know if he might call his baby sister “an nelly-phant.”

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MURDERER (to judge)—“Is this my lawyer?”  
 HIS HONOR—“Yes.”  
 “Is he going to defend me?”  
 “Yes.”  
 “If he should die, could I have another?”  
 “Yes.”  
 “Can I see him alone for a few minutes?”

MR. NESTLINGTON (who “can't bear not to know”)—“You never notice the Jolliflowers when you meet, I observe. Why?”  
 MRS. NESTLINGTON—“Ah! I don't think I ever told you; she took a mean advantage of my being out of town to get engaged to Mr. Jolliflower.”



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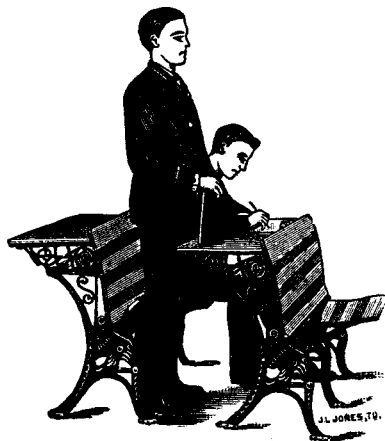
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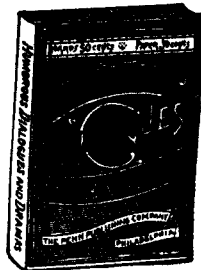
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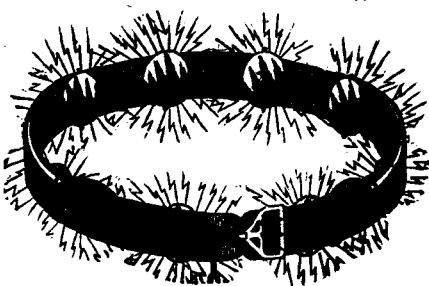
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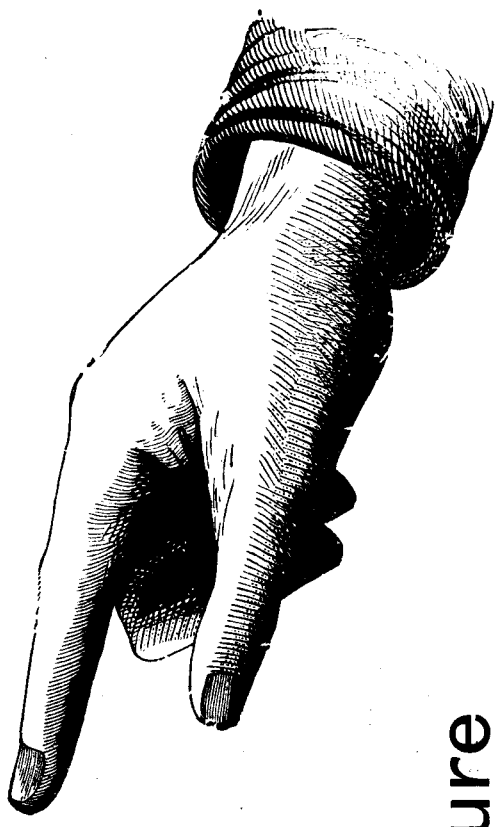
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