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## \* Editorial Notes. \*

IT so happens that as we are preparing to go to press the Ontario School Trustees are closing their annual meeting at the Public school offices on York Street, in this city. Several interesting questions have been discussed. We hoped to have been able to give some account of the meeting in this number, but want of time and space forbids. We shall have to reserve it for next number.

We have received a copy of the new Public School text-book in Agriculture, but have not been able to give it the thorough examination its importance demands in time to express an opinion in this issue. We confess that we could have wished to see a more inviting volume, such as the attractions of larger type and more plentiful illustrations might have made it. The price, forty cents, seems high enough to have warranted a more captivating dress, though the book is neat and well printed, but yet suggests the fear that the authors have attempted to crowd too much into it for a Public School book.

It is gratifying to learn that the Senate of the Provincial University has appointed a strong Committee to mature and report a scheme of University extension, or to consider the feasibility of some such scheme, we are not certain which. As in the case of many other "forward movements" of the Senate, the Committee has been appointed at the instance of our friend, William Houston, M.A. Mr. Houston is doing another

good educational work, gratuitously, by conducting a Shakespearian Class in the Y.M.C.A. building on Yonge Street. The class, which is large, meets every Monday evening, and is reading *The Tempest*.

TOUCHING the question of compulsory attendance at school, the following facts in reference to the German system, which were given by President Hall, of the new Clark University, at Worcester, Mass, in his opening address will be of interest. In Germany every father must send his children to school from the sixth to the fourteenth year. In 1888, out of 5,000,000 of school children, only 5,145 were absent from school without cause. In Berlin, only fifteen children failed to attend. As a result there is practically no illiteracy. The soldiers are taught, and when their time is up, have not only been drilled in arms, but furnished with a fair education and, perhaps, with some industrial training. If this is so, it is the one redeeming feature of the German enforced military system.

A CORRESPONDENT asks if we have time and space to discuss in the JOURNAL the question of Home-work for Public School pupils, with regard especially to its use or abuse. We are not quite sure whether we are asked to discuss the question ourselves, or only to invite discussion. As the question is important, and the test of experience is one of the best which can be applied, we shall be glad to hear from teachers on the subject. What we should like best would be the opinions of a large number, with the chief reason or reasons for the opinion very briefly put. A postal-card symposium would be just the thing, we think. Our correspondent asks also for contributions from readers of games and amusements for pupils during intermissions. These are sometimes found in our columns, but we shall be glad to receive further suggestions.

THE Faculty of Queen's University have made an innovation in College work by the establishment of an institution called "The Seminary." This is described as "a method of teaching based on the principle that a man must educate himself, and that a professor does most for him when he guides his reading and gives him hints from time

to time." To carry out this method there have been placed in seven class rooms small but well-selected libraries, including books of reference. Students using these are supplied with keys, and are allowed to read and write in the rooms when classes are not being held in them. We should be glad of a fuller description of the method, especially with reference to the class of students for whom "The Seminary" is instituted, and its relation to the regular class or lecture room work. We like to pass a good thing on when we hear of it.

CONCERNING the change from a semi-annual to an annual examination for entrance to High Schools, of which we have something to say elsewhere, we note that "A Farmer" writing to some of the papers puts in a strong plea for having the examination at Easter instead of in July. He says:

"If this examination were held at Easter instead of in July it would benefit many who cannot attend now without great inconvenience. Let me put in a plea for the farmers' boys, many of whom cannot be spared from the farm during the summer—who attend the Public schools during the late fall and the winter months and would prepare for this examination if held at the season named. They cannot continue in school until July and will not go up for examination after several months' absence from school. With an examination at the close of the term in prospect, they will attend to their studies with greater diligence. To many pupils a prospective examination is an incentive to greater effort, and we can only get the benefit of this for the class referred to by making the change proposed. I am aware that teachers have a decided preference for the pupil who attends regularly all through the year, but schools are for the benefit of pupils and any who passed in April who could attend High School in the winters following would be greatly benefited. I am satisfied the change would be hailed as a boon by many farmers and their families, and it does not appear that any interest would be injured in the least. An opportunity would thus be given that would gladly be improved, and many of the youth of the country would get the benefit of a High School training who will not under the present arrangement."

## Special Papers.

### FOSTERING A NATIONAL SENTIMENT IN THE SCHOOL-ROOM.\*

IN these days of commercial activity and industrial enterprise we are constantly asking ourselves the question, "Will it pay?" But how few there are who seriously ask at any time, "Is it for the good of the commonwealth?" The standard by which we are prone to judge all things seems to be that of personal gain, and to such an extent has this become the custom that we seldom or never give a man aspiring to a public position credit for any other motive than that of self-aggrandisement or the emoluments of office. We are intensely practical in the matter of making everything pay, and pay in the narrow sense of personal advantage.

Even the school education of the day is strongly tinged with this worship of mammon and nearly every change in our curriculum seems to be made with a view to fitting the youth of our land for participation in the great national game of money-getting.

Not only are our Public and High schools engaged largely in the industry, but a host of other educational institutions have sprung up and are training our youth in particular branches of the game.

That these latter have many excellent features and do good work in their respective spheres, I do not deny, but I do contend that in all our institutions the students are trained too much on the principle that the battle of life for which they are being fitted, consists in wresting from this earth and from their fellowmen just as much of the filthy lucre as they possibly can.

True, the bread-and-butter problem is an important one, and no one entrusted with the training of our youth dare despise it in his work of teaching, but there are other things to be inculcated, and the teacher who neglects these is not doing his whole duty in the great work to which he has been called.

We believe that apart from the active and regular instruction given in our school-rooms, a great deal can be and is being done to train the children in prompt and business-like habits, in courteous and affable conduct towards their fellows and in morality and uprightness. May we not believe that our schools can be made still further useful by making them the means of fostering in our children a noble and manly patriotism, that shall the better fit them for the discharge of the duties of citizenship in this fair Dominion of ours?

A little is done along this line by those teachers who are imbued with a strong national sentiment themselves, but while we boast of our schools as one of our greatest national institutions, is it not true that our children leave the school-room with little or no knowledge of the duties the state requires of them as citizens, and with very crude ideas of their privileges and responsibilities as members of the commonwealth? And yet, with the masses, the opportunities for imbibing sound principles on these import-

ant subjects end when they leave the public school; they are then left to the cajolery and sophistry of a partisan press; they are swallowed up in one or other of the great political parties and become blind zealots with no principles to guide them and no political creed except that of their party chiefs, to whom they give a full and unquestioning allegiance.

We hear much in these days about the destiny of Canada, and while I admit that the press is, and will continue to be, a mighty engine in forming the destiny of our country, I firmly believe that a more potent factor in the moulding of our future is, or should be, the school teacher, who, coming in contact day by day with the impressible minds of the children, is able to give the current of their thoughts and acts such a tendency towards what is right and pure as not all the corruption and casuistry of rank partyism can, in after years, wholly change. Day after day, in the course of our teaching, come to us opportunities for instilling into the minds of our pupils a proper pride in the history, resources and institutions of our country, a hatred of all selfish log-rolling and corrupt practices, and an earnest desire to emulate those who have sacrificed self in the interests of country; to do their quota in developing the resources and in purifying and strengthening all our national institutions.

And, indeed, will not the earnest labors of the teacher in this direction react upon the regular school work? As we broaden the minds of the children and help them to realize that they are now preparing for a great work to be intrusted to them in the not very distant future, and as we inspire them with a desire to prove themselves worthy of the heritage that is theirs, we shall have the satisfaction of seeing them study with increased earnestness and intelligence, as those who work with a purpose in view. It will also establish a nobler mainspring of action among the pupils than exists among those whose minds have not been thus awakened.

The nineteenth century, which, in the phenomenal advancement made in science and art, in civilization and education, stands unique among the centuries of the world's history, is fast drawing to a close. In our own country, at least in Upper Canada, the foundations have been well and truly laid and we are about ready to begin to uprear the superstructure of an enduring, enlightened and moral nationality. Our fathers did their work well and have handed down to us a goodly heritage, and now we, standing almost at the threshold of a new century, are confronted with the question, "What shall we do with this heritage?"

We have been so busy since we became a nation that we have scarcely had time to mark our growth or examine ourselves. But now the necessity for this retrospection is being borne in upon us. We are, as it were, entering upon man's estate as a nation, and if the boy is father of the man we needs must look back before we can safely judge what our future is to be.

A century ago Upper Canada was founded and the grand old U. E. Loyalists began to hew out for themselves humble homes in our forest wildernesses. Seventy-five

years ago we find Canadians, conscious of the justness of their cause, rallying to the defence of their country and sealing with their blood their claim to what was then a forest heritage. Half a century ago the momentous question of responsible government agitated our ancestors. The struggle was hot but the boon was obtained, and the bitterness that had been engendered died out as time wore on. Nearly a quarter of a century ago another giant stride forward was made when the provinces of British North America decided to join fortunes and become one broad Dominion with community of interests and aims. This gradation of important events is full of instruction to us, marking the progress made during the century and teaching us that as these successive generations had a work to perform in the progress and development of the country, so we too have a work to perform, different from theirs and yet none the less onerous and important.

The consolidation of the various parts of the Dominion in sentiment, fraternity and national aspirations, as well as in name and system of government, must be accomplished; the undeveloped resources of the nation must be turned to account and made the means of blessing to mankind; the broad acres of our yet unsettled regions must be dotted with peaceful homesteads and the virgin soil of our boundless prairies must be made to yield bountiful harvests for the support of an industrious population; our educational and religious institutions must be maintained, strengthened and made effectual in dispelling intellectual and moral darkness; our civic and political institutions must be purged from all that is vile and corrupt, and the ballot must be used as a sacred privilege, not prostituted to ignoble ends but respected as the birthright of a free citizen, not to be basely sold as was Esau's of old, while many moral, political and social problems crowd upon us, demanding the earnest consideration of all enlightened and patriotic citizens. This is a part of the work that devolves upon us and more particularly upon those who come after us. The opening years of the next century give promise of being the epoch that shall decide our political destiny as well as many other problems affecting the stability of our institutions and the character of our people. Whence then are to come the men upon whom shall fall the brunt of the struggle by which we must emerge from our embryonic state into that fulness of national life with institutions, Christian not in name only, but in spirit as well, with a political system purified of all the dross that now clings to it, and a homogeneous national sentiment that will result in peace and prosperity within our borders, and blessing to mankind in general? From the school-rooms of our land during this the last decade of the present century. And by whom are they to be trained for the great work that lies before them? Largely by us, the teachers, who, day after day, have presented to us the opportunity of moulding the character of the boys and girls who as men and women shall mould the nation.

But what are the means by which, while giving diligent heed to all our other school work, we may seek to stamp this national

\*An essay read before the Wentworth Teachers' Association, in Hamilton, on Friday, October 3rd, by Robert Burton, of Dundas.

sentiment firmly and indelibly upon the minds of the children?

First, then, there is a wide and promising field for this work in the teaching of Canadian history. Somebody has said that we have no history, and truly many of our schools and teachers seem to have proceeded as though that assumption were true. How many children have gone from our Public schools during the last decade without a knowledge of even the most important points in our history? And among those who do attempt to teach the subject systematically is not the object kept in view, simply the enabling the pupil to pass an examination, or read intelligently, rather than the making him realize his personal interest in the subject? Canadian history should be brought home to the feelings of the pupils in a quite different manner from that of other countries. A new element must be introduced, the emotional element, and the sympathy of the pupils must be aroused, while they are taught to feel that, as the record of the past events and former citizens forms the history of the country, so they and their acts, whether good or evil, will help form the history of the years during which they live. Appeal to the noblest feelings within them and lead them to resolve that the history they help to make shall be honorable and good.

Where is the boy, or girl either, in whose bosom the skilful and earnest teacher cannot kindle a spark of patriotism and noble pride by the teaching of the heroism and industry of the first settlers in this Ontario of ours? And what teacher will confess that he cannot make such lessons react upon the thoughts and emotions of his pupils in such a way that they shall always be the better for having studied these examples of loyalty and self-sacrifice? The zeal and self-denying labors of such men as Governor Simcoe in the interests of the country, the rallying to arms through the whole length of the country in 1812, and the heroism and hardships of the Canadians of those days have a peculiar charm for our youth, and form excellent material for the work in hand. Again, the agitation that culminated in the rebellion of '37' has its lessons—of a different nature it is true—but just as valuable as any of the others. This subject may be made to strengthen in the pupils a hatred of injustice and tyranny, while at the same time they are taught the dire evils that attend rebellion against the law. The proper use of privileges and the evil of abusing these can be brought out and the pupils impressed with the important principle that all public positions are a trust from the people and never to be used to serve selfish or dishonest purposes. These few events are only suggestive; many others can be found to serve the same useful end, and make Canadian History a guide and example to those whose task it is to work out other national problems.

Along with this knowledge of history the pupil must be given a full knowledge, so far as his maturity of intellect will allow, of the civil and political institutions of the country. In teaching these we must bear in mind that it is a citizen we are training, and that if these institutions are to be an honor rather than a reproach to us they

must be kept pure. Every individual citizen must be made to feel a personal interest in the necessity of this. The heinousness of the offence that is being committed by the citizen who either sells his own vote or buys the vote of another must be impressed. The evils of partyism must be pointed out and the pupils taught that they should form opinions of their own on all matters of state. Teach them that the only safe guide is principle and that they should put the interest of country before those of party or self, for if this lesson is not learned during one's school days it is very likely never to be learned.

Corrupt practices at elections and other political evils must be stamped out, and the only way to do this is to get up a proper public sentiment against them. Among the older members of the community this is very difficult, for do we not find scores of men, honorable and moral in all other matters, so steeped in partyism that they will wink at very questionable political methods and condone the manifest shortcomings of their party representatives on all occasions? Many a good man who in his personal affairs and in matters religious reverently believes in the over-ruling Providence of a Divine law giver, seems to act as though political affairs were entirely without the sphere of Divine control, and, indeed, the ruling spirit (at least in the ranks of the opposite party), satanic in its nature. He has no compunction in following out the old adage "Fight the Devil with fire." The advantage of party government must be shown, but the pupils must be taught not only to refuse to stoop personally to any illegal or corrupt methods of political warfare, but to set their faces sternly against it and root it out of both parties.

Then, again, the subject of Geography affords excellent opportunities for the work of building up a Canadian nationality. Truly we are a favored people in respect of the natural advantages of climate, soil and natural facilities for transportation that we enjoy. Many a people with not one-tenth the blessings that are our portion have fought and died for their fatherland; ought Canadians then to be traitors or ought they lightly to esteem the riches of their country?

The glorious possibilities of Canada, with its boundless mineral wealth, its inexhaustible fisheries, its magnificent forests, its fertile soil and its healthful and invigorating climate, should receive much attention in the school-room. It is also the duty of the teacher to foster as much as possible the feeling that the people of the various provinces are brethren, with common institutions, common language, common interests and a common destiny. Teach the children to take only less interest in the Maritime and Prairie Provinces than they do in their own Ontario. Explain to them the importance of our waterways and railway systems. Show them the advantages that we reap from the labors of men of former times, and that as these men labored for our benefit we ought to labor not only for ourselves but for those who are to take our places when we are called hence.

Last among the factors to be employed in the fostering of a national sentiment is the teacher himself, for the success or fail-

ure of this, as of other school work, depends upon the energy, ability and enthusiasm that are brought to bear upon it. Every teacher in the country should, then, be a Canadian in the truest, broadest sense of that word. He should be alive to his own duties as a citizen, should conscientiously discharge those duties, should study the history of the country and the growth of its institutions earnestly and in a fair-minded spirit, seeking to know only the truth. He should keep up with the times and carefully study the political questions of the day, and above all he should not allow himself to be so biased by political prejudice that he cannot discern what is good for the country and what is evil in the policy of both parties. A teacher above all should be broad in his views, fair-minded and fearless in his criticisms and independent in his support of either political party, acknowledging no allegiance in politics except to his country, and seeking always to secure and promote good government. He should be too noble, too upright and too patriotic to descend to any of the petty and contemptible tactics that so often characterize the narrow-minded partisan. Let us always and everywhere protest that righteousness belongs as well to the administration of affairs of state as to private conduct and affairs of church, and let us strive constantly to frown down and stamp out all sorts of corrupt practices that degrade both political parties and the country generally. Is it not a disgrace to us that since the recent provincial elections in Ontario protests have been entered against about one-half of the members-elect? Is such a condition of affairs to continue? If so, we as teachers are to no slight extent responsible for it?

Let us denounce these evils and teach our pupils to do so likewise. General principles of morality are no doubt taught in most of our schools, but this is not enough. Specific applications of these principles must be made to the particular evils that we wish to eradicate.

Let us then, the teachers of Wentworth county, resolve to do our duty in this matter, and seek to do all that lies in our power to foster in our pupils a sentiment that shall achieve for Canada a foremost position among the nations of the earth. Let us be true to ourselves, our country and our God, and future generations will rise up and call us blessed.

DARE forsake what you deem wrong,  
Dare to do what you deem right,  
Dare your conscience to obey;  
Nor dare alone, but *do* with might.

"WE are compelled to make each child the subject of special study. Just as the portrait painter gives to each person before him individual attention, so must the teacher. The true teacher is an artist in a grander, higher, better sense than any painter, however perfect he can possibly be. He can classify all on the basis of their attainments in a certain branch of study. Better considerations, drawn from the nature of mental and bodily activities, govern class arrangement and grading. In doing this he must have the perfect freedom of the artist. How absurd it would be for a board of directors to dictate to a sculptor where he shall cut his marble; equally absurd it is for anyone not a true teacher to assume to direct the *artist-teacher* in the classification of his pupils. Freedom that comes from thorough knowledge must never be abridged."—*Jerome Allen.*

## Primary Department.

### WORK.

ARNOLD ALCOTT

ONE of our most enthusiastic educators, and one who is thought well of, not only abroad, but also at home, says, "Work makes truth clear, and it only does." Experience proves that well-directed activity is the condition of knowledge of the truth. We reach the light by steadily but surely working our way towards it.

In government, in commerce, in science and in education as well, great advancement has been made in the last decade or so of years. And in education, it seems as if we were but coming to the common-sense, rational mode of working.

It is only a few years since our universities were opened to women. Such a thing as co-education was not even to be thought of.

Miss Mary F. Eastman, of Boston, in a lecture which she delivered in Toronto, speaking of the struggle which woman has had in order to get a higher education, said that the only reason which she could suppose the stronger sex had for not granting women this privilege, was that they considered woman so complete in herself that she did not need anything else to help her. During the evening, the worthy lady said that women should not be satisfied until they enjoyed the best which the land could offer. Also, that since the all-wise Creator did not send all boys to one family and all girls to another, but made brothers and sisters of them, so they should go through life together. Someone has said that boys and girls are the natural police of each other, the conduct of each being never so good as when in presence of the other.

There has just come to our remembrance the story of "The Great Stone Face," by Nathaniel Hawthorne, the central idea in the story being that Ernest did not reflect the purity, the gentleness, the tender sympathy and the wisdom of the Great Stone Face by gazing at it. But that it was only after the well-spent years of a grand, sweet life, the gentle stream of which had traced a broad green margin all along its course, that the higher manifestation of a true character, which took shape in good deeds, shone forth and illumined his whole being; thus showing that only through *work* do we *learn* at all.

Granted that in this new education, we want our boys and our girls not to be afraid of us, not to stand in awe of the school-master, but that we want them to be wide-awake, active, eager workers, not afraid to question and to argue with us, there follows naturally the desire to wish to know of anything and everything which will help to promote these ends.

As a large amount of our knowledge is derived mainly from books, let us revert to the subject of READING:

And just let us ask ourselves the question, What is Reading? Of course we mean silent reading. We answer, Reading is gaining thought from visible language.

An eminent and practical educator says that there are four processes in teaching the

child to learn to read, and that they are as follows:—

1. We should convince the child that the language which he has been accustomed to use may be written or printed.

2. Word-recognition.

3. The extraction of thought from visible language (silent reading.)

4. The expression of thought through speech (oral reading.)

These are the processes. The sequence is *how* to work them scientifically.

#### THE CONVINCING.

1. How may we show a little pupil that its talk, its speech, what it says, may be expressed on the blackboard or on its slate? This may be done in several ways, one of which is this:—

The teacher draws on the blackboard the picture of an apple, or a hat, or etc, and she says to Johnnie, "What is this?" He quickly answers, "An apple." Then the teacher takes a real apple and asks what it is, and of course Johnnie says "An apple." The teacher then asks what you do with an apple, and she is told that you eat it. Then she says, "You told me this was an apple" (pointing to the picture.) "Now come and take a bite." We have had the little pupils come up beside us and very shyly whisper, "I can't do it." Then the teacher says, "Is this (pointing to the picture) the same as this?" (pointing to the real apple.) Children answer, "No, Miss Hope." And then the teacher asks, "What is number one?" (pointing to the picture.) And someone, you may be sure, will be bright enough to tell that it is only a picture of an apple. Next write the word 'apple' on the board and tell the pupils that that sign is a picture of what they have just said. This is called the analogical method. There are other methods of which we may speak in future numbers.

#### TEACHING VERSUS TELLING.

RHODA LEE

WHAT is one of the most gratifying and delightful experiences in teaching? I ask my readers and myself but voice all answers in my own when I say it is surely the dawning of individual mental interest and effort on the part of your pupils. Is it not a positive pleasure to see a child through your guidance, but by the strength of his own endeavors, overcoming difficulties, grasping thought, and making that thought his own?

I should like to see the person who could passively witness the awakening and development of even a child's mind without experiencing keen delight. We look in vain for developments of this kind where *telling* is the principle, but we find it constantly where genuine teaching is done. The real business of a teacher is to get the pupil to teach himself. There is no scarcity of men or women who, given a text book and an ordinary amount of mental ability, can *tell*, but *teachers* are not so frequently met with.

An eminent educationist has said truly, "All the best cultivation of the child's mind is obtained by the child's own exertions, and the teacher's success may be measured by the degree in which he can bring his

scholars to make such exertions absolutely without his aid."

Telling cripples, teaching strengthens. No amount of explanatory discourse will enable a child to write. Practice alone will do it. And in no other way but by a healthy exertion of one's own powers will a vigorous state of mind be produced.

There lies the beauty of the phonic system of teaching reading. When we think of the laborious old "word system" or "look and say," we cannot but be thankful that science has discovered a more rational method for our present use. In the phonic system we provide the tools and say "work," we give the powers of the letters and say "use them." What joy in the heart of a little girl or boy, who, after trials and failure, can say, "I have it." "I know it now." That is the reward of independent work.

Speaking not long ago of the methods of an eminently successful primary teacher, the following solution of her success was given: "Miss So-and-so's vivacity and energy carry her children right along with her. By her sympathy and enthusiasm they are compelled to do just as she desires. Don't imagine she is noisy," my friend continued. "There is a beautiful busy order in the class."

But if a class is kept up by the breezy buoyancy of their teacher's spirit—an external influence—what will take place when this is withdrawn? A helpless falling to the dull earth, I am afraid.

No, that is not the self-dependence our training ought to effect. The external motive is necessary, when a child first comes to school, but motives from within ought, as soon as possible, to control his actions.

In teaching, children are led to make their own discoveries and form their own conclusions. Doing should aid and accompany the thinking process. Illustrations and experiments, among little ones, should be the rule.

This reminds me of a certain interesting subject in Geography which may illustrate the idea. The "seasons" was the topic. I had a large yellow ball suspended from the ceiling, and on my table ready for use an apple, a knitting needle and a few cloves to represent our class as we went on a voyage on our earth apple, round the sun ball.

Hundreds of little facts, about summer's heat and winter's cold were floating about the minds of the children and drawing these out by degrees they were soon able to describe in words, and in action, also by means of our crude materials, the whole theory of the seasons and of day and night. Very little telling was necessary. Guidance and careful questioning brought out the whole thing, and thus it was only necessary to impress the conclusions arrived at.

This brings me to another distinction to which I wish to refer. There is a gulf between telling and teaching. There is yet another between teaching and fixing. Of course teaching, from one standpoint, includes this. However, as we all know, a boy may understand the multiplication table thoroughly and still be anything but conversant with it. One may understand the laws and rules of perspective, yet never be familiar with the subject until he has made frequent application of these laws. There

is no way of making a child possess a thought or hold an idea, except by applying it, by using it over and over again, until it becomes his own. "We learn by doing" is an aphorism we teachers see the truth of daily.

To teach (or more correctly to *tell*) in the sense of filling the little pitchers with *facts*, as was worthy Mr. Gradgrind's custom, is not to strengthen but to weaken the mind.

✻ English. ✻

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

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

DEVELOPMENT EXERCISES IN COMPOSITION.

IN a former number were discussed those development exercises which consist in the expanding of one given thought by effort of the memory and imagination. We endeavored to show that a pupil possesses almost infinite ideas on subjects familiar to him; that these thoughts fail him in his composition work, mainly because he cannot call up and seize those he requires; and that his ability in this respect may be strengthened by development exercises. When the power to develop a given thought has been fairly well secured by the pupil, he may proceed to the expansion of several connected thoughts into any essay or story. The most natural way of introducing him to this work is by means of short stories, poems, etc. He should be led to see that every story naturally falls into well-marked parts, and that the development of these will result in a composition of a satisfactory nature. Poems will be found on the whole to afford most profitable exercises. The conciseness of poetry renders the transcription of them the work of but few moments, while they carry with them a literary atmosphere that stimulates the pupil to do his best work.

The mode of dealing with such subjects might be of the following nature. First, the sympathetic reading of the poem. Second, the finding of the topical outline of the story contained in or suggested by the poem. Third, the teacher's talk with his class about the possible development of each part of the topical outline. Fourth, the transcribing of the poem by the class with the topical outline.

Appended are two poems which have been found to yield valuable results with junior High school pupils. Teachers who have found others of a suitable nature would do well to contribute them to the columns of the JOURNAL.

THE POMPOUS CORPORAL.

FROM "FABLES, ETC., FOR TEACHING COMPOSITION."

IN the War of Independence, a corporal and a party of soldiers were told off to raise a heavy beam for a battery that was being repaired. There were too few men for the work; but the corporal, full of his own dignity, did nothing but stand by and shout orders. Presently an officer not in uniform rode up. "Hullo," he said to the corporal, "why don't you lend your men a hand to get that beam up?" "Don't you see that I'm a corporal?" was the reply. "Oh, you are, are you?" said the officer, dismounting and joining the men. He worked till the sweat streamed down his face. When the beam had been raised and put in its place, he turned to the corporal and made him a low bow. "Good day, Mr. Corporal. Next time you have too few men for this sort of work, send for the Commander-in-chief. I shall be happy to help you again." It was Washington himself.

OUTLINE.

1. A party of soldiers under a corporal have to raise a beam.
2. The corporal stands by and shouts his orders.
3. An officer in undress rides up.
4. The officer's question.
5. The corporal's reply.
6. The officer joins the men, and works very hard.
7. The work over, the officer bows to the corporal.
8. The officer's remark.
9. Who the officer was.

THE DEATH-BED.

THOMAS HOOD.

WE watched her breathing through the night,  
Her breathing soft and low,  
As in her breast the wave of life  
Kept heaving to and fro.

So silently we seemed to speak,  
So slowly moved about,  
As [if] we had lent her half our powers  
To eke her living out.  
[To help her to live on.]

Our very hopes belied our fears,  
Our fears our hopes belied—  
We thought her dying when she slept,  
And sleeping when she died.

For when the morn broke dim and sad,  
And chill with early showers,  
Her quiet eyelids closed—she had  
Another morn than ours.

TOPICAL OUTLINE.

1. The chief character. Development: A little girl—appearance—disposition—how loved by playmates and parents—sickness.
2. The scene. Development: The lamp—table—curtain drawn—the bed—the sick girl—the watchers, mother, doctor, etc.
3. The watchers. Development: The actions of the watchers—their thoughts.
4. The conclusion. Development: The coming of morning—the child's death—actions of the watchers.

THE SANDS O' DEE.

CHARLES KINGSLEY.

"O MARY, go and call the cattle home,  
And call the cattle home,  
And call the cattle home,  
Across the sands o' Dee."  
The western wind was wild and dank with foam,  
And all alone went she.

The creeping tide came up along the sand,  
And o'er and o'er the sand,  
And round and round the sand,  
As far as eye could see;  
The blinding mist came down and hid the land—  
And never home came she.

"Oh, is it weed, or fish, or floating hair—  
A tress o' golden hair,  
O' drowned maiden's hair,  
Above the nets at sea?  
Was never salmon yet that shone so fair  
Among the stakes on Dee."

They rowed her in across the rolling foam,  
The cruel, crawling foam,  
The cruel, hungry foam,  
To her grave beside the sea;  
But still the boatmen hear her call the cattle home,  
Across the sands o' Dee.

TOPICAL OUTLINE.

1. The scene. Development: Sea-coast with lofty rugged banks—tide, and the danger from it on that shore—farm-house, with distant pasture—path along the shore to the pasture.
2. The characters. Development: The farmer—his wife—their daughter.
3. The journey. Development: The command—the time—the weather—the thoughts of the children seeing the fog and tide—her fate.
4. The search for Mary. Development: Anxiety at home—farmer on the coast—neighbors roused

—fishermen in the morning go to their nets—finding of the body—burial.

5. Conclusion. The fancy of the fishermen still about Mary.

QUESTIONS AND ANSWERS.

THIRD READER.\*—I. Where are:—I. Aberbrothock? [Aberbrothock (Arbroath) is a town in Forfarshire, Scotland.] II. Inch Cape Rock? [Inch Cape Rock, or Bell Rock, is a reef a third of a mile in length, lying twelve miles to the south-east of Arbroath. According to tradition, the Abbot of Aberbrothock placed a bell upon it, "fixed upon a tree or timber, which rang continually."] III. Caldon Low? [In North Staffordshire.] IV. Norman's Woe? [At the entrance to the harbor of Gloucester, Mass.] V. Fontainebleu? [In France, thirty-five miles south-east of Paris. The park at Fontainebleu is a grand one of sixty-four square miles] VI. Marblehead? [In Massachusetts, about fifteen miles north-east of Boston.] VII. Ratisbon? [On the Danube, in Bavaria.]

2. The pronunciation of Arkansas? [Ar-kan-sas, formerly pronounced Ar-kan-saw.] (See JOURNAL of July 15, page 107, middle column.)

FOURTH READER.†—I. "Pictures of Memory." i. Compare a picture gallery and memory. [In using our memory we seem to be traversing a great gallery on the walls of which we discern the scenes of the past.] ii. What kind of flowers are the pinks? [A genus of plants of which there are several species, of which some are garden flowers and others wild flowers. (Garden Pink, Carnation, Sweet William; Clove Pink, having flesh-colored flowers, Maiden Pink, etc.)] iii. Why "in the lap of the dim old forest"? [The forest is represented as a mother with the tired boy asleep in her lap.] iv. "As the light of immortal beauty silently covered his face." [As he was dying, when the signs of death, spreading silently over his face, revealed to us also the fair dawn of immortality to him.] v. "The arrows of sunset." [The level rays of the setting sun among the trees may be compared to the golden arrows an archer might shoot.]

2. "Barefoot Boy." i. "From my heart I give thee joy." [Hearty wishes for thy happiness give I thee.] ii. The groundnut? [The name ground-nut, earth-nut, pig-nut or earth-chestnut is given to the tubers of certain plants, resembling chestnuts in size and flavor.] iii. "Hand in hand with her he walks." [He knows Nature so well and loves her so much that they are, as it were, loving companions.] iv. "Part and parcel of her joy." [The barefoot boy is Nature's handiwork, nay, a part (and parcel) of Nature herself; as such he, in his many enjoyments, is a portion of Nature's joy.]

3. "Vision of Mirza." i. Distinguish "musing" and "thinking." ["To muse" is "to think," but only in an indefinite, meditative fashion.] ii. "Apprehension" and "fear." ["Fear" comes from want of courage, "apprehension" rather from uncertainty of success, etc.] iii. "Summit" and "pinnacle." ["Summit" is a very general term for the highest part, as of hills; "pinnacle" strictly means a slender turret or spire in a building, or figuratively, as in Addison, a slender projecting peak of rock upon the summit of the hill.] iv. To "taste" the pleasures of his conversation. ["Taste" is here used of the mind's relish rather than the palate's—"to enjoy."] v. That part of Eternity called Time. [Looking into the past, the present and future, we reckon the length of the whole life of the world and its inhabitants, and call that Time. But it is only a portion of Eternity, of which we mortals can form no conception.]

4. "Ocean." [See EDUCATIONAL JOURNAL of Oct. 1, 1890]

5. Who is the author of "Moving accidents, by flood and field"? [Shakespeare, Othello, Act 1, Scene III.]

"English Course for First B."\*\* You had better apply to the Registrar of the University of Toronto for a curriculum, which will be sent you on application. Therein you will find full details of the work. Should it not solve your difficulty, please write us again.

6. "Public School Grammar." On p. 110 'were' is parsed as 'transitive.' Is this correct? † [This is a typographical error. 'Transitive' signifies the *passing over* of an action from the doer to the object. 'Were' cannot therefore be transitive, because it does not signify action.]

\* Questions from "Belleville." † From "Y.P.E.E." \*\* From "J.J.R." ‡ From "Subscriber."

## Examination Papers.

UNIVERSITY OF TORONTO—ANNUAL  
EXAMINATIONS, 1890.

JUNIOR MATRICULATION.

ARTS.

ARITHMETIC.

PASS.

Examiners { W. H. BALLARD, M.A.  
A. R. BAIN, LL.D.  
J. MCGOWAN, B.A.

NOTE.—Candidates for Scholarships will take only those questions marked with an asterisk. All other candidates (whether for Pass or Honors or for the Junior Leaving Examination) must take the first five questions and any four of the remainder.

1. Define a fraction and establish a series of propositions based upon your definition leading up to the rule for the division of fractions.

Examine how each of the following statements is true :

(a)  $\frac{2}{3}$  of  $\frac{5}{7} = \frac{5}{7} \times \frac{2}{3}$  ;

(b)  $\frac{2}{3}$  of  $\frac{5}{7} = \frac{5}{7} \div 3$  ;

(c) A fraction represents the quotient of the numerator by the denominator.

2. A bought goods to the value of \$5,191.53 and gave in payment his note for three months. What must be the face of the note so that when discounted at 7 per cent. it will realize the amount required ?

3. A person having a quantity of gold bullion may either dispose of it at once at the rate of £3 17s 9d per oz., or take it to the mint and have it coined for him at £3 17s 10½d per oz., waiting in the latter case 10 days for his money. Which plan had he better adopt if money is worth 6 per cent. per annum to him ?

\*4. Find the distance (in inches correct to 3 decimal places) between the opposite corners of a cube whose volume is 2 cubic yards.

\*5. In a certain municipality 33½ per cent. of the taxes (at 18 mills on the dollar) go to pay interest on its indebtedness, the remainder being apportioned in the ratio 3:5 to school and to city purposes. In a subsequent year when 16 per cent. of the debt has been paid off and the interest on the remainder reduced to  $\frac{2}{3}$  of the former rate, it was found that for city purposes there would be needed 13½ per cent. more than before, and for school purposes 22½ per cent. more. The value of the taxable property having increased by 3½ per cent., what rate of assessment will now be required ?

\*6. A government which derives a revenue of twenty million dollars from the duty on imported goods finds it necessary to obtain an additional two millions from this source. Assuming that if the rate of duty be increased by any fraction, say one-fifth, of itself, the value of the goods imported will be diminished by one-tenth, and so on ; find approximately by what per cent. of itself the rate of duty must be increased in order to produce the revenue required.

\*7. A cubic inch of water weighs 252.458 grains. Gold is 19.3 times and silver 10.5 times as heavy as water. Find the weight of a cubic inch of a mixture containing gold and silver in the ratio (by weight) of 11:1.

\*8. A train 110 yards long overtakes A who is going at the rate of 4 miles an hour, and passes him in 9 seconds. Ten minutes after leaving A the train meets B and passes him in 7½ seconds. In what time after meeting the train will B meet A ?

\*9. Find, correct to the nearest digit in the fourth decimal place,

(a) the value of

$$2 \left( \frac{1}{5} + \frac{1}{3 \times 5^3} + \frac{1}{5 \times 5^5} + \frac{1}{7 \times 5^7} \right) ;$$

(b) the number of cubic centimetres in a cubic inch (1 metre = 1.09363 yards).

\*10. A dealer buys a quantity of liquor, at  $\frac{1}{2}$  of its value, which he keeps for two years and then sells. The value increases 10 per cent. per annum by age, 1 per cent. is lost each year by evaporation and there is a waste of 2 per cent. in handling while it is being sold. What rate per cent. per

annum interest does he make on his money if he sells at the enhanced value ?

\*11. A person invests money

(a) in bank stock at 128 paying half-yearly dividends of 4 per cent. subject to an income tax of 18 mills in the dollar ; and

(b) in city property yielding a rental of 10 per cent., costing him one-fifth of the rent for insurance and repairs, and 18½ mills on the assessed value (90 per cent. of the cost) for taxes.

If the whole amount invested is \$4,989 how shall he divide it so that the net income from the two investments may be the same ?

\*12. "In dividing by 73000 it is advantageous to do so by the following method : Having written down the number to be divided we write under it one-third of itself, then one-tenth of this second number, neglecting remainders, and lastly one-tenth of this third number. The sum of these four numbers with the last five figures reckoned as decimals will be the quotient required."

Establish the correctness of this method.

To what extent can its accuracy be depended upon ?

Indicate a slight extension of the method which will enable any required degree of accuracy to be obtained.

## CHEMISTRY.

ARTS : PASS.

MEDICINE : HONORS.

Examiner—GRAHAM CHAMBERS, B.A., M.B.

NOTE.—University candidates or candidates for Junior Leaving Examination will take any six of the following eight questions.

I. (1) On what grounds do you consider hydrogen and oxygen to be chemical elements, and water to be a compound of these two elements ?

(2) How would you prove that, in the combustion of phosphorus in the air, the oxygen enters into chemical combination with the combustible matter ?

II. (1) Describe, as fully as you can, the phenomena of a solution of a salt in water.

(2) A test tube is known to contain distilled water, or a solution of one of the following : Ammonia gas, potassium hydrate, potassium chloride, nitric acid. How would you determine most simply which the test tube contains ?

III. Explain, by means of equations, how each of the following substances bleaches :

(a) Chlorine in the air.

(b) Chlorine in a solution of water.

(c) Bromine in a solution of water.

(d) Sulphur dioxide gas.

IV. (1) Sulphur dioxide : how prepared ? how converted into sulphur trioxide ? How would you prove that sulphur dioxide contains its own volume of oxygen ?

(2) What weight of sulphuric acid can be produced from 10 grams of sulphur dioxide ?

V. (1) By what experiments could you demonstrate the differences and the resemblances between chlorine and bromine ?

(2) Hot concentrated sulphuric acid is added to each of two test tubes, one containing sodium chloride and the other sodium bromide. Name the products of the reactions and give equations.

VI. Calculate the weight of the product or products in each of the following cases :

(a) One gram of carbon monoxide burned in oxygen.

(b) One gram of ammonia gas burned in oxygen.

(c) One gram of sodium burned in chlorine.

(d) One gram of phosphorus burned in excess of oxygen.

VII. How is ammonia gas prepared from ammonium chloride ? Calculate how much heavier it is than hydrogen and how much lighter than nitrogen ? How could you show that it contains both nitrogen and hydrogen ?

VIII. Describe experiments showing how you would distinguish

(a) Carbon monoxide from hydrogen.

(b) Carbon dioxide from nitrogen.

(c) Vapor of bromine from nitrogen tetroxide gas.

(d) Marsh gas from hydrogen.

EDUCATION DEPARTMENT, ONTARIO.—  
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.

FRENCH GRAMMAR AND COMPOSITION.

Examiners { J. SQUAIR, B.A.  
J. E. HODGSON, M.A.

NOTE.—Candidates will take II., and seven questions of I., whereof 2, 3 and 4 must be three.

I.

1. Give the French equivalents, masculine and feminine, singular and plural, of the English : good, bad, old, little, white, dry, foolish, silly, beautiful, fresh, flattering, sweet, happy, similar, brief.

2. Translate into French : I have bread. I have much bread. He has no bread. She has French horses. He has neither bread nor butter. Have you either bread or butter ? She has good horses. Bread is made of flour.

Construct rules for the different forms of the partitive.

3. Translate into French : He gives it to me. Does he send it to her ? He does not find it there. He has received it from her. Give it to him. Do not give it to her. Give me some. Do not give her any. Take her there.

Give rules for the position of the objective personal pronoun.

4. Write in full the present indicative negative interrogative of *aimer*, the future perfect negative of *faire*, and the imperfect subjunctive of *finir*.

5. Translate into French : That is whiter than snow. He is taller than I. I am better than he. She is as good as her sister. I have as much of it as you. I have more of it than you. I have more than three yards of it.

6. Translate into French : Whom have you seen ? Who was there ? What have you done ? I have done what you have done. To whom did you give it ? I gave it to the man you saw. What are you speaking of ? What are you thinking of ? That is the man I was talking of.

7. Translate into French : He is in London, but he will soon be in France. He is living in Canada, and his brother lives at Syracuse in the United States. Lower Canada is a part of Canada. Paris is the capital of France. He goes from England to China. He starts to-morrow for Europe. Africa is larger than North America.

8. Translate into French : He has two black hats. That lady has three pretty children. He reads the thirteenth chapter of the first book. He is a very remarkable man. The gentleman wears a silk hat, and the lady carries a gold watch. That Englishman has a steamboat. I travel by the railroad. He is a very good boy.

9. Translate into French : He arrived on the twentieth day of August at 6 o'clock in the morning. It is now half-past three. He rose at half-past twelve (at night). He has two hundred and eighty-nine horses, one thousand three hundred sheep and ninety-nine oxen. He was born on the nineteenth of July, one thousand eight hundred and forty-seven. That house is forty-two feet long by twenty-eight feet wide. That well is deeper than yours by seven feet and a-half.

10. Translate into French : Have you any ink ? I have none. Have you any horses ? I have some. I have no more at present, but I shall have some more next week. There are some who say that I am right. I have hardly any left, have you any left ? Not many, but my brother will give me some more.

11. Translate into French : Go and get it. He will go for the doctor if you wish it. He has just gone out. I know my lesson. Do you know that gentleman ? I wish very much to see him. I am to see him this afternoon. I will do it if I can. He will be able to do it.

12. Translate into English : Il doit y aller. Il devait l'envoyer chercher. Il devrait se faire soldat. Il a dû passer par là. Il aurait dû en être content. Il aurait pu s'en passer. Il n'aurait pas voulu s'en servir. Il a fallu le chasser à coups de pied. Mettez-le à la porte, si vous m'en croyez.

13. Distinguish

(a) { Voilà l'ours qui tua le chasseur.

{ Voilà l'ours que tua le chasseur.

(b) { Quand je partis il me donna de l'argent.

{ Quand je partais il me donnait de l'argent.

- (c) { Il vient me voir.  
Il vient de me voir.
- (d) { Je cherche quelqu'un qui puisse me donner un bon conseil.  
Je cherche quelqu'un qui pourra me donner un bon conseil.

II.

Translate into French: Winter is generally severe in Canada. We see but few birds in the woods and fields, and no flowers except those which are found in our houses. It is generally cold, but beautiful weather, and if we have to wear heavy overcoats (*surtout*) and fur caps (*casquette de fourrure*) there is a bright sun in the sky, and we can breathe (*respirer*) easily and be happy. One may ask what becomes of all the animals and birds which we see in summer. Some of the birds go far away to southern countries, where the sun shines warm and where there is fruit to eat. There are others which go into the thickets (*fouillé*) of our forests where they can get seeds (*graine*) and grubs (*ver*) to eat and where they are sheltered from the wind. But the little sparrows (*moineau*) remain in the towns and villages, near the habitations of men and eat whatever they can find in the streets and yards (*cour*). Many animals, such as the bear, sleep during the greater part of the winter. Others, such as certain kinds of squirrels (*écureuil*), live in trunks of trees and in holes in the ground, and eat things like nuts and grains which they have gathered in autumn. The poor frogs (*grenouille*) hide themselves in the mud (*vase*) of the marshes (*marais*) and wait till spring comes to awaken them.

✻ Hints and helps. ✻

TO YOUNG TEACHERS.

THE writer has a vivid remembrance of his first attempt to teach a country school, when a boy hardly sixteen years of age. Of books he knew something, as boys know, but of teaching he knew nothing. It was in the days when school journals and books on teaching were unknown, at least to him. He had to blaze his way without compass or guide, and, so far as he remembers, he landed in the region of nowhere. But in this chaos of ideas and efforts there was one redeeming feature. Every class was striving, in a more or less effective way, to discover the meaning of what they found in the text-books. And the more they strove the more interested they became. But for this bond of union the boy teacher would have been sent home in disgrace.

What he needed was a definite idea of what he should do and an order of doing it. A place for everything and everything in its place, both in the school-room and on the programme, would have saved much trouble. Good order is catching as well as disorder, though it does not become epidemic so soon.

He did not realize that the demon of discord and disorder could be best kept out by keeping everyone busy. It is idleness that is the devil's workshop. Every pupil should have some definite work to do at every minute of the day. Instead of this he tried to keep this demon out by force, and angry words, and a cross, ugly countenance. It did not work.

He was not even, and consistent, and persistent in his requirements. A restless night was followed by a bad day in school. The pupils traced the day's disasters on the morning face.

He made rules and then tried to enforce them according to the letter. This gave no freedom to judge each case on its merits. The punishment that the rule prescribed he tried to inflict, and half the pupils were older than he was. He had a great horror of being charged with partiality. He treated some unjustly, therefore. He should have made no rules. He would then have been free to settle every case of disorder in the light of all the circumstances.

He thought of himself more as a ruler than as a leader. He was kind and companionable with the pupils out of school, but in school his whole demeanor was changed. He had a false conception of dignity. He was endured because the older pupils knew that he meant well and was really interested in them and in their advancement.

He made a bad beginning by not knowing anything about the school before the morning of open-

ing, and by having no plan for the first day's work. The pupils went home on the first night with the conviction that the teacher was not master of the situation.

He did not realize the importance of preparing himself for each day's work, but left everything for the inspiration of the moment. Much was lost by running off on side-tracks when the main road was what the pupils needed to follow.

With all these defects the school was saved from being a total failure by the interest aroused among the pupils in finding out things, and in understanding what was in the books they studied. And this was, after all, the most important thing. But how much more might have been done if the teacher had had a proper appreciation of system and order in his own work, and had not placed himself in a false relation to his pupils in school. The teacher is a leader rather than a master, and a companion rather than a monarch. He must command and control by his character, his earnestness, and his superior knowledge, rather than by force, and rules. But authority must be maintained and respected and force applied when the other influences fail.

The conscientious young teacher is apt to be over anxious and lose power for this reason. The wisest course to follow is to ever be on the alert to learn all he can, and to prepare himself as fully as he can for the work of each day, and follow his own conviction of what is best to do in every case. Then let him "wait," and not be over anxious about the future. Worry is worse than work, and it is utterly worthless in securing results. Remember the old Arabian proverb: "Tie your camel and then trust him to God."—*Public School Journal*.

CHEERFUL DARK DAYS.

BBB.

OUTSIDE weather too raw and damp to render walking to school a treat; inside, too dull and dispiriting to make teaching a joy; a smoldering fire, a mud-tracked floor, a spirit of naughtiness spreading like an infection among the pupils, an unexplainable crankiness holding the teacher, and, worst of all, indoor-spent noons and recesses—are not these some of the trappings of the late autumn days when cold, wind, rain and mud combine to remove all trace of summer ere winter arrives?

Dark days in a double sense they appear; but experience has taught and is teaching teachers that there are stores of sunshine only awaiting ingress! Open the windows and doors (metaphorically) and let it in.

The gloomy days are inevitable, so one must prepare accordingly, and proceed to accumulate supplies of ingenious devices, vivacity, patience and tact.

"There's a good time coming," when each and every school shall own a woodhouse, and a wood-box too, though I cannot count one in this township that is as yet so far advanced. In the meantime, teachers must do what they may. A bright fire is imperative on almost every day of November and December, so a dozen boys are chosen to bring in each one stick of wood after the school march out for first recess. If the teacher goes occasionally just to see who can be quickest and manages to hold her own in the race, the wood-carrying will present little difficulty; and the bright fire to-morrow is a foregone conclusion.

In the evening the sky says, "Rain is coming," and the morning presents a comfortless aspect, leaden clouds and a drizzling rain.

The young fire-lighter is bound to be on time because he knows eight o'clock means the teacher's step in the room; and he has too much self-esteem to let her find—no fire. Two minutes with broom and dust pan, (I presume there is one) make the hearth and the surrounding floor presentable—you don't regard it out of the teacher's province, do you? Some one has said a teacher must do twice as much as he is paid for to be successful.

The blackboard work put on last night and changed slightly this morning, is something quite new in exercises. The desk is scrupulously neat outside and inside. The lessons promise to be so entertaining that the teacher actually longs for nine o'clock.

She has time to greet the pupils and chat pleasantly over the stove, and now and then turns back a pair of muddy boots at the door with a kindly hint, or it may be accompanies to assist wee Master Careless.

Even the Scripture reading has been selected

with thought—not very many verses, but something the children will hear with interest. There is a sort of general satisfaction just discernable in the room, because Miss Tryze has worn her pretty garnet gown, with the daintiest of lawn aprons, though no one but she knows how careful she had to be, in spite of rubbers and cloak, to get there in that immaculate state.

The blipds have been rolled up higher than usual; ventilation has been put on the programme for very careful attention.

There are numerous articles hanging near the stove belonging to those who had no umbrellas; but two of the older girls superintend the drying and the coats will soon be ready for their owners.

George's "scribbler," in which his homework was done is strangely streaked, and though the teacher is confident carelessness was the cause she does not say so; and her only remark to Sarah, who has forgotten her book again, is, "There is mine, you may use it to-day."

At recess three boys on each side throw open the windows, while another stirs up the fire. Five minutes is spent in favorite calisthenics exercises; the remaining time flies in lively conversation which is but the livelier for the presence of the teacher.

To be sure there are blunders and petty vexations. Some of the carefully laid plans do not work exactly, but no one guesses that, for Miss Tryze has often whispered to herself, "Now do not spoil it all; everything else is going well."

The hours pass quickly, yea, even more quickly than the hours of other days. There have been several really amusing happenings, followed each time by a burst of merriment. Somehow there seemed to be no time for mischief to employ anyone. He generally requires the co-operation of two and it always happened that, while he was whispering to one, Miss Tryze came along and he had to be off.

When four o'clock came the pupils were delighted to hear, "You have all been very good and helpful to-day; I am quite proud of you," for they know that when Miss Tryze says they have been good, they have been good. How much sunshine do they carry home with them?

At last the teacher has finished examining slates, and marking dictation books, preparing blackboard work and as she locks the door wearied but strengthened by the day's victories, she vows "It pays."

HINTS WHICH THE WISE TEACHER WILL HEED.

As a teacher, you must expect to be criticized, analyzed and discussed. You are considered a legitimate subject for much small talk in the community. Do not be too severe if any thing not exactly flattering comes to your ear; manifest no curiosity to find out what the gossips are saying.

Social gatherings are no place to "talk shop." Keep yourself well informed on current events and society will be only too glad to have you in its ranks.

This does not mean that you are to become a shining light in society, as the word is generally understood. That is not the object of your calling. The school-room should be the scene of your best efforts.

A class eager for information will stimulate and encourage a teacher, if anything can.

Pupils respect a teacher who can keep order. The reciting of dry-as-dust moral maxims or choice passages of Scripture will not develop character in boys and girls.

A teacher who is a mere disciplinarian will have stupid and dull pupils.

Encourage your pupils to read the newspapers and be ready to answer the questions this reading will suggest to their minds.

In teaching a class do not talk to them in the tone of a Salvation Army exhorter. Keep the voice in the conversational key.

A text-book is merely a means to an end. What the latter is you are supposed to know.

Use your eyes in the school-room, but do not try to see everything.—*Board of Education*.

OURS is the seed-time; God alone Beholds the end of what is sown; Beyond our vision, weak and dim, The harvest time is hid with him.—*Whittier*.



# 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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## ✻ Editorials. ✻

TORONTO, NOVEMBER 15, 1890.

### ANOTHER FORWARD MOVEMENT.

WE were glad to be able to chronicle in a previous number the fact that the Minister of Education had foreshadowed a change in the School Law, with a view to the enforcement of the clauses making attendance at school for at least a part of the year compulsory in respect to all children within the prescribed age-limits. It is altogether too bad, from every point of view, that there should be in this Province eighty thousand children of school age who attend school less than one hundred days in the year. It is clearly illogical to establish at great expense a system of public schools and to tax the whole people heavily for its support in order that even the poorest citizens of next generation may be able at least to read and write, and then to permit society and the State to be defrauded of the benefits of the schools thus provided through the culpable neglect of parents and guardians. If it is wise and right for the State to establish and support the schools in order that its whole population may be raised to the level of intelligence which is essential to the general well-being, it must be equally wise and right that it should take care that

those for whom the means of education are provided, do not fail to make use of these means. In a word, compulsory education is the corollary of free Public schools.

By a somewhat similar course of reasoning it might be shown that free text-books are a corollary of compulsory attendance at schools. The State may, for the good and sufficient reasons indicated, say to the poor or negligent parent or guardian, "You must send those children to school during a certain part of every year, under pains and penalties, seeing that the privilege costs you nothing." But the case assumes a different aspect when in so saying the State virtually compels the parent or guardian in question to expend several dollars in text-books, and other necessary appliances. Yet it would manifestly be worse than useless to appoint truant officers to sweep the vagrant children off the streets and lanes into the schools, without in some way making sure that they should have the necessary implements for doing the school work while there. Acting, no doubt, on this view of the case, the Minister proposes, as we infer from a recent article in the *Globe*, to ask the Legislature at its next session to empower the municipal councils of cities, towns and incorporated villages to impose a rate for the purchase of text-books for the use of the children attending the schools.

It is not unlikely that this proposal may meet with considerable opposition. There are many, we dare say, to whom it may seem, on first thought, decidedly objectionable. Some will be disposed to ask why not rather supply the books and apparatus gratuitously only to those whose parents or guardians are unable to provide them. The answer to this is partly suggested in the preceding remarks. Those who were forced to send their children to school against their will might, in many cases, neglect or refuse to supply them with the necessary school outfit, though quite able to do so. It would be very difficult to apply compulsion in such cases. To say to the reluctant or obstinate, "You must purchase such and such books and utensils, on pain of fine or imprisonment," would savor of arbitrariness. Such measures would, to say the least, be very difficult of enforcement against individuals. Make the law applicable to the whole community, in the shape of a slight increase of the school-tax, and the difficulty vanishes. No loss or hardship is caused to those who are willing to provide what is necessary for their own children, since they will accomplish the same end, and at a smaller cost, since it is evident that the School Board, purchasing in large quantities, will be able to secure at least wholesale, if not publishers' rates.

We are glad, then, to be able to approve

heartily of the innovations foreshadowed by the Education Department, as steps in the right direction. We are very sure that the great majority of our readers will also heartily approve of them on other grounds, for none but teachers themselves can know how much trouble, inconvenience and annoyance are often caused by the failure of reluctant or impoverished parents to supply their children promptly with books and other necessaries. It will be not only a great comfort, but a great saving of time and a great aid to efficiency when teachers are able to put into the hands of every child, as soon as classified, the proper text-book or other school implement.

### THE ENTRANCE EXAMINATIONS.

THE Department of Education has decided that after the close of the present year there shall be one instead of two examinations annually for the admission of pupils into the High schools. The opinions of those who are engaged in educational work will no doubt differ in regard to the utility of this change. The High School Inspectors have for several years, we believe, been arguing that there should be but one examination for Entrance in the year. High School Masters will also be sure to approve heartily of the change, which will simplify their work, by relieving them of the disarrangement of classes and necessity for duplicating them or forming new ones, caused by the influx of a number of new pupils at the middle of the school year. The change will also probably tend, on the whole, to bring them entrants at a little higher age and with somewhat better preparation than hitherto. This will not, however, be the result in all cases, as it is sure to result that some, at least, who would have been willing to delay entrance for another six months, in order to come up better prepared, will be tempted to undergo an extra "cramming," rather than have their entrance postponed a whole year. An article in the *Globe*, probably inspired, argues that the effect will also be favorable on the Public Schools. Under the present system, it is urged, the teachers and the pupils who are preparing for the examinations are under a pressure which never ceases during the whole year, and which is especially trying in the short session between the summer vacation and the December examination; and the tendency to study with a view to this direct result; rather than with a view to real culture and education, is strong. And, it is added while candidates suffer from this forcing process, there is danger that they may receive more than a due share of attention to the injury of the other pupils. It may

be reasonably expected that when the excessive pressure is removed, the work of the school will proceed more deliberately and evenly, and what is lost in speed will be gained in thoughtfulness, thoroughness and all the solid and enduring results of education. These arguments are not without force, though they are by no means conclusive. It might, in fact, be said with almost equal plausibility that the pressure and the tendency to cram will be increased rather than diminished by the change, since failure will hereafter mean the loss of a whole year instead of that of but half a year. We notice that some of the teachers at the conventions disapprove the change, dwelling strongly upon the discouragement and waste of time that will often result in the case of pupils who may fail by but a few marks of gaining admission to the High school. What is to be done with such, in schools which have no fifth form? The alternatives are, evidently, to go again over the whole year's work, or to withdraw for a year from the school, both very undesirable. No doubt a good many who would and should have taken a High School course will withdraw and drift into some other course, as a result of failure to pass. Still we are inclined to think that the balance of educational considerations is in favor of the annual rather than the semi-annual examination. As the examination will, we presume, be held at the close of the school year, it may possibly be found desirable to have a "supplemental" at the close of the holidays, for the benefit of those who may have failed by only a specified number of marks.

### \* Publishers' Chat. \*

EDWARD EVERETT HALE says: "We all have to read a great deal of bad English, and we have to talk with a great many people who speak bad English."

This is as true of school-boys and girls as of men and women. This is the reason why most boys and girls express themselves so badly. Hence wide-awake and earnest teachers are coming to see that one of the best services they can render to their pupils is to train them to correct their bad habits, and speak and write their thoughts simply and correctly. Is there any better help the teachers of our Public schools can find to aid them in this most necessary work than our "One Hundred Lessons in English Composition," prepared by W. H. Huston, M.A., formerly First English Master in the Toronto Collegiate Institute, now Principal of Woodstock College? If there is a better work, if there is one-half so good within reach of our subscribers, for the trifle of twenty-five cents, we do not know of it. If you have not tried this most suggestive and helpful little book, ask someone who has, or, better still, send twenty-five cents for a copy. To many a young teacher it will be a revelation and an inspiration.

To many an experienced one it is an indispensable boon.

Another duty which every teacher owes to his pupils and to his country is to teach the young people under his charge how to take care of their health, by shunning whatever is baneful in diet or habit. Above all should they teach them in the morning of life to shun those poisonous beverages which "bite like a serpent and sting like an adder"; which have ruined and are ruining so many thousands in body, soul and intellect. With the teachers of to-day, more than with any other class, or all other classes combined, parents only excepted, it lies to determine whether the Canadians of twenty-five years hence shall be, as a people, a temperate, moral, manly race, or whether the liquor habit shall continue to debauch and slay its ten thousands. Can anyone doubt that the children of the school in which the truths taught in the "Public School Temperance" have been carefully studied are far less likely to fall into drinking habits in after years, than those of the school in which no such book is studied? Twenty-five thousand copies of the book are in use. This means that many thousands of children are receiving an invaluable temperance training. It means also that many more than twenty-five thousand are receiving no such training. Which class of teachers and schools think you is doing its duty to the children and the State?

### \* Literary Notes. \*

The *New England Magazine* for November has a fully illustrated article on "Fifty Years of a Canadian University," by J. J. Bell, M.A. Queen's University, Kingston, which celebrated last year its fiftieth anniversary, is the subject of this article, which is enriched by pictures of the old and new homes of the University, a view of Kingston, and portraits of Chancellor Fleming, Principal Grant and the leading professors. It is an article which will have interest to many in Canada besides the graduates of Queen's University.

AMONG the leading features of the November number of the *North American Review* is an article by the Hon. W. McKinley, Jr., giving a résumé of the principal work accomplished by the fifty-first Congress. The article forms part of a symposium under the heading "What Congress Has Done," in which, besides Mr. McKinley, Hon. M. Cabot Lodge, of Massachusetts; Hon. John Dalzell, of Pennsylvania; Hon. Ashbel P. Fitch, of New York; Hon. Wm. McAdoo, of New Jersey, and Hon. Judson C. Clements, of Georgia, take part.

AMONG the announcements of *The Popular Science Monthly* for 1891 is a series of copiously illustrated articles on "The Development of American Industries since Columbus," in which the progress of iron and steel making, of the cotton manufacture, and of the woolen, glass, leather and other leading industries will be described by writers of long, practical acquaintance with their respective subjects. Hon. David A. Wells will also begin during the coming

year a series of papers on "The Principles of Taxation." Dr. Andrew D. White's "New Chapters in the Warfare of Science" will be continued, and other articles bearing upon the advances of science, and upon questions of the day, are promised.

THE November *Arena* contains almost a variety of well written articles on attractive subjects. A scholarly essay on "The Future American Drama," completed by Mr. Boucicault a few days before his death; a striking paper by Dr. Bartot on "Sex in Mind"; a philosophical disquisition by Prof. Shaler on "The African Element in America"; "A Glance at the Good Old Times," by the Rev. Minot J. Savage; an essay on "A New Basis of Church Life," by Wilbur Larrimore; a symposium on "Destitution in Boston," to which Edward Hamilton, Rev. Edward Everett Hale, Rabbi Solomon Schindler, Rev. O. P. Gifford and Rev. W. D. P. Bliss, editor of the *Dawn*, are contributors, with lighter papers, poems, "Notes on Living Problems," and editorial notes, make up a good number.

THE new serial, by Frank R. Stockton, author of "Rudder Grange," which opens the *Atlantic Monthly* for November, is entitled "The House of Martha." It abounds in that dry, whimsical humor, which is so difficult to analyze, and yet so easy to enjoy. "The Fourth Canto of the Inferno," by John Jay Chapman, and the "Relief of Suitors in Federal Courts," by Walter B. Hill, furnish the more solid reading of the number, while Percival Lowell contributes a brilliant and interesting paper on *Mori Arinori*, under the title of "The Fate of a Japanese Reformer." Dr. Holmes bids the *Atlantic* readers farewell all too soon in the closing paper of "Over the Teacups," in which, for a few moments, he steps before the curtain, and speaks in his own person. Kate Mason Rowland's bright paper on "Maryland Women and French Officers" must not be forgotten by any lover of amusing sketches of society at the time of the Revolution—Houghton, Mifflin & Co., Boston.

*Scribner's Magazine* for November contains three illustrated articles of travel and adventure of widely differing characteristics, embracing elephant hunting in Africa, a perilous voyage through the Canon of the Colorado (the first trip ever made from the source to the mouth of that river), and cruising with the White Squadron along the coast of France. Another unusual feature is an article—"A Day with a Country Doctor"—written, drawn and engraved by the same man, Frank French. Training schools for nurses are described by Mrs. Frederick Rhinelander Jones, who has been interested in their organization from the very first. There is a long instalment of the anonymous serial "Jerry," and a short story by F. J. Stimson, the author of "Mrs. Knollys." Two sonnets on Cardinal Newman are by the aged Irish poet, Aubrey de Vere, and by Inigo Deane, a disciple and friend of the late Cardinal. A strikingly melodious anonymous poem, "In Broceliande," and the last of Prof. Shaler's papers on "Nature and Man in America," are among the other features of the issue. Frederic Villiers (the English war artist), R. F. Zogbaum and Frank French illustrate single articles.

## Teachers' Meetings.

SOUTH GREY TEACHERS' INSTITUTE.  
(Condensed from Official Report by the Secretary,  
W. Irwin.)

THE twenty-sixth semi-annual meeting of South Grey Teachers' Institute was held in Flesherton on Thursday and Friday, October 9th and 10th. Routine business occupied the morning session.

In the afternoon Dr. McLellan, Inspector of Normal schools, delivered one of his masterly lectures on "Psychology in its Relation to Teaching."

In the present time, he said, we have educational evangelists, who regard the training of the observing powers as the be all and end all of education, while the training of the powers of reflection is of vastly greater importance. The educational maxim, "Teach the child to observe," might well be extended to "Teach the child to observe and reflect" on the objects of his observation. Don't neglect the reflective powers. "On earth the greatest thing is man; in man the greatest thing is mind." Reflect on the aphorism and never belittle the work of the teacher, whose business it is to train the greatest manifestation on earth of the power and skill of Infinite wisdom.

Miss Slack, assistant teacher in Flesherton school, was called on to exemplify her methods of teaching Phonic Reading. She would begin with a class by presenting objects, such as a hat, a mat, a cat and so on, and then writing the names on the board as a whole, would get the pupils to point them out. After becoming thoroughly familiar with the word, she would begin *word analysis*, by pronouncing slowly the word so as to bring out the power of each of the elements (letters) of which it was composed. The next step would be to give the sounds of the characters separately. After spending some time with a small junior class, Miss Slack then introduced a more advanced class to show how she would get her class to discover new words for themselves. She would write a sentence on the board containing one or more new words, get a pupil to point out the new word, after which she would get one or more of the pupils to give the sounds of the elements, at first slowly, then somewhat more rapidly until the words were discovered. Illustrations were given containing words with such combinations of letters as *ai* in *pail*, *tail*, *rail*, etc. The lesson was favorably commented on by Inspector Campbell, Dr. McLellan and others.

Mr. Glendinning, Principal Markdale Public school, introduced the subject of Composition. He would make every lesson a lesson in composition. He thought composition, grammar and literature might be included as one, especially the composition and grammar, as the two subjects were so inter-related. He would use matter in the readers, and give numerous exercises in changing from the active to the passive conjugation, from one tense, number, etc., to the other, etc., etc. He would also paraphrase and transpose selections.

Mr. Campbell outlined a method of developing the language faculties by showing the extent of the work that might be taken in each class, beginning with the lowest and continuing the work to the highest. The following points were brought out in the course of his remarks:

1. All answers should be full sentences embodying the question.
2. The same ideas should be expressed in different ways.
3. A record of blunders should be kept and used for school exercises.
4. Faulty speech should be corrected, and correct forms impressed.

Dr. McLellan continued his treatment of Psychology, bringing out the following points:

1. Psychology gives a knowledge of human nature.
2. Every lesson is a contribution, having an effect in the formation of character.
3. Education is the science of the formation of character.
4. As physiology is to the physician so is psychology to the preceptor.

Mr. Frost, of Owen Sound, referred to the value of associations. He congratulated the teachers on the success of their convention, and contrasted the earlier teaching of *Language* with the present and improved systems.

In the evening an entertainment, consisting of readings, recitations, singing, etc., was given in the Town Hall. Dr. McLellan also gave a lecture on the subject "Education as a Factor in National Development."

FRIDAY MORNING, OCTOBER 10TH.

Mr. Ramage was called upon to open a discussion on Discipline. Mr. Campbell referred to the importance of securing attention at any cost. He would not put away the rod, but keep it as a "power behind the throne." Mr. Thibaudeau thought it would be well to give additional recess as a reward for not talking. Several teachers approved of monthly reports. Mr. Currie thinks it would be well for the pupils to have to do with the making of the laws by which they should be governed. Mr. Edwards adopts the motto "Hoe your own row."

Mr. Allan, the President, read his address on the subject "Education." He would define education as "the complete development of the mental, moral and physical activities," but thought, since hearing Dr. McLellan's address on Psychology, that the definition might be much expanded. In the school room he would have few rules and no unimportant ones. He pointed out the following as factors in "the complete development of the faculties," viz:

1. The method of presentation of the subject.
2. The environments of the child.
3. The personality of the teacher.
4. The individuality of the pupil.

He would emphasize the importance of showing the child his individuality, but thinks it wrong to break the *will-power* which, however, should be trained.

Mr. Levan, Principal of the Owen Sound Collegiate Institute, was called upon and criticized the work presented by pupils at the Entrance Examinations. He did not pretend to say that the work was all bad, but some of it was very far below what should be expected from a pupil on entering the High school. In the course of his remarks he pointed out the following probable causes of failure, and advised that pupils unprepared for the examination be discouraged from trying:

1. The arrangement of the papers indicate that pupils do not have the practice of written examinations frequently.
2. Too little memory work is done in drawing.
3. Map drawing is much neglected. Maps should be drawn often.
4. Outline maps are not made to be filled in to dictation.
5. Answers in history were irrelevant and incomplete, caused partly, perhaps, by the unsuitable character of the text book.
6. Sufficient use not made of map in teaching history.
7. Pupils depend too much upon text books.
8. Pupils fail to put in practice what they learn theoretically.

In speaking of letter writing, Mr. Levan thought it necessary for teachers to give attention to the arrangements of the elements as follows:

1. Heading, (a) place, (b) date.
2. The introduction, (a) address, (b) salutation.
3. The body of the letter.
4. The conclusion, (a) complimentary closing, (b) signature.
5. The superscription.

Drill fully on the different details, punctuation, paragraphing, etc., etc. The writing and reading were also in many instances characterized as bad.

The following officers were elected:—Mr. Allan, President; Miss Annie McKenzie, first Vice-President; Mr. Edwards, second Vice-President; W. Irwin, Secretary-Treasurer; Messrs. Currie, Glendinning, McKay, and Misses Lavin and McIntyre, Management Committee; Messrs. W. L. Dixon and P. Thibaudeau, Auditors. Meeting adjourned until 1.30 p.m.

FRIDAY AFTERNOON.

Mr. Ramage, who attended the Provincial Teachers' Association, at Niagara-on-the-Lake, gave an interesting outline of the work done. He referred to the following points that came up for discussion: Public school teachers have a small share on examination boards. Teachers have little or no training in the art of teaching. Change in Third Class Certificate. The advisability of establishing Normal Institutes at midsummer. The prominence that should be given to agriculture in schools. Tonic *sol fa*, vs. staff notation. Text

books should be published and in the market a reasonable time before being authorized. The organization of a Dominion Association.

Dr. McLellan introduced his subject, "The Training of the Language Power," and made his work so interesting that all listened with the closest attention until after "the clock struck the hour for retiring."

WEST GREY TEACHERS' CONVENTION.

THE teachers of the West Grey Inspectorate held their annual convention in the Collegiate Institute on Thursday and Friday, October 16th and 17th. The weather and roads were both very adverse, but, notwithstanding, the attendance was fair, and the interest manifested was great.

Mr. Douglass, the President, was in the chair at every session. His opening address characterized the Conventions as milestones along the teacher's journey, a relief for the many difficulties which are met. Mutual help was one great aim sought. The largest Association (the Provincial) was the first agitator of the best reforms which had been made the last twenty-five years.

Mr. Henry took up the subject of "History in the Public School." His opinion was that the programme of study in the Public school was too extensive, but that the tendency was to make it more so, rather than make it narrower. The text-book in history should be pleasant to the pupil, a requirement sadly wanting in our present one. The cramming of history which the present system almost necessitates breeds contempt rather than love. A book should be readable, and not require too much of the teacher's time for explanation. The teacher should seek to influence the morals of the pupils by such models as Alfred and other good men, and by showing the evil results of the bad acts of such as Richard III., and others. History should cultivate the reasoning faculty. To know the faults of our ancestors and the causes of them, would teach us to shun them. Mr. Henry's paper was well received, and created quite a discussion, the outcome of which was the following resolution moved and seconded by Messrs. Ferguson and Martin, and almost unanimously carried:

That, whereas, the study of History should be pleasant, the matter to be studied should be contained in the authorized text book, the language should be such as Public school children can understand, and the narrative should be in attractive style, be it resolved:

That this Association condemn the present authorized text-book as extremely deficient in the above respects, and urge the Hon. Minister of Education to remove the same from our list.

That a suitable text book on English and Canadian History be provided, the writing of which should be made a matter of competition.

Mr. Shaw took up the kindred subject of Geography. According to his idea a teacher should have a knowledge of the subject, a definite plan and skill. The junior pupils should be interested in small matters, such as the school grounds, fields and school sections. Draw from them the reason the creeks run in the way they do, and similar inferences which any child can draw by observation. He would next give them a knowledge of the world by means of the globe, in all cases the pupils to draw the inferences from given facts. Map-drawing enters largely into his system.

Mr. Levan, Principal of the Collegiate Institute, gave an address on "Entrance Work," based on the result of the last examination, showing the defects of the pupils sent up to that examination. In many of the subjects while the pupils showed a good knowledge of isolated facts, they were unable to combine these to produce a definite result. Lack of neatness was another great defect, as well as inaccuracy in expressing their answers.

Rev. Mr. Somerville favored the Association with a most interesting lecture on Westminster Abbey.

The programme of the second day was opened by Miss Pearce of the Owen Sound school. A class of small children was under her charge. To each child was given a piece of inapple sugar, the qualities of which were given by the class. It looked brown, felt hard and rough, tasted sweet; by putting a piece in water it was found to be soluble; a piece in a test tube over a flame showed it to be fusible; by crushing a piece, the granule of which it was composed were seen. The word to represent the quality was given, and the definition

in each case was readily given by the class. Its uses, source and how made, were then taken up separately. At the conclusion, it is safe to say that the little ones in the class would be able to give older people quite a lecture on the subject.

Mr. Martin read a paper on "The Difficulties of the Teacher in the Rural School." The first to meet a new teacher was classification. In an ungraded school, where no record was left by the preceding teacher, much time was lost in getting the school properly at work. The suggestions of Mr. Martin, that a teacher when leaving a school should leave a statement of his classification, and I might add his time table, is one which every teacher should carry out. Irregularity was another disadvantage hard to overcome. In the rural districts the children are often found very useful at home, and very little persuasion will cause them to be kept at home. To make the pupils interested and secure the co-operation of the parents were the remedies suggested.

Mr. Stapells, of the Division Street church choir, read a very valuable paper on music. Its history was given, and the method of making it useful in schools discussed.

Mr. Frazer took up the question "Should Grammar be Omitted in the Public Schools?" and in a well prepared paper showed that Grammar was an important subject. Proper teaching could make it a good mental training for the pupils. If it was not taught as it should be, the fault was not in the subject, but in the teacher, and a subject should not be condemned for a fault not its own. The opinion of the committee was with the speaker unanimously.

Mr. Levan took a practical lesson on Entrance Poetical Literature. The selection chosen was "The Ocean." Each member of the convention was furnished with a copy of the selection, and the attention given and notes taken were evidence of the interest created by the model teacher.

Mr. Rooney, in taking up the subject of Book-keeping, showed its importance not only to the mechanics but also to the agriculturist. He thought more attention should be given to it and less to some of the other subjects. The training it gives to a pupil in systematic work and neatness is invaluable, and its practical utility cannot well be dispensed with.

On the different subjects brought before the Convention discussions were raised and the interchange of views cannot but be advantageous to those present. The Association was brought to a close by singing "Auld Lang Syne."

The officers for the ensuing year are:—President, Mr. J. M. Levan, B.A.; Vice President, Miss M. Taylor; Secretary-Treasurer, Mr. J. H. Packham, B.A. Committee: Messrs. Ferguson, Douglass, Carrie, Misses Newman and Spragge. Representative to Provincial Association, Mr. Wm. Douglass.

## School-Room Methods.

### TEACHING READING IN A COUNTRY SCHOOL

PLEASE tell me through the *Journal* the best method of teaching reading in a country school where the children do not know their letters.—M. G.

To teach a child to read is to teach him to get thought by means of the printed words. He gets thought in several ways—in the language way he gets thought by seeing words arranged properly one after another; then if he utters these words he is expressing the thought he has gained, but bear in mind that he must *get thought*; in other words, that reading is a thinking process—not a mechanical one.

Select an object, as a hat; place it before the child. Put it on your head, put it on his head; he begins to be interested. "What is it?" You write the word he gives, "hat." "That is the word hat." "What is this?" (Pointing to the hat.) "What is that?" (Pointing to the word.) The idea is grasped that the word represents the thing—a grand discovery whether made by the individual or the race.

You bring up a boy named John. "Who is this?" He answers and you write "John." You give John the hat. "What has John?" "Tell me what John has?" You write, "John has the hat," and

read it. "You may read it." Now all this writing is to be in *script*, not in *print* remember. You may now take out a ball, and use it in the same way. In the course of time you will come to the thought that "John has the ball."

Now your fault will be to go too fast. You will want to do the thinking. Let me beg of you to go slow, to make the child do the thinking. In fact you cannot teach him to read unless you let him think.

Shall you teach the alphabet? No, no, no, you stop his thinking by doing that. Shall he spell his words? No, no, no. That stops his thinking too. Well, you have used the objects "hat" and "ball." You can now show pictures of a hat and a ball. You can talk about them and the child will get the same idea from a picture of a hat as from the hat itself. Now you will use some other objects in the same way—no book being in the hands of teacher or pupil. A start has been made in getting the child to *think* and to express his thought.

You take up a book and you start him off in the use of it slowly. You write, "I see the cat," for example, and repeat it. You point to it, "What does it say?" You question and talk. Then you show him the sentence, "I see the cat," in his book and read it. He will grasp the idea.

You write, "I see the hat," and after it is comprehended—that is, when he "gets the thought," you turn to the book. And so you go on until he has learned to read—some words. He will soon learn a stock of words, say forty; and if you can write these on cards, do so; if you can buy them printed on cards, do so. Let him set them up at his desk, as, "The cat has a rat," "I see the cat," and so on.

After the ground is solid under his feet as to a knowledge of words, you can begin to give him a knowledge of the sounds of the letters. Take "cat" for example. You point to *c* and give the sound of *k*, then to *a* giving its sound, then to *t* giving its sound. He will watch you and wonder; you do it again slowly. "Try it." He tries and you smile. You take up "rat" in the same way, and when he has given the sound as best he can, you leave him to think it out. A chart is a great help, and you should have one; but you can do without one. One thing you cannot do without, and that is a right use of a right method. You must study the child and learn how he learns.—*N. Y. School Journal*.

### TEACH PUPILS TO THINK.

EVERY teacher believes that it is his business to teach his pupils to think. Yet it is often claimed that our schools do not give the pupils this power. The teacher often says that his pupils do not think. He tells them so and blames them because they do not. He does not seem to know why they do not think, and therefore does not know what to do to make them think. Some do not seem to know what it is to think, and consequently are not able to lead the pupils to think. They do not think themselves. To think is to put things together that belong together. Teachers who do not think, in their attempt to get children to think, ask questions that bring things together that have nothing to do with one another.

The class has learned in a proper manner that a third of anything is one of three equal parts of it. The teacher says, "I have twelve apples that I wish to give to three girls. How many will each girl get?" The answer, four apples, comes promptly from many members of the class. Is this sufficient evidence that they have done the proper "thinking?" Many think it is. Some think not, and so they call for an explanation. The pupil often repeats the problem, not because he needs to, but as a mere form, and then says: "If you divide twelve apples among three girls each girl will get four apples." This is accepted by some, but there are others who expect the pupil to say that each girl would get  $\frac{1}{3}$  of the apples, which is four apples. This is better because it suggests the process used to obtain the result. There are teachers who push the pupil still further by such a question as, "How do you know that each girl would get *one-third* of the apples?" If such an answer as "Because four is one-third of twelve" comes, the teacher knows that the pupil is not putting together that which belongs together. If a pupil is allowed to go on in that way, when he reaches problems whose answer he can not get by "inspection" he will fail, because he has not learned to think. The failure to get those problems is not serious if the failure ends there, but he will fail to

solve the problems of life for the same reason, viz., he has not learned to think.

The teacher then is justified in asking the pupil such questions as, "What made you think of *one-third*?" The answer will likely be that there were three girls to get the apples. The teacher then quietly suggests that perhaps one girl got three, another four and the other five. The pupils then tell the teacher that he said the apples were to be divided *equally*. The teacher then asks again, "What made you think that each girl would get *one-third*?" "Each was to get the same number and there were three of them, so the twelve apples must be divided into three equal parts. When anything is divided into *three* equal parts, one of those parts is called a *third*." The pupil now has made use of all the facts necessary to solve this problem. The answer is no more valuable than before, but the *pupil* is worth more. He is learning to think.

No one will insist that *all* of this need be said every time a pupil is asked to recite. The teacher should always be certain that the pupil is doing the thinking in obtaining results. He should distinguish between the movement of the mind in determining that one-third of twelve is desired and in telling what one-third of twelve is. He remembers the latter just as he remembers that he is ten years old. Of course if he forgets what it is and remembers what is meant by a third, he may take twelve objects and place them in three different places by putting first *one* in each of the three places, then another, and so on till the twelve are all used, and thus find out for himself what one-third of twelve is. This may or may not be just the thing to do, at this stage of the instruction, owing to the pupil's style of mind, time at teacher's disposal, etc.

Is this kind of work within the grasp of pupils in first, second and third grades? Don't answer without thinking about the work carefully, and afterward trying it with pupils in your charge. Try something like the following:—

1. Mary shelled eight quarts of green peas and Ethel shelled one-half as many. How many gallons did they both together shell?

2. In running from the door to the gate Harry took six steps a yard long. How many feet is it from the door to the gate?

3. May had fifty cents. She spent one-fifth of it for a pansy, one-fifth for a rose and one-fifth for candy. How much had she left?

4. George bought a peck of potatoes at forty cents a bushel. What did he pay for them?

5. Out of eighteen boys, twelve are playing marbles and the rest are looking on. What part are looking on?

May we expect a third grade pupil to explain the last about as follows? "Eighteen boys minus twelve boys are six boys. Six boys are one-third of eighteen boys. Then one-third of the boys are looking on."—*Indiana School Journal*.

MEN talk as if victory were something fortunate. Work is victory. Wherever work is done victory is obtained. There is no chance and no blanks.—*Emerson*.

IN his educational notes contributed to the *Bristol Western Daily Press*, Mr Macnamara tells a good story. He says:—"In an English paper set some time since to the students of a Metropolitan College, occurred the following clever and searching question:—'Write an essay on any subject you please, and include in such a way as to show your acquaintance with their proper meaning, the following words:—Sycophant, Apposite, Synchronise, Hyperbolic, Symmetry, Felicitous, Automatically, Vernacular, Recondite, Oscillate, Identification, and Department.' One of the examiners whose scholarly attainments were scarcely equal to his ingenuity, puzzled himself for some time for a theme, and then puzzled himself further as to the meaning of several of the words. Finally, in a fit of desperation, he found a way out of the difficulty by essaying the following answer:—'Once upon a time, John and Henry, who were brothers, went for a walk. During their rambles, John asked Henry to spell the following words:—Sycophant, Apposite, Synchronise, Hyperbolic, Symmetry, Felicitous, Automatically, Vernacular, Recondite, Oscillate, Identification, and Department. Henry succeeded in spelling every one correctly.' With regret we relate that this ingenious answer only came under the examiners hands to be disfigured by a big zero."

## \* Question Drawer. \*

1. Is it lawful to punish a refractory pupil by keeping him in during recess or after school hours?

2. A teacher is engaged for six months ending June 30th, at \$20 per month. She is then engaged for four months, from Sept. 1st to the close of the year at the same rate, \$20 per month. Has she any claim for summer holidays?—W.A.F.

[1. It is not, so far as we are aware, forbidden by law, but is generally considered, by the best educators, undesirable. 2. The answer will depend, we think, upon whether the engagement was by the month, *i.e.*, simply for a month at a time, or was in the first instance for six months and in the second for four months. The law provides that every qualified teacher employed for any period *not less than three months*, shall be entitled to be paid salary in the proportion which the number of teaching days during which he has taught in the calendar year bears to the whole number of teaching days in the year.]

1. PLEASE publish in your JOURNAL the Roman system of notation from 4,990 to 5,000, inclusive.

2. Would you be kind enough to give me your opinion of Phrenology? Is it recognized as a science by the best scientific men?

3. State the address of any firms publishing books on the subject.—J. R.

[1. MMMMCCCCXC, XCI, XCII, etc. 2. We have no doubt that there is a certain basal element of truth in Phrenology. It may be regarded as established that the brain is the instrument of the mind, and that some general idea of the character and power of the individual mind may sometimes be gained by observing the shape and size of the head as indicating those of the brain. But the assumptions of Phrenology that each function of mind has its distinctive brain organ, that the development of this functional power is in direct ratio with the size of its organ, that the function of each organ has been discovered, and that the degree of its development can be determined by the configuration of the exterior surface of the skull, have never, in the opinion of the best psychologists, been established, and never can be. Our opinion, then, is that Phrenology is *not* a science. 3. Fowler and Wells, of New York, have published many books and pamphlets on the subject.]

1. How far should numbers be taught to children in first class, Part I., before they are promoted to Part II.?

2. Should the order of the P. S. Arithmetic be followed exactly?

3. In my first class, Part I., I have three divisions. How much time ought I to devote daily to the teaching of Reading, Number and Language to each class?—D. E. MCM.

[1. *Counting* and *adding* by the use of objects, such as strings of beads, pebbles, splints, pegs, balls on the numerical frame, etc. *Analysis of numbers* up to twenty, so as to give perfect command of the different ways in which numbers may be obtained by addition. *Figures* used to write down numbers up to 100; use of figures developed from counting. 2. Everything depends on what the pupil has already been taught. The order of the P. S. Arithmetic seems to be very much the same as that of the best books. If you had *Primary Methods*, by W. N. Hailmann, A. S. Barnes & Co., N.Y.; *Grube's Method of Teaching Arithmetic*, by Levi Seeley, E. L. Kellogg & Co., N.Y.; or *Wentworth's Primary Arithmetic*, Ginn & Co., Boston, you would get help. Perhaps the second would suit you best. 3. Why have you three divisions? Reduce them to two by re-grading, if possible. Combine them for Number and Language lessons into one class. A lesson of fifteen minutes, four times a day, would take one hour of the school time. If you duplicate the Reading, an

hour and a half; if you triplicate the Reading, two hours, or one-third of all your time. Study how to multiply your power by class-teaching, alternated with individual teaching—both are best when not followed exclusively.]

"THE product of four consecutive numbers is 73,440; find the numbers." Please give solution. E. H.

[This question has been answered three or four times in previous numbers of the JOURNAL.  $73,440 = 2^5 \times 3^2 \times 5 \times 17$ . It is seen that 17 or some multiple of it must be one of the consecutive numbers, and we easily arrange the factors  $15 \times 16 \times 17 \times 18$  as the only combination possible.]

PLEASE publish list of Literature Selections from High School Reader prescribed for next Teachers' Examination.—S. L.

[1891. III, The Trial Scene in the "Merchant of Venice"; VII, To Lucasta, on Going to the Wars; XVIII, Rule, Britannia; XXVIII, The Cotter's Saturday Night; XXIX, The Land o' the Leal; XXXV, The Isles of Greece; XXXVI, Go where Glory Waits Thee; XXXVII, Dear Harp of My Country; XXXVIII, Come, ye Disconsolate; XL, The Glove and the Lions; XLVI, The Bridge of Sighs; LI, Horatius; LIV, My Kate; LV, A Dead Rose; LVI, To the Evening Wind; LXII, The Cane-Bottomed Chair; LXVII, The Hanging of the Crane; LXXIII, Ode to the North-East Wind; LXXVI, Barbara Frietchie; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge"; CI, The Forsaken Garden; CV, The Return of the Swallows; CVI, Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter. ENGLISH PROSE.—In English Composition the Examiner will allow a choice of subjects, some of which must be based on Scott's *Ivanhoe*, with which the candidate is expected to familiarize himself by careful reading.]

[A SUBSCRIBER.—Your questions about the validity of your certificate under the conditions named had better be addressed to the Education Department. You will thus get official answers.]

ON what days should the flag be hoisted on the school houses throughout the Province?—D. B.

[There is no rule or regulation. On all public occasions, we suppose.]

WILL candidates for the Primary Examination be required to fill the five Drawing Books?—W.H.S.

[Each candidate is required to submit his school work in the five books, or their equivalent in character and amount. From this we should infer that "Yes" would be the correct answer.]

1. PLEASE explain the formation of alcohol.

2. Is there a particle of alcohol in "sweet" cider?

3. What does the School Law state regarding corporal punishment?

4. Is there any rule for finding the day of the week upon which a certain past date falls?

5. Locate the "Long Sault" mentioned in the *Heroes of the Long Sault*.

6. Name the States of Europe having Republican forms of government.—ALPHA BETA.

[1. Alcohol is a chemical compound of carbon, hydrogen and oxygen. It is produced, in the decomposition of liquids containing sugar, by the presence of the yeast fungus. For fuller answer see "Public School Temperance," the authorized text-book. 2. Yes. All cider is the result of the process of fermentation above referred to, in the course of which alcohol is produced. 3. Nothing, so far as we are aware. Sec. 153, (3) of the School Law makes it the duty of the teacher "to maintain proper order and discipline in his school, accord-

ing to the presented regulations," and Regulation 12, (6) requires the teacher "to practise such discipline in his school as would be exercised by a kind, firm and judicious parent." Whether such discipline includes corporal punishment, in the case of children of school age, is a point upon which the opinions of parents and teachers, and perhaps legislators and lawyers, will no doubt differ. 4. Can any subscriber give such a rule? 5. The Long Sault Rapids are at the west end of Lake St. Francis. They are passed by the Cornwall Canal, eleven and a half miles in length. 6. France and Switzerland.]

IS business done at a meeting of rural trustees legal or binding on teachers and others, if the Board passes no resolutions and keeps no minutes of their meeting? Would a notice to terminate a teacher's agreement be valid when signed by two of the trustees, without having a resolution of the Board or any minute of such notice in their minute book?—QUERY.

[Sec. 36 of the School Act provides that "no act or proceeding of a rural school corporation which is not adopted at a regular or special meeting of the trustees, shall be valid or binding on any person affected thereby, unless notice has been given as required by this Act, and unless at least two trustees are present."]

WHAT towns of Ontario serve as county towns for two counties?—Y.P.C.E.

[Brockville, Napanee, Cobourg, L'Orignal, Cornwall.]

1. WHAT Territories of the United States have been formed into States since the issue of the present Public School Geography? Please give capitals also.

2. (a) When were Muskoka and Parry Sound made counties of Ontario? (b) What population or other qualification does a District of Ontario require to become a County, or a Territory of United States to become a State?

3. What progress has been made with the Panama Canal? Is it ever likely to be completed?

4. Would it be proper for a teacher to call a trustee meeting to engage the teacher for the ensuing year, it being understood that the teacher is to remain for another year, the only necessity being to determine the salary?

5. Is there anything in the School Law concerning persons entering a Public school without knocking or other signal?

6. To whom should a person write for particulars regarding the requirements for entrance to Toronto Medical College?—YOUNG TEACHER.

[1. We have not a copy of the P. S. Geography at hand, and do not know its date. North Dakota, South Dakota, Montana, Washington, Idaho and Wyoming are, we think, the only additions within several years. 2. (a) Never, so far as we are aware. They are still Districts. (b) There is no specified population or other qualification. Admission is made when deemed expedient by proclamation of the Lieutenant-Governor. 3. No progress has been made for a year or two. We do not think it at all likely it will ever be completed. The Nicaragua Canal, which is now in process of construction, and will, it is thought, be completed in about five years, will probably render it unnecessary. 4. No. It is the business of the secretary to summon trustee meetings. 5. No. Such courtesies are matters of custom, and "elegantly understood" in law. 6. To the Registrar of the University, we suppose.]

HE who has learned what beauty is, if he be of a virtuous character, will desire to realize it in his own life—will keep before himself a type of perfect beauty, in human character, to light his attempts at self-culture.—John Stuart.

For Friday Afternoons.

WHAT IS YOUR LIFE ?

I.

To live is to be :  
To see  
And to hear with the eye and ear,  
To think :  
And to drink  
Of the lore of all ages,  
To stand on the brink  
Of the fountain whence sages  
Have drank in the wisdom  
Which shines from their pages,  
And lift us by stages  
Of easy gradation  
To heights of elation,  
And much contemplation  
Of mysteries vast.

II.

To live is to love,  
As the dove  
Loves her mate in the wild,  
As the mother her child.  
The wild storm of passion  
Sweeps over the life  
Of the maid or the wife,  
And into her breast  
Brings a lasting unrest,  
And a fierce bitter strife.

III.

To live is to love :  
To be drawn up above  
As the sun draws the water  
From land and from ocean :  
And oh ! glad commotion,  
When cloud turns to rain,  
And returns whence it came  
To water the land  
Where the harvest shall stand ;  
Giving life to the brook,  
Which leaps from its nook,  
And, like silver thread,  
Runs through the green meadow,  
And with strong endeavor  
Soon reaches the river,  
Then on to the ocean :  
And oh, glad promotion !  
For now it can say,  
As can but a few,  
"I have finished the work  
Which Thou gavest me to do."

IV.

To live is to travel from cradle to grave  
Where the slave  
Leaves the fetters of flesh  
And of sense  
And from thence  
Soars above  
To the life that is love,  
To a Love that is Life.  
For God is but Love  
He painted the flower  
Which climbs up the bower  
Where the maid and her lover  
Are crossing the portals,  
To walk in the temple  
Where dwell the immortals.  
—Rev. C. Whiting, D.D., in Chicago Standard.

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MAJOR PEPPER—" Doctor, I'm knocked out ; am feeling very poorly this morning."  
DR. KNOWALL—" Take a pill and follow it up with quinine."  
MAJOR—" Oh, I never could endure blue pills."  
DR.—" Well, a dose of castor oil, then."  
MAJOR—" Ugh ! Impossible !"  
DR.—" Hum ! I don't know—Take a—ake a good stiff julep—plenty of mint and whiskey."  
MAJOR—" Anything you say, Doctor ; anything you say !" [Rings the bell.]

GUEST—" See here, waiter, I ordered a young duck and you have brought a tough old hen."  
WAITER—" No, sah, dat war a duck. But de duck egg was incubated by a hen, sah ; and when de duck came out he dun gone assumed de proclivities of a hen, sah."—Puck.

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MR. COM PLACENT (visiting newspaper office. To editor)—" What do you do to get rid of the beastly bores who stay all day and don't know how to take a hint ?"

EDITOR (without looking up)—" Stay five minutes longer and I'll show you."—West Shore.



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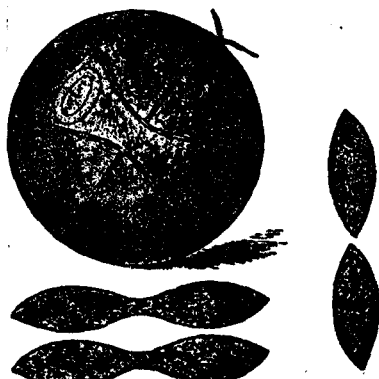
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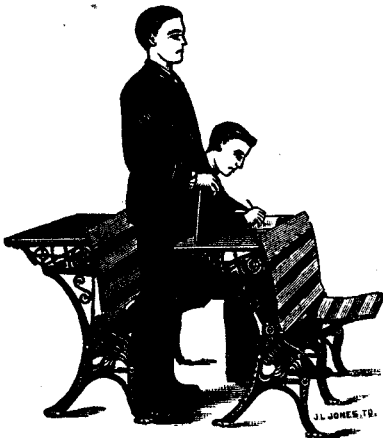
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