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

LINDSAY is now to be added to the list of towns which have first class High-School buildings. The new edifice, which has just been completed at a cost of \$30,000, and which was opened a week or two since by the Minister of Education is said to be one of the finest and most complete in the Province. The staff of teachers affords a good guarantee that the school itself will take equally high rank in the still more important matter of educational ability.

WE are glad to note that the authorities of University College have at last taken a decided stand in the matter of hazing. A notice signed by the Registrar has been posted conveying in no ambiguous terms the fact that any student found guilty of certain specified objectionable practices, such as usually come under the above designation, will be disciplined. When a few more of the leading institutions have fallen into line, the thing will have been done, and college hazing will take its place amongst other obsolete academic barbarisms.

Practical Problems in Arithmetic will be ready for delivery at the end of this week. It will furnish every teacher in the first, second, and third forms with all the arithmetical problems he requires,—about 700, well arranged and graded for the respective classes. It is a coming book for these forms; and every teacher using it may save the time now consumed in devising questions, for more advantageous employment. It will be sent, post-paid, for only 25 cents, or, for 30 cents, the publishers will send this little book and Grip's Comic Almanac together, post-paid, so long as the stock of the latter valuable publication holds out.

THE following are some of the principal subjects of Articles in *School Work and Play*, going out this week:—A short sketch of the life and work of Henry M. Stanley, the African explorer, with portrait; "Jessamine," an original Valentine Day story, by Miss Ethelwyn Wetherald, Fenwick, Ontario; Friday Afternoon budget; "The Dotheboys' Academy," a story from Nicholas Nickleby; Work and Play amongst the Indians, by Mr. D. Boyle, of Toronto; Samples of juvenile drawing, in the "Field of Fame;" "Longfellow," concluded, (an illustrated article); "Our Little Ones" page, beautifully illustrated; a Geographical Struggle; The Unmanageable Donkeys; together with interesting Editorial, "Puzzlewits," and "Jest phor Phun" departments,—the last two illustrated. Do not fail to see this number.

THE Cobourg *World*, commenting on the article on the "The Teacher's Status," which recently appeared in our columns, says that, "trustees, especially in rural sections—changing as they do from year to year—are not unfrequently led to deal with the teacher just as they do with their hired servants: with this difference in favor of the servants, that the latter, because of their scarcity, can about compel their employers to pay high wages, give them decent treatment, and extend to them fair dealing," and that parents often treat the teacher unjustly by hastily condemning his action, in the presence of their children, without first consulting the teacher; by insisting on a maximum of good results in return for a minimum of home work or parental oversight; by expressing surprise that their child is not marked high in deportment, when at home the same youth rules the household, etc. It is evident that both parents and trustees need much education before the ideal school can be developed. But progress is being made.

THE publishers desire us to state that No. 2 of *School Work and Play* was sent out to all teachers in Canada whose addresses they could procure. The copy is universally admired; and from the encouraging response, it is evident that the Teachers are taking an interest in the publication. They may safely do so, for it will certainly be made as entertaining and instructive as possible to the pupils, and of as much assistance as such a paper may be, in the ordinary line of school work. It would certainly be a desirable thing for such a paper, encouraging children to cultivate the better class of reading, and providing instructive and improving methods of competition, to have a large circulation in every school in the country. But in order to this, Teachers will have to take a kind interest in the paper; for it cannot obtain a footing in the schools in any other way. No. 2 was decidedly better than No. 1; and No. 3, going out this week, is equally decidedly better than No. 2. A general circulation of No. 3 is not made among teachers as was the case with Nos. 1 and 2; but any teacher who may wish a copy, for inspection and canvassing purposes, will be cheerfully furnished on addressing the office by card. See the advertisement on page thirteen of this paper.

Apropos of the living question of the place of English in educational courses, the following remarks by Sir Morell Mackenzie, in an address to the students of all the faculties at the University Union, Edinburgh, are worthy of attention. "Whilst accuracy," he said "was gained by the study of grammar and mathematics, breadth

only could be acquired from literature. By this he meant not merely an acquaintance with the contents of certain books and the biographies of their authors, but a right understanding of what Matthew Arnold calls "the manner in which men have thought, their way of using words, and what they mean by them."

IN response to a memorial presented by the North and South Wales University Colleges, the Senate of the University of London has resolved to add the Celtic language to the subjects specified for the M. A. examinations. These languages, though chiefly surviving in Great Britain, have hitherto received much more attention from German and other continental scholars, than from British. Their recognition as a distinct branch by London University will, it is expected, give a great impulse to Celtic study and investigation in the United Kingdom. There is, no doubt, a rich harvest yet to be reaped in the fruitful field afforded by the languages spoken by the people who were so influential in Europe about the time of Christ, and those students whose vernacular is the Welsh or Irish would have a great start in the investigation.

TEACHERS will do well to make a note of Sir Daniel Wilson's remarks in regard to the inaccurate use of the auxiliaries *shall* and *will*, *should* and *would*, so common in Canada. A good deal of painstaking practice will be required to correct these and other glaring solecisms such as abound in the speech of most of the children in the public schools, but such drill will be of much greater value to them in after life than any amount of the parsing in which so much time is usually expended. Good exercises for practice will often be found in our practical departments, but the best of all exercises are examples taken from the actual speech of the pupils themselves. There are, of course, many other verbs, both auxiliary and principal, in the use of which similar confusion exists, *e. g.*, *may* and *can*, *lie* and *lay*, *sit* and *set*, *teach* and *learn*, etc.

THE development of the Common Schools of England during the last eighteen years has been remarkable. In 1870, there were school accommodations for only 1,878,584 children in the entire kingdom, or for but 8.75 per cent. of the school children of the realm. To-day there is schoolroom provision for 5,200,685 children, with a national grant of 17s. 5d. for each scholar. On the school registers there are 4,553,751 names, with an average attendance of 3,470,509. These provisions are for more than one sixth of the total population. The most noticeable feature is the fact that the average attendance is but 75 per cent. of the registration, while the registration is but 88 per cent. of the accommodations, so that the average attendance is but 67 per cent. of the accommodations. The great object now is to raise the average attendance. This is found very difficult, especially in some of the country districts where both parents and school officers are very indifferent. But, in the present temper of Parliament and the nation,

this *vis inertiae* will be overcome and England will soon take rank with the foremost nations in general education.

CARDINAL MANNING has, it is said, prepared an exhaustive paper on the American Public School System. The Cardinal strongly favors parental as opposed to Public school control. The paper will soon be published concurrently in England and America. The Cardinal's view is quite right in the abstract. The parents are the proper parties to control the children. There are just two difficulties in the way of any immediate reform in this direction. The first is that a great many parents cannot exercise this control wisely or effectively. They have not the proper qualifications either of mind or of heart. The other is that very many, the majority, we fear, of those who could, will not. They are too much occupied, or too indolent, or too selfish to give the time and attention needed. The claims of business on the one hand, and of society and pleasure on the other, are all-absorbing. First educate a generation of parents up to the proper point, and then Cardinal Manning's plan may begin to be workable.

WE do not know to what extent the class of disappointed literary workers is represented amongst our readers. No doubt a number of them may have indulged in literary aspirations and reaped the fruits of disappointment which repay so many faithful efforts. To such it may be some consolation, though poor encouragement, to learn, on the authority of a recent article in *America*, that "it is safe to say that for every article accepted by the two most successful magazines in this country, from forty to fifty are rejected. The editor of one of these told me, some years ago that he received about twelve poems a day. As he could only use from four to six a month, if you reduce the statement to a proportion, and eliminate the Sundays, you will have 312 poems received each month and only six printed." As a corollary from such facts it may be inferred, and the statements of the magazine and newspaper authorities confirm the inference that for every accepted article or poem those publications which pay for contributions are obliged to decline many others quite as good, often, it is very likely, much better, than those which are accepted.

PRINCIPAL GRANT, replying to the address of a School Board, and referring to the opportunities he has had during his travels of examining other school systems, says:

"The best feature in our system is the comparatively important place held by the school district and local board. I would advocate the gradual increase of the power of local boards, both of Common and High schools. In order that changes in this direction may be effected with safety, people, generally, must take an active interest in the matter, and why should they not? Can anything else be to them of such interest as the education of their children? Electing the fittest men as trustees, they should gratefully acknowledge their services when they discharge faithfully the duties of their high office. They

should honor teachers, make their tenure of office secure, pay them liberally, and promote them fairly. Above all they should remember that they cannot discharge themselves of all responsibility for their children's education by throwing it upon the teacher. Home ought to be the best school. Wherever this is rightly understood the teacher's work will be effective and comparatively easy."

Educational Thought.

THAT which our school courses leave almost entirely out, we find to be that which most nearly concerns the business of life.—*Spencer.*

THE mind, instead of being a repository of powers which only need to be drawn out, is more like a plant which grows from a seed to its full stature.—*Johannot.*

WHERE will the coming men find an object of thought and feeling, of knowledge and skill, that does not have its tenderest rootlets in the years of childhood? What subject of future instruction and discipline does not germinate in childhood?—*Froebel.*

HAPPY the teachers who have to do with intelligences naturally curious! But especially happy are those who know how to excite curiosity and to keep it active. For this purpose we must skillfully appeal to the tastes of the child and favor them, yet without overtaxing them. Eagerness to utilize a taste may kill it.—*Compayre.*

THE teacher should carry to his work an abiding faith in the divinity of the human soul. He should see in the least promising of his pupils the probabilities of a nobler future. It is this faith that is both as a shield and anchor to the weary, overworked teacher. Every boy and every girl, however dirty the face, however ragged and scanty the clothing, however repulsive the countenance, is worth saving. There is something in the world for them to do. If rightly instructed they may become a blessing and an honor to the community, instead of a curse. This work is no less attractive to the true teacher than instructing the more favored children of fortune.—*Normal Index.*

To train pupils to correct habits of study and work, this I conceive more important than any other object presented. Education, in my mind, is chiefly the formation of correct habits. If the pupil's idiosyncrasies are not in a measure brought under control, he is left, as it were, untrained, undisciplined, and will never accomplish the best of which he is capable. The habits, perhaps, the most desirable and urgent for the pupil to fix upon himself are, first, systematic procedure in the use of time and other opportunities; second, the habit of earnest and intense activity while engaged; third, the habit of enjoying his work, and not looking upon it as a burden and a curse.—*President Holdbrook, in Normal Exponent.*

It can not be too often insisted on that examination is a good educational servant, but a bad master. It is a useful instrument in the hand of a teacher to test his own work, and to know how far his pupils have followed and profited by his teaching. But it necessarily exerts a fatal influence whenever it is made of such importance that teachers simply conform to an external standard, lose faith in themselves, sink into the position of their own text-books, and give but little of their own personality to their work. It is true that it is necessary to test the work of teachers; but it is not necessary, for the purpose of doing so, to take the whole soul out of teaching. If examinations are to be defended on the ground that they test the efficiency of teachers, then we reply that other and better ways of doing this are to be found, and must be found. We admit quite frankly that they can only be found and pursued at the price of some trouble and experiment on the part both of parents and those responsible for the conduct of teaching; but if trouble, and thought, and experiment are to be spared in this great matter, we had better at once resign the hope of attaining any moral and intellectual results of real value from what we are doing.—*From "The Sacrifice of Education," in the Popular Science Monthly for January.*

Special Papers.

THE RELATION OF MODERN LANGUAGES TO CULTURE IN ONTARIO.

BY JOHN SEATH, B.A., INSPECTOR OF HIGH SCHOOLS.

HERBERT SPENCER justly declares that "to prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of an educational course is to judge in what degree it discharges such function." It follows, therefore, that our courses of study should keep pace with the progress of knowledge, and that the culture we receive should have a just relation to the requirements of the age we live in.

But, in educational matters, reforms are effected more slowly, perhaps, than in any other department of human effort. Notwithstanding the changed conditions of life, it has been maintained by some for nearly three hundred years, that Mathematics and the Ancient Classics should be the staple of a liberal education. English, French and German, the Natural Sciences, and History and Political Economy—necessary subjects of modern culture—have won only tardy recognition of their claims. By some, indeed, even in Ontario, their importance is still denied or only partly admitted, and there are still institutions even in Ontario in which Classics and Mathematics receive an inordinate share of attention. Men are so influenced by their surroundings and by traditional opinions that they cannot at once rise to a full appreciation of newly discovered truth. The childlike confidence of some educated men in the indispensableness of the subjects in which they were themselves educated, and the keen resistance of established teachers whose positions and prestige are supposed to be affected, reinforce the natural conservatism of mankind, and new learning usually gains an assured footing only after a long and arduous struggle.

In Ontario, however, we have reason to be thankful: in many respects our educational system is superior to most. But there is still room for improvement: there is on every side abundant evidence that a satisfactory solution of the problem of "complete living" has not yet been reached: we have not yet devised a course of study which shall duly relate our culture to the necessities of the nineteenth century.

As its name indicates, the "Modern Languages Association of Ontario" deals with one department of such a course, and I have concluded that, at the present juncture, the most appropriate subject I can select for an address is, "The Relation of Modern Languages to Culture in Ontario." I propose then, to discuss briefly their educational value and present position in the Province, and to direct your attention to certain defects which experience leads me to believe deserve your immediate and earnest attention.

EDUCATIONAL VALUE OF MODERN LANGUAGES.

First, then, as to the educational value of Modern Languages.

About forty years ago, even in England, the study of German was almost unknown, and French was classed in the same category as dancing, deportment, and the use of the globes. Matters are, of course, different now; it is now generally conceded that any scheme of instruction, deserving of serious consideration, must provide for the teaching of these languages. But their high value as culture is by no means generally conceded; it is not even generally understood. Though French and German, when effectively taught, are useful instruments of mental discipline, we cannot claim for them, in this respect, the same position as is due to the markedly synthetic languages, whose regular and complicated structure affords a better means of logical training. Not many of us, however, can spare the time such discipline requires: for most, linguistic training must be confined to one or more of the modern languages. But French and German have values particularly their own. Even now in Ontario they are useful to some as a medium of communication; and ability to converse and to correspond in these languages will, no doubt, become more desirable as our country extends its commercial and social relations with the continent of Europe. But, to both the scientist and the *litterateur*, these languages, especially German, are indispensable. The man who is unable to read them is almost shut out from the results of the researches of the most eminent scholars of the day and is but imperfectly equipped for any department of study. French and German, and in a less degree Italian and Spanish, are also especially valuable for the richness and copiousness of their literatures—for their power of ministering to our need for conduct, to our need for beauty. It is, I hold, a matter of prime importance that the study of a language should be carried to the point at which it throws open its literature. Few can afford the time necessary for this in the case of the ancient classics. Ability to read the modern languages is more easily acquired, and the literatures thus thrown open are admirably suited to enable us to secure that temper and disposition of mind which constitute culture in the nineteenth century.

And, if the chief languages of Continental Europe are entitled to a front rank in our educational system, how much more so are our English language and our English literature!

Thirty years ago English was hardly studied in the English Schools and Universities. Even now English University-men are discussing the question whether English literature can be taught, and, in some quarters in Ontario, the claims of our own language have not yet been fully allowed. Unfortunately, scholars, trained to deal with the difficulties of the synthetic languages have been in the habit of underrating the difficulties of our analytic language. Ignoring the differences of structure they have ignored, too, the necessity for different modes of treatment. By extremists, indeed, it has been supposed that the children of English-speaking parents, know English by virtue of their birth; that it is a subject that can be picked up during the process of assimilating Latin and Greek. "There is nothing in English: everyone knows English." This is the attitude of some. Our view is, I believe, that there is a great deal in English, and that very few indeed know English. Surely our own language has paramount claims upon our attention. Important as it may be for Canadians to know other tongues, surely it is important for them to know their own and to know it well. It is the tongue of nations that are foremost in the world. As an instrument of expression it is unrivalled in plastic power. Its literature is the most splendid the world has ever seen. Even on lower grounds, our language has eminent claims: it supplies an admirable means of linguistic discipline. In English alone can we Englishmen make our first attempt at a proper study of language; for, in English alone, have we the preliminary knowledge to arrange into a scientific scheme. "In the matter of linguistic study," to quote the words of Sweet, "there is no fear that the English will prove in any way inferior to other nations; in fact, the richness of our sound systems, both consonants and vowels, the delicacy of our intonation and stress distinctions, and the comparatively rational nature of our grammar, ought to give us great advantages." It is also, to quote Sweet again, "an isolating language which is passing into the agglutinative stage with a few traditional inflections. . . . It, thus, enables us to watch many linguistic phenomena in the very process of formation." If Sweet is right, the mere possession of such a language should put us in the forefront as philologists. Classics have their value as a means of linguistic training; English, too, has its, though different in kind.

So much for the distinctive values of the chief modern languages. Few liberal-minded men will now deny that the ancient classical courses have fallen out of due relation to the requirements of the present age. A knowledge of Latin and Greek is still valuable—nay, indispensable—to every highly cultured man; but we must recognise the fact that, however perfect may be their form, the best results of human thought are not embodied in their literatures. If we are to be prepared for "complete living" in the nineteenth century—if, as the apostle of culture preaches, we are to secure "the power of conduct, the power of intellect and knowledge, the power of beauty, the power of social life and temper," our highest studies must lie in the more fully developed thought of the present age—above all in the literature of England, of Germany, and of France. The noblest works of the ancients cannot satisfy the moral nature of those whose tastes and consciences are being moulded by modern influences.

Assuming then, the high value of the modern languages, let us now see to what extent their claims have been recognized in our High Schools and Universities.

RECOGNITION OF THE VALUE OF MODERN LANGUAGES IN THE HIGH SCHOOLS.

First, as to the High Schools:

By the value assigned to each examination subject, the regulations of the Education Department demonstrate, I think, that here at least modern languages receive the recognition they deserve—one of equality with kindred subjects. At the third and second class examinations, Latin, French, and German are of equal value; at the First C. examination, French and German are of the same value as Latin and Greek, and a First A or B certificate may be obtained on a course in Mathematics, or in French and German, or in English and History, or in Classics; while, at the examinations below those for First A. and B., the English department has, as it should have, a far higher value than any of the others.

As regards the courses of study in English, French and German, I do not by any means claim that they are all we could desire. It is, however, proper for me to remind you that, as a result of the consolidation of the University and Departmental examinations effected last year, the responsibility for all the courses except those of the lowest form, rests upon the University of Toronto. It is well, too, to note that, as the other Universities of the Province adopt the same matriculation subjects, the University of Toronto is now practically responsible for the character and trend of the Secondary System. Any defects, therefore, that exist—and I intend to deal with

some of them before I close—are removable by the Senate of the University of Toronto and it is to this body that we must look for redress.

As regards the general acceptability of modern language studies, the statistics of the Education Department demonstrate that, while, of course, all High School pupils take English, there has been a steady increase in the number of those taking the optional subjects, French and German. Thus, with a total attendance in 1860, of 4,545, there were none in German and only 1,246 in French; in 1875, with a total attendance of 8,342, there were 509 in German and 2,956 in French; and in 1887, with a total attendance of 17,459, there were 1,350 in German and 6,180 in French. In no other subjects, except Science, has the rate of increase been nearly so rapid. It is clear, therefore, that so far as our Secondary System is concerned the study of modern languages is growing in public estimation. Nor are there wanting other proofs of popular favor. Any one who has watched the advertisement columns of the Toronto dailies during the past few years will have seen that, of all classes of specialists, modern languages masters are most in demand. In almost every case, too, their salaries are, as they should be, at least equal to those of their colleagues, the Classical, Mathematical, and Science masters. And, finally, of the twenty-six Collegiate Institute head-masters, fourteen—over half the total number—are teachers of modern languages; and of the other head-masters a number teach English in addition to their own special departments.

Let us now see in what estimation modern languages are held by the Universities of the Province.

RECOGNITION OF THE VALUE OF MODERN LANGUAGES IN THE UNIVERSITIES.

From the Calendar of the University of Toronto we learn that, in this institution, the Matriculation subjects are thus appraised:—

Classics and Mathematics each at 440 marks; English, including Grammar and Philology, Literature—Prose and Poetry—and Composition, at 150 marks; French at 100, and German at 75! At Senior Matriculation, Classics and Mathematics are each valued at 500 marks; English at 200, and French and German, each at 125. In the later undergraduate years, owing to the nature of the Modern Languages department, each of the constituent subjects has a still smaller relative value.

As regards the other Universities, correspondence with Registrars has put me in possession of the following facts:—

In Victoria, at Junior Matriculation, the three departments of (1) Classics, (2) Mathematics, and (3) English, with History and Geography, are equal each to each, and French and German are together equal to Greek. At Senior Matriculation, the departments of (1) Mathematics with Natural Science; (2) Latin; (3) Greek; (4) English; (5) French, and (6) German are equal each to each; and in the later years, the usage is substantially the same as at Senior Matriculation.

At Trinity, the Matriculation marks assigned to the various departments, are as follows:—

Classics and Mathematics each 500; English, French, and German, each, 200. At subsequent honour examinations no general proficiency scholarships are awarded, and consequently, the subjects are not assigned relative values. At the Primary, however, the following scale has been adopted: Classics and Mathematics each 400, and French and German each 100; and at the Previous examination, Classics 400, Mathematics 600, and the Languages, each, 100 marks. In Trinity, too, where Classics and Mathematics long maintained their "ancient solitary reign," English will in 1890 become for the first time a compulsory subject at matriculation—that is, a knowledge of their own language will then, for the first time, be formally required from matriculation candidates. In fact, so far as I can make out, a student may become a graduate in Arts in this University without taking English or one of the other modern languages.

At Queen's, however, the mode of proceeding to a degree is somewhat exceptional. There are no varying numerical values for different subjects; and the values for each are just the percentages made in each. In the case, however, of general proficiency scholarships, French and German are, together, considered equal to Greek. As to the status of English, I have no definite information.

Now, the advocates of modern languages study, of course, admit that the value of a subject differs at different stages of a student's course; English, for instance, in primary and secondary education is of far more relative importance than it is in a university course; but I think you will agree with me that, in none of our universities have modern languages secured the recognition they deserve—which recognition I hold to be for each sub-department a position of equality with any sub-department in any of the other departments.

As to courses of study, perhaps the best and briefest mode of procedure I can adopt is to outline, first, what the most progressive educationists consider desirable in university courses of modern languages.

To secure the academic standing that is their due, and to provide for a proper consideration of closely related

subjects, while maintaining the group-system which is now the vogue in Ontario, there should be two departments of modern languages, each equal in honor and in value to any other department in the syllabus of study.

1. One should embrace the Teutonic languages; and, while the primary object should be to impart a knowledge of English and German in all stages of their development, some attention should be given to the chief sister dialects also. Each language would, of course, be viewed under three aspects, the philological, the literary, and the practical.

2. The other department should embrace the Romance languages, dealing similarly with French, Italian, and Spanish.

It is hardly necessary for me to remark that these courses might not be differentiated in the earlier years, and might be still further subdivided in the last year; and it is clear that as is now usual in Toronto University, some subjects should be added which belong to other departments. The advocates of mod. language study do not claim that a training in their department, alone, constitutes culture.

Besides the group-system, we find in some universities a system of elective studies. This system also has its merits, but it very properly provides that each sub-department of modern languages be on the same footing as other sub-departments.

Assuming, then, the desirability of some such courses as I have indicated, do the universities of Ontario conform to their requirements? No one, I am sure, will maintain that they do. If, indeed, we are to judge by the standard of the best American Universities, our modern languages courses, more especially in English, are in most cases, not only meagre in details but behind the times in their general character. In Trinity, for instance, there is no honor undergraduate course in English; Queen's seems to be the only one that recognizes in its syllabus an English literature before the time of Chaucer, and Victoria is the only one that recognizes—barely, it is true—the English literature of the present day. In Toronto University, we have presented to us, as the equal of the Classical and Mathematical departments, and of each of the Science departments, an *omnibus* Modern Languages department, embracing English, French, German, Italian, Spanish; Ancient, Mediæval and Modern History, and Ethnology, just nine subjects—each one-ninth or a tailor-like fraction of a whole.

We should remember of course, that, in some of our universities this department is in the process of re-organization. It is, however, I think, the duty and the privilege of our Association, to give at its present session, some indication of the nature of the courses which we, representatives of the Universities and the High Schools, deem desirable in the interests of higher education. If my views are correct, few departments in our universities have been so much out of keeping with the requirements and the scholarly activities of the age.

So much for the recognition of modern languages in the High Schools and the Universities.

I propose now to direct your attention to some general defects that should be remedied, if the study of these languages is to bear its due relation to the necessary culture of the age.

GENERAL DEFECTS.

1. *Either French or German should be obligatory at matriculation.*

Either French or German should be obligatory on all candidates at matriculation. It goes without saying that both languages should be taken at this examination by candidates who have in view a course in modern languages; and, as a matter of fact, I suppose, they are. But, from the pass student and the honor man of other departments, one, at least, of these languages should be required; not so much, indeed, for mental discipline as for the sake of the knowledge they contain for the technical and professional student, of great and ever increasing value. German, in particular, should be at the command of the honor man in Classics, Mental Philosophy, and the Natural Sciences.

And, if this view be correct, it must be admitted that the University class-room is not the place to deal with the elements. The province of the modern University is to build upon the foundations laid in the Secondary Schools. Besides, the acquisition of a foreign language is easier in early youth. The organs of speech are then flexible and better adapted to acquire correct pronunciation. The memory is quick to grasp words and forms, and they become stamped upon the mind with an unconscious ease which is impossible at a later period.

Nor are we asking for too much. In some of the best Universities of the United States, French or German has, with excellent results, been required from the matriculant; and our High Schools, I am in a position to affirm, are fully competent for the work.

2. *Inattention to the pronunciation of Modern Languages.*

When I now call your attention to a serious defect in our High Schools—the too general neglect of the pronunciation of French and German—I am not confuting the opinion I have just expressed as to their efficiency. The fact is,

our examinations are conducted in such a way as to minimize the importance of this branch of language study. If a resolution were adopted at the last meeting of this Society were fully acted upon, much, I am sure, would be accomplished. Matriculation examiners in French and German should emphasize this part of their duty, and as soon as possible the same system should be adopted at the local centres. We should not, I think, make light of this defect. A language is not a language to any one unless he has been taught to pronounce it correctly and to distinguish its sounds when correctly pronounced. Thus acquired, the language becomes living, and a more intimate relation is established by sound and idiom between the mind of the author and the mind of the student; for, I hold, the training of the voice and the ear should, as we Canadians are now situated, be always made tributary to throwing open the literature of the language.

Akin to this defect is the scant attention given in our schools to reading or elocution. To my mind, the subject of reading is one of prime importance in connection with all teaching of literature. Good literature appeals to the intellect and the emotions through the ear as well as through the eye. No analysis of a poem can be so effective as the reading of the poem itself. The sympathetic reader

"Says the word so that it burns you through
With a special revelation, shakes the heart
Of all the men and women in the world,
As if one came back from the dead and spoke,
With eyes too happy, a familiar thing
Become divine i' the utterance!"

Nor is the subject of reading beneath the dignity of the College Professor. At Cornell, that most modern of universities, elocution and oratory receive special attention, and we can readily understand that there, at least, the English department, is not simply "a philological kite with a slender tail of literature."

My chief reason, however, for calling your attention to this subject at present is to emphasize the value in language-teaching of a knowledge of Phonetics. This subject is now taken up after a fashion by every teacher of modern languages. Usually, however, pupils are still expected to learn the sounds of their own and of foreign languages by mere imitation and by dint of memory. I now plead for a more scientific treatment. Owing to our anomalous orthography, English-speaking children in particular have a confused sense of the connection between sounds and their written symbols, and are often unable not only to distinguish minor shades of vowel-sounds but to articulate distinctly some of the more important consonants. This blurred feeling naturally affects their study of a foreign language, and makes it difficult for them to acquire correct pronunciation.

I do not, however, advocate the formal teaching of Phonetics in our schools. This should be reserved for the University class-room. There it must be the foundation of all linguistic study. But the teacher should be a phonetician, and the better a phonetician he is, the better will be his language teaching. The science of Phonetics, we all admit, is a difficult one. Fortunately, however, in a High School a little Phonetics will go a long way. With due attention to this subject, we may hope for better reading and better speaking in our own language. We may hope also for better and more easily acquired pronunciation of a foreign language. Above all, the future scholar will have laid the only possible scientific foundation for the study of philology.

Before leaving this subject, it is well to remind you that one of the honor English requirements at junior matriculation is a knowledge of the "sounds and the alphabet." We have thus an official recognition of the science in a form that does not startle the youthful mind; and the matriculation examiner has it, accordingly, in his power, to put the phonological branch of language study on a scholarly basis.

3. *Neglect of the literary aspect of the study of French and German and too much so-called critical study of English literature.*

Another subject to which I would direct your attention is the apparently too general neglect of the literary aspect of the study of French and German. The philological, or grammatical, and the practical aspects alone seem to have secured proper recognition. So far as concerns University work in these languages I am unable to speak definitely. It is, however, unfortunate that in most of the examination papers of the different years to which the public have access, the literary aspect of the subject is let severely alone. I do not refer, of course, to the reproduction of the contents of books of criticism but to the aesthetic criticism of the texts prescribed. So far, however, as concerns the Secondary Schools I can speak definitely, and I must confess that I can recall to mind but few instances in which there has been in my hearing the slightest reference to literary beauty. Very true, some of the texts in use are but poorly adapted for the purposes of aesthetic culture; but not all are so, and I am afraid that, under even more advantageous circumstances, there would be the same story to tell. The examinations are, of course, to blame.

In French and German, as elsewhere, the study of the languages should be subordinated to the study of the

thoughts of the author, and an effort should be made, even in the earlier stages, to secure appreciation of his literary excellence. From the student who is agonizing over Cassels' Introductory French book or that more trying book the High School German grammar, we can expect but little; but from the honor matriculant and the University student even in the earlier years, surely the literary value of the authors should receive ample recognition.

So far, however, as concerns the literary study of English in our High Schools, there is no ground for complaint on the score of insufficient attention. I am afraid, indeed, that in one respect, it receives too much.

The mental gain in the study of literature should be the power of reading not simply with intelligence but with that deeper comprehension which gives the words a real and living meaning—the power of being "clean rapt out of ourselves" of being totally absorbed in thoughts that are not our own—the power of intelligent and sympathetic reading. Without this power, true literary enjoyment is an impossibility. The critical faculty may afterwards awake; but, whilst we are reading for enjoyment, the critical faculty should be dormant. There is a tendency I fear, to immature criticism. It is easier to find fault than to secure appreciation of excellence. With the young at least, it would be well for us to assume that Newman and Macaulay can write English prose, and that Tennyson and Wordsworth understand the poet's art. It is not well to encourage the too early development of the critical faculty. By doing so, we endanger breadth of interest and the power of receiving truthful impressions. Let me quote Ruskin on this point:

"The temper by which right taste is formed is characteristically patient. It dwells upon what is submitted to it. It does not trample upon it, lest it should be pearls, even though it look like husks. It is a good ground, soft, penetrable, retentive; it does not send up thorns of unkind thought to choke the weak seed; it is hungry and and thirsty, too, and drinks all the dew that falls upon it."

4. *Unsuitability of some of the texts prescribed.*

This brings me to my next point: It has been urged before, but it cannot be urged too often—If we are to secure sympathetic reading, not only must the texts prescribed be selected with a view to the highest culture; they must also appeal directly to the student's tastes and interests. To realize fully the meaning of an author, we must realize fully the conditions that produced himself and his works. However devoted the young may be to the study of history, they cannot enter fully into the spirit of any other age than their own. Upon the bearing of this on the question of matriculation and other University texts I need not dwell. The general subject is before one of your committees, and the teachers of the Province have pronounced upon it time after time. We need a revision of the texts in our modern languages courses: in the case of English in particular, with a view to the due recognition of modern and Old English literature. For matriculation, too, more work should be prescribed, if English, French, and German are to be put upon a level with Latin and Greek, and if our High Schools are to lay a proper literary foundation for their pupils, the great majority of whom never reach the University class-room.

5. *Necessity for the study of English prose literature in a University course.*

It will not be out of place to note here the necessity for recognizing, in the different years of our University courses, the existence of a prose literature in the English language.

Poetry is, of course, the only pure literature; but prose also ranks as literature, and neglect of its claims shuts out the student from a vast field of culture and delight. From the practical point of view, too, our prose authors should be made the subject of literary study. For the majority, the only available stylistic discipline is that obtainable from the study of English models. To speak good English, a man must frequent the company of those who speak good English; and, to write good English, he must also familiarize himself with the works of those who have written good English; and just as a knowledge of grammatical structure acquired chiefly by reference to good models, is useful to the speaker and the writer, so a knowledge of Rhetoric acquired also by reference to good models is especially useful to every Englishman who wishes to use his language to the best advantage. The higher study of thought and expression in the perfect forms of the great writers cannot be without a moulding influence on the thought and expression of the student, and it should never be forgotten that the crucial test of that union of culture and power which mark the educated man is the use he makes of his native tongue.

Some, I know, make little of stylistic discipline. "A man," they say, "sits down to write, and he just writes; he never thinks of rules." Let me quote on this point, John Morley, admittedly one of the purest and strongest writers of modern English prose. "The morality of style," he says in his essay on Macaulay, "goes deeper than 'dull fools suppose.' When Comte took pains to prevent any sentence from exceeding two lines of his manuscript or five of print; to restrict every paragraph to seven sentences; to exclude every hiatus between

sentences or even between two paragraphs; and never to reproduce any word, except the auxiliary monosyllables, in two consecutive sentences; he justified his literary solicitude by insisting on the wholesomeness, alike to heart and intelligence, of submission to artificial institutions. He felt, after he had once mastered the habit of the new yoke, that it became the source of continual and unforeseeable improvements even in thought, and he perceived that the reason why verse is a higher kind of literary perfection than prose, is that verse imposes a greater number of rigorous forms." Morley adds: "One who touches the style of a generation acquires no trifling authority over its thought and temper, as well as over the length of its sentences."

6. *Bad effects of a low University Pass Standard.*

One more point and I have done.

The greatest hindrance, it seems to me, to educational progress is the lowness of the University pass standards—especially of the matriculation standard. Though general in its operation, this defect does greater injury, I think, to the Modern Languages Department than to any other in the University course. The University teachers of English and the other modern languages cannot be expected to deal exhaustively with their subjects, so long as they have to overtake the work that might be done in the High Schools. It would be no wonder, indeed, if the literary aspect of these subjects secured too little attention, when we consider that much of the time of the teachers must be devoted to elementary linguistic training. But what makes this condition of affairs still more objectionable, is the fact that it is quite unjustifiable. The University standards of to-day may have suited the High Schools a good many years ago: they are now out of due relation to the requirements of the province and the capabilities of the Secondary System. The truth is, ladies and gentlemen, while for years our High Schools have been making marked progress, until recently our Universities have made comparatively little. I am convinced that it would be far better for many of those who now matriculate, if they remained another year in the High Schools. Or, to put my opinion in another form, I am convinced that a part of our University endowments is simply wasted in doing the work which the High Schools are doing, and, from the nature of the case, are doing better than the Universities—work, too, which they can do without any further demands upon their resources than are now made by the Education Department, whose standard, you are aware, is more in accordance with the educational status of the country. Fortunately, the matriculation examinations of the Universities have, hitherto, had little direct influence upon the education of the people; while about three or four hundred are annually affected by the matriculation examinations, over six thousand are affected by the departmental examinations. The Universities have produced many excellent graduates, who have manned our High Schools, and have had, in other spheres, an influence upon the intellectual life of the Province, but upon the Secondary System the Universities have not hitherto exerted their legitimate influence. For the Universities themselves, this matter is a serious one. A low matriculation pass standard means also a comparatively low standard of honors and of graduation, and, consequently, a comparatively low type of Provincial culture. As I have said, this question of standards is a general one; but, as our ideals of what constitutes culture in English and the other modern languages, have of late years undergone modifications not always recognized by our higher institutions, the question is one of prime importance to our Association.

CONCLUSION.

How the Modern Language Association may best exert its influence.

I have now, ladies and gentlemen, dealt—freely I hope, but imperfectly I fear—with the more prominent defects that, in my opinion, adhere to the departments of Modern Languages—defects that must be removed if these languages are to take their proper place in the scheme of modern culture. The mere existence of such defects justifies the existence of the Modern Languages Association of Ontario, and our Association, if wisely and energetically administered, may become, I believe, a powerful factor in securing their removal.

We represent a new and, I hope, an aggressive force in education. Our views in reference to courses of study and the valuation of subjects should be crystallized into resolutions and pressed persistently upon the attention of those that have to deal with them. Not less important, however, is the direct influence we can exert on education by publishing and advocating improved methods of instruction. For some time, indeed, this should be one of our chief aims. But our Association may also, I trust, even now take its place in the scholarly activities of the age, and contribute its share to the advancement of sound scholarship in its special departments.

Naturally enough I have dealt solely with the claims of Modern Languages to a front rank in our programmes of study. I do not, however, wish to be understood as minimizing the importance of Classics, Mathematics, and the so-called Sciences: I simply claim for Modern Languages positions of equal importance. All are necessary

elements in the culture of the nineteenth century; and to take any other stand would be to emulate the illiberality of representatives of some of the other departments.

Nor need I apologize for emphasizing the claims upon your attention of our Secondary System. As the High School is, so shall the University be; and the representatives of academic education would consult their own interests if they recognized even more fully the fact that education is one and indivisible—that culture is no shibboleth of a class, but a temper and disposition of society to which all classes should be equally trained, and that the same gospel should be preached in our public schools, our high schools and our universities.

English.

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

ANNOUNCEMENT.

WE have pleasure in announcing that we shall shortly publish two or more articles from the pen of Mr. J. Seath, B.A., Inspector of High Schools for Ontario. These papers will deal with the teaching of English Literature. We are sure that our teachers will all look forward with interest to the publication of the words of a gentleman whose position and experience unite in rendering whatever he has to say worthy of careful attention.

Mr. Seath informs us that he intends to make the papers practical, and that he will take a literary extract—one of those prescribed for the Third-class Examination—and point out a proper way of dealing with it in the class-room.

ENTRANCE LITERATURE.

NOTE:—We are glad to begin in this issue a series of papers on the Literature selections required for the next Entrance Examination. The papers will, we expect, all prove very helpful to our teachers. Certainly the first paper by Mr. A. Stevenson, B.A., of Upper Canada College, is well fitted to introduce a series that promises to be really serviceable.

THE LANDING OF THE PILGRIM FATHERS.

A. STEVENSON.

THE pupils should be required to consult a history to find for themselves the condition of England at this time and the causes which led to the exodus of the pilgrim Puritans. The less of this kind of work the teacher does for his class the better. Education, not instruction, is I conceive the main object of these lessons in Literature. The Department of Education rightly requires that candidates on these examinations show that they not only understand, but "appreciate the author's meaning." The teacher can help the pupil to acquire such an appreciation, but he cannot fill him up with it as if it were so much mere information. The pupil's taste is to be drawn out, developed and cultivated, and this mainly by his own efforts.

It was late in the year 1620, when the *Mayflower* reached America. Then the coast was found to be so dangerous and uninviting that it was not until the pilgrims had spent a month in exploration that they finally decided on the site for the new colony.

The *Mayflower* was moored in Plymouth Harbor on the 23rd of December. Every man and boy went on shore to cut down and prepare timber for their future homes. The following extracts are from fragmentary journals kept by some of the pilgrims. Plymouth Harbor is thus described:—

"This harbor is a bay compassed with a goodly land, and in the bay two fine islands, uninhabited, wherein are nothing but woods, oaks, pines, walnuts, beeches, sassafras, vines and other trees which we know not. The bay is a most hopeful place, innumerable stores of fowl, and excellent good; and it cannot but be of fish in their season. Skate, cod, and turbot, and herring we have tasted of—abundance of mussels, the best we ever saw; and crabs and lobsters in their time infinite."

"Monday, the 25th, being Christmas Day, we went ashore, some to fell timber, some to saw,

some to rive, and some to carry; and so no man rested all that day. But towards night some, as they were at work, heard a noise of Indians, which caused us all to go to our muskets; but we heard no further, so we came aboard again, leaving some to keep guard. That night we had a sore storm of wind and rain. But at night the ship-master caused us to have some beer aboard."

It might be well for the teacher to read these extracts to his pupils. For a vivid description of the incidents of the landing read Mrs. H. B. Stowe's sketch, "The First Christmas in New England," and for the character of the pilgrims read Longfellow's "The Courtship of Miles Standish," and Lowell's "Introduction to the *Biglow Papers*," First Series.

"The Landing of the Pilgrims" is the strongest of Mrs. Hemans' poems. Nearly every line is a graphic picture. Call the attention of the pupils to this, and see that they form the concrete image for themselves in each case.

If the teacher is an elocutionist the best thing he can do for his pupils will be to read this piece to them with all the earnestness and energy which it requires. Stirring music has been composed for these words, and it would be a great benefit to the class to hear the poem sung.

Of course the pupils will commit the whole piece to memory. They will also readily note the rhythm if the teacher beat time slowly before them for the first two lines, thus:

"The break'ing waves' /dashed high', /on a stern' /
and rock' /bound coast',
And the woods' /against' /a storm' /y sky', /their gi' /
ant bra' n'ches tossed'."

Observe the striking appropriateness of the rhythmic movement, the intense vigor and spring of the words throughout the poem.

Notice that the stanzas correspond to the different paragraphs of a prose sketch. The contrasts in the second and fifth stanzas are doubtless with the plundering invasions of Mexico and Peru by the Spaniards. The statement in the last two lines of the poem is not strictly true if taken to refer also to the descendants of the pilgrims. In later days they were most intolerant and bitter persecutors of Quakers and Baptists that settled among them. The city of Providence, Rhode Island, was founded by Roger Williams and other Baptist refugees from Massachusetts. A remarkable book, dealing with this period, has recently been published, with the significant title, "The Emancipation of Massachusetts." Undoubtedly the Puritans acted from a feeling of duty, intense but perverted—a warning for all time.

The great admirable characteristic of the *Mayflower* pilgrims was, of course, their willing sacrifice of all earthly possessions and all tender associations to their higher good. One of their most famous descendants, James Russell Lowell, says, "They came out into the wilderness for the sake of an idea."

The two following striking expressions relating to this lesson are from "Miles Standish":

"The Plymouth Rock, that had been to their feet as a doorstep
Into a world unknown—the corner-stone of a nation."

"God had sifted three kingdoms to find the wheat for this planting."

The spirit which prompted the Puritan resistance to the Stuart kings and led to the *Mayflower* exodus was transmitted by the pilgrims to their descendants, and broke out again against the tyranny of George the Third. Thus arose the American Republic, whose most aristocratic citizens are proud to claim descent from the exiles of the *Mayflower*.

I close with an extract from Mrs. H. B. Stowe's sketch before referred to:

"At the very time while all this was doing in the wilderness, and the men were working to build a new nation, in King James's court the ambassadors of the French King were being entertained with maskings and mummerings, wherein the staple subject of merriment was the Puritans! So goes the wisdom of the world and its ways—and so goes the wisdom of God."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
DECEMBER EXAMINATIONS, 1888.

HIGH SCHOOL ENTRANCE.
DRAWING.

Examiners: { W. H. BALLARD, M.A.
 { J. E. HODGSON, M.A.

NOTE.—Only two questions are to be attempted.

1. Draw in perspective any rectangular solid, allowing the construction lines to remain.

State accurately the position in which you have supposed the object to be placed.

2. Draw a cylinder, with its axis vertical, as seen when placed above the level of the eye. The drawing to be not less than two inches wide and three inches high.

3. Sketch a vertical line three inches long and trisect it. An inch to the left of the upper point of trisection place a point. An inch to the right of the upper point of trisection place a point. Sketch a horizontal connecting these points. Trisect the horizontal. From the upper end of the vertical to the left point of trisection draw a curve curving outward. From the left end of the horizontal to the left point of trisection draw a curve curving upward. From the left end of the horizontal to the lower end of the vertical draw a curve curving inward. Repeat these curves on the right.

4. Sketch a square (the side to be not less than three inches in length.) Sketch its diameter. Bisect each semi-diameter. Bisect each half of the left side. Draw straight lines joining these two points to the bisection of the left semi-diameter. Draw similar lines on each of the other three sides. Strengthen the corners of the square between these lines. Strengthen the inner half of each semi-diameter.

COMPOSITION.

Examiners: { M. J. KELLY, M.D., LL.B.
 { JOHN SEATH, B.A.

NOTE.—Only six questions are to be attempted, viz.: the first two and any four of the rest. A maximum of five marks may be allowed for neatness.

1. Write a letter to a friend, inviting him to spend the holidays with you, and mentioning the kinds of entertainment you intend for him.

2. Express in your own words the substance of one of the following lessons:—"The Heroine of Vercheres," "King Richard and the Nubian."

3. Arrange the words in each of the following, in as many ways as you can, without affecting the sense:—

(a) "But knowledge to their eyes her ample page,
Rich with the spoils of time, did ne'er unroll."

(b) "Beside the bed where parting life was laid,
And sorrow, guilt and pain, by turns dismayed,
The reverend champion stood."

(c) "Immediately over their heads hung a woody precipice, without path or track upon its rocky face."

4. Rearrange the following so as to express the sense intended:—

(a) "The beaux of that day used the abominable art of painting their faces, as well as the belles."

(b) "Passengers are requested to purchase tickets before entering the cars, at the Company's office."

(c) "For sale.—A fine stone cottage, suitable for a small family, by a gentleman about going to California, with five acres of ground and a young orchard attached."

5. Change (a) from the direct to the indirect form, and (b) from the indirect to the direct:—

- (a) "I wish," said my uncle Toby, with a deep sigh, "I wish, Trim, I was asleep."
(b) "The Genius said that he should take his eyes off the bridge and tell him if he yet saw anything he could not comprehend."

6. Combine the following into a complex sentence:—

"The sap stirs early in the legs of a country boy. It shows itself in uneasiness in the toes. These get tired of boots. They want to come out and touch the soil. The sun has warmed the soil a little."

7. Change the following complex sentences into compound ones:—

(a) "This mode of traveling, which by Englishmen of the present day would be regarded as insufferably slow, seemed to our ancestors wonderfully rapid."
(b) As I was too far from home to think of returning, I determined to go forward."

8. Rewrite the following, substituting other and fitting words for those printed in italics:—

"The *natives* of the island *supposed* the ships had sailed out of the *crystal firmament*, *beyond the horizon*, or had descended from above on their *ample wings*, accompanied with lightning and thunder; and that these *marvellous beings*, clad in *glittering steel*, or *raiment of various colors*, were *inhabitants of the skies*."

DICTATION.

Examiners: { M. J. KELLY, M.D., LL.B.
 { JOHN SEATH, B.A.

NOTE.—The Presiding Examiner shall read the passage three times—the first time, to enable the candidate to collect the sense; the second, slowly, to enable the candidate to write the words; and the third, for review.

Columbus made signal for the ships to cast anchor, and the boats to be manned and armed. He entered his own boat, richly dressed in scarlet, and holding the royal standard. As he approached the shore, he was delighted with the purity of the atmosphere, the crystal transparency of the sea, and the extraordinary beauty of the vegetation. On landing he threw himself on his knees, kissed the earth, and returned thanks to God with tears of joy. His example was followed by the rest, whose hearts indeed overflowed with the same feelings of gratitude. Columbus, then rising, drew his sword, displayed the royal standard, and took solemn possession of the island in the name of the Spanish sovereigns, giving it the name of San Salvador.

READING.

Examiners: { J. E. HODGSON, M.A.
 { W. H. BALLARD, M.A.

In the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection, and Pause. They shall also satisfy themselves by an examination on the meaning of the reading selection, that the candidate reads *intelligently* as well as intelligibly. Twenty lines, at least, should be read by each candidate.

- I. Resignation.....pp. 105—106.
II. The Capture of Quebec..... " 233—239.
III. Edinburgh after Flodden..... " 277—281.

WRITING.

Examiners: { W. H. BALLARD, M.A.
 { J. E. HODGSON, M.A.

1. Write the following stanza once:—
"Clear and cool, clear and cool,
By laughing shallow and dreaming pool;
Under the crag where the ouzel sings,
And the ivied wall where the church-bell rings."
2. Write the following three times:—
December 19th, 1888; xc, qu, sch, phth,
D, I, Q, Z.

Mathematics.

All communications intended for this department should be sent before the 20th of each month to C. Clarkson, B.A., Seaforth, Ont.

PROBLEMS AND SOLUTIONS.

I. W. PRENDERGAST, B.A., Chatham Collegiate Institute, sends a number of excellent solutions. Some of the problems have already been solved. The following is his solution of No. 2, Nov. No. '88, p. 184, or H. Smith's Arithmetic No. 8, p. 188:—

SOLUTION.—\$80.75 are due Jan. 30, 1869; \$150, Ap. 3, \$30.80, July 1, \$40.50, Aug. 10; and \$60.30, Aug. 25. Reckon from Jan. 30.

\$80.75 due in 0 days.

\$150.00 " " 63 days, etc., etc. Total, \$362.25 due in 95 days and a fraction = May 5th. Sum due June 2nd = amt. of \$362.25 for 28 dys, @ legal rate of int.

2. MR. J. H. CRONYN, Bethany, sends a solution of No. 3, Dec. No., p. 218, which amounts to the same thing as Mr. Mosgrove's in last issue. The discrepancy arises from the meaning of the word "average." In the original problem, II. class, July '76, the word does not occur. But it was used in the sense of the arithmetical mean i.e. $\frac{1}{2}(7\frac{1}{2} + 5\frac{1}{2}) = 6\frac{3}{4}$. Both solutions are quite correct, according to the different meanings attached to the word "average."

$$3. \frac{3}{4} \text{ of } \frac{7}{8} \text{ of } \frac{1}{2} \frac{3}{8} - 2\frac{1}{4} \text{ of } 3\frac{3}{8} \text{ of } \frac{1}{2} \frac{7}{8} \text{ (III. class '88.)}$$

$$4\frac{1}{2} - (3\frac{1}{2} + 4\frac{1}{2}) + 3\frac{1}{2} + \frac{3}{8}$$

Sent by C. M., Westport.

SOLUTION by the EDITOR:—

Nr. = $\frac{6}{8} = \frac{3}{4} = \frac{3}{8}$
Dr. = $4\frac{1}{2} - 3\frac{1}{2} - 4\frac{1}{2} + 3\frac{1}{2} + \frac{3}{8}$. Cancel integers.
= $\frac{3}{8} - \frac{1}{2} - \frac{1}{2} + \frac{1}{2} + \frac{3}{8}$
= $\frac{3}{8} - \frac{1}{2} + \frac{1}{2} + \frac{3}{8} = \frac{3}{8} + \frac{3}{8} = \frac{6}{8} = \frac{3}{4}$
Fraction = $\frac{3}{8} \times \frac{7}{8} = \frac{21}{64}$. ANS.

4. A can do a work in $\frac{1}{2}$ the time he requires, B can do it in $\frac{2}{3}$ of the time C takes. All working together do it in 18 days. How long would each take separately? Sent by MISS R., Calgary.

SOLUTION by the EDITOR:—

A's time = B's time = $\frac{1}{2}$; 1 = 1 : 2
B's " : C's " = $\frac{2}{3}$; 1 = 2 : 3
∴ A's : B's : C's = 1 : 2 : 3

Therefore their rates of work are:—

A's rate : B's : C's = 1 : $\frac{1}{2}$: $\frac{1}{3}$ = 6 : 3 : 2
∴ A does $\frac{6}{18}$ of $\frac{1}{18}$ per day.
B " $\frac{3}{18}$ " " = $\frac{1}{6}$ " "
C " $\frac{2}{18}$ " " = $\frac{1}{9}$ " "

ANS. 33, 66 and 99 days.

5. A man paid \$1,200 cash for a lot. At the end of a year he took a 90 days' note for \$1,360 in exchange for the lot. Money @ 6%; bank discount; 360 days = 1 year; no day's grace. Find the net gain at the time of sale.

SOLUTION by F.A.C.:—

90 days = $\frac{1}{4}$ year; $\frac{1}{4}$ of 6% = $1\frac{1}{2}\%$; 1% of \$360 = \$3.60;
 $\frac{1}{4}\%$ of it = \$6.80; total, \$20.40 = discount on note. P.
W. of note = \$1,360 - \$20.40 = \$1,339.60
Amt. of \$1,200 for 1 year at 6% = 1,272.00
Net gain = \$67.60

6. In regard to the solution by J.H., No. 2, Dec., '88, or II. class, July, '88, No. 3, an able correspondent suggests the following amendments:—"B's services, are considered = \$15,000 capital when the stock is \$25,000, therefore his services must be worth $\frac{3}{5}$ more than the stock is increased to \$41,000, i.e. in the 2nd year his services must be the equivalent of \$24,600 capital, etc., etc." with corresponding changes throughout. The problem is evidently wanting in precision. If A and B should happen to take opposite views of the meaning of their agreement, the lawyers would probably share \$500 or \$1000 of the gain. Moral * * * * *

7. By J. C. H., Clifford, Ont:—

A number of men and women earned \$93 a day, each man getting \$2.25 and each woman \$1.50. Had there been 6 more men and 7 more women, all the women together would have earned the same as all the men together. Find the number of each.

SOLUTION by the EDITOR:—

6 more men and 7 more women would earn \$24 more; total = 93 + 24 = 117, or \$58.50 for each party. Hence $58\frac{1}{2} \div 1\frac{1}{2}$ = No. of women = 39; and $58\frac{1}{2} \div 2\frac{1}{4}$ = No. of men = 20.

8. If 76 men and 59 boys can do as much work in 299 days as 40 men and 33 boys can do in 557 days; how many men will do as much work in a day as 15 boys? Sent by RUBY, Winnipeg, Man.

SOLUTION by R. S. BROWN, Toronto:—

$$299(76x + 59y) = 557(40x + 33y)$$

$$\therefore 22,724x + 17,641y = 22,280x + 18,381y$$

$$\therefore 444x = 740y$$

or $6x = 10y$, i.e. $9x + 15y$, where x stands for a day's work by a man, and y for the same by a boy. Ans. 9 men do the same as 15 boys.

9. Given $\sqrt{5} = 2.236 +$, find $1 \div \sqrt{5}$ true to six places.

SOLUTION $\sqrt{\frac{1}{5}} = \frac{\sqrt{5}}{5} = 2.236068 \div 5 = \text{etc.}$

SOLUTIONS TO PROBLEMS IN JANUARY NUMBER.

The following are due to Mr. W. PENDERGAST, Chatham:

No. 5. $\frac{1}{3}$ (price)³ - $\frac{1}{3}$ (price)² = 6.591
 \therefore price³ = 7.414875; price = \$1.95.

No. 6. The sides are as 3:5:13; \therefore content = 195 cubic units.

\therefore 195 cubic units = 99840; \therefore 1 cubic unit = 512
 \therefore 1 linear unit = 8. The sides are 24, 40, 104

No. 7. Reckoning from May 2nd, we have \$47.30 due in 0 days; \$195.86 in 40 days; \$235.07 in 54 days; \$3.30 in ten days, and \$76.85 in 33 days. Thus by the ordinary method 42 days is the equated time. Ans. June 13th.

No. 8. L.C.M. of 3, 4, 5, 6 = 60, but that is not a square No. Now $60 = 4 \times 15$. \therefore the least square multiple of $60 = 4 \times 15^2 = 900$.

No. 9. The 29th February occurs 97 times in 400 consecutive years beginning with a century; \therefore total No. = $400 \times 11 + 97$. If the italicised words are omitted the problem seems indefinite.

No. 10. 1 sq. link = $\frac{1}{10000}$ sq. ft.; 1 sq. ft. = $\frac{10000}{1}$ sq. ft.
 L.C.M. = 1089 sq. ft. = 121 sq. yds. = 4 sq. rods.

No. 11. No. = L.C.M. of 8, 10 and 20 with 4 added = 84. Ans. seven.

No. 12. If $x = \text{one share at last}$, we have

$$\frac{1}{3} \left\{ \frac{1}{3} \left\{ \frac{1}{3} (4x + 1) + 1 \right\} + 1 \right\} + 1 = \text{heap, which}$$

is an integral number. Reducing

$$\frac{1024x + 781}{81} = \text{an integer}$$

or $12\frac{8}{9}x + 9\frac{5}{9} = \text{“ “}$
 $\therefore \frac{8}{9}x + \frac{5}{9} = \text{“ “}$ since x is integral.

$\therefore \frac{8}{9}x$ must = $\frac{3}{9}, \frac{12}{9}, \frac{21}{9}, \text{etc.}$, say $y + \frac{3}{9}$
 or $52x = 81y + 29$, or $x = y + \frac{29}{81}y + \frac{29}{81} = t$, say, where t is some whole number.

$\therefore 29(y + 1) = 52t$. Now 29 and 52 are prime to each other, $\therefore y + 1 = 52t$ and $t = 29$; $\therefore x = 80$

\therefore original pile = 1021.

No. 13. Every prime number greater than 3 is of one of the forms

$$6m + 1; 6m - 1. \text{ Thus } n = 6m \pm 1, \text{ and therefore}$$

$$(6m \pm 1)^2 - 1 = 12m(\pm 1)24m^2$$

But $m(6m \pm 1)$ must be divisible by 2, and therefore $(6m \pm 1)^2$, i.e. n , must be divisible by 24.

No. 14. Let x, y, z , be the respective numbers.
 $\therefore x + y + z = 20$; $4x + \frac{1}{2}y + \frac{1}{4}z = 20$; $\therefore 15x + y = 60$

$$\text{or } x + \frac{y}{15} = 4; \therefore \frac{y}{15} = \text{an integer, say } t.$$

If $t = 1, y = 15, x = 3, z = 2$; and this is the only value of t that satisfies the equation.

No. 16. $73440 = 2^5 \times 3^3 \times 5 \times 17$. Thus 17 or some multiple of 17 must be one of the consecutive numbers. We easily arrange $2^5 \times 3^3 \times \text{etc.} = 15 \times 16 \times 17 \times 18$.

No. 17. All three dig 79 in one day; thus we have L.C.M. of 24, 25, 30, 79 = number required = etc.

No. 18. If he borrows the money, he pays at the end of the year $168 + 20 = 188$. When he rents he pays $200 + 14 = 214$. Gain \$26 by purchasing.

No. 19. Let w_1 and w_2 be weights of tin and lead.
 $\therefore w_1 \div 7.44$ and $w_2 \div 11.35$ will be the weight of equal bulks of water. Also $w_1 + w_2 = \text{weight of compound}$.
 And $(w_1 + w_2) \div 10.43 = \text{weight of equal bulk of water}$.

$$\therefore \frac{w_1}{7.44} + \frac{w_2}{11.35} = \frac{w_1 + w_2}{10.43}$$

$$\therefore \frac{w_1}{7.44} = \frac{744 \times 4}{13 \times 1135} = \frac{2976}{14755}, \text{ which gives the proportion.}$$

No. 23. Interest on \$5420 @ 1% = \$54.20
 \therefore “ on \$5420 + \$550 = \$453 - \$54.20
 or “ on \$9970 = \$398.80, or rate = 4% on first and 5% rate on second sum.

“GREAT truths are dearly bought,
 Not found by chance;
 Nor wafted in the breath of summer dream,
 But grasped in the great struggle of the soul,
 Hard buffeting with adverse wind and stream.”
 —Anon.

School-Room Methods.

FARM ARITHMETIC.

1. WHAT will it cost to chop and clear 237 acres of land at \$14.25 an acre?

5. What will it cost to break and fence a section of prairie land at \$2.25 an acre and \$1.90 a rod?

3. Brown, whose time is worth \$1.35 a day, and his son, whose time is worth 85 cents a day, trade work with Jones, whose time is worth \$1.50 a day. How many days should Brown and his son work to pay for 33 days' labor by Jones.

4. A man chops and clears 50 acres for \$3,50 an acre and the wood, which he sells for \$500. He then buys the land for \$2,375. He could have bought it before clearing for \$40 an acre. Did he gain or lose, and how much?

5. A man owns all the sections of land in a certain township which border on the surrounding townships. How much land has he, and what will it cost him for line fence at \$1.25 a rod?

6. What will it cost to survey a township into sections at \$3.50 per mile?

7. What part of a section of land is 40 acres?

8. Is an ordinary quarter-section of land square? What about a half section?

9. The following are the debit and credit items of a 12-acre field for one year;—

- Dr. Fall plowing, 11 days at \$2.25.
- Manure, 27 loads at 35 cents.
- Spring plowing, 10 days at \$2.25.
- Seed wheat, 23 bus. at \$1.20.
- Drilling, 3 days at \$2.40.
- Reaping and binding, 65 cts. an acre.
- Stacking, \$4.50.
- Threshing, at 2 cts. a bus.
- Teaming to market, $2\frac{1}{2}$ cts. a bus.

Cr. 23 bus. per acre, at \$1.12 $\frac{1}{2}$ a bus.
 Find the net cash gain or loss.

10. How long will it take to break and back-set a section of prairie land if two acres can be broken and three acres back-set each day?

11. A steam plow turns four furrows, each 11 inches wide, and runs the full length of two sections of land before turning. How many acres will it plow in going twelve rounds?

12. What will it cost to enclose a section of land with a wire fence at the rate of \$4.50 a chain?

13. How many sections of land in 15 townships?

14. What will a township of land cost at the rate of \$120 for each half-quarter section?

15. How many rods of fence will it take to enclose a half-section of land and divide it into square ten-acre fields?

Answers. 1. \$3,377.25. 2. \$3,872. 3. 22 $\frac{1}{2}$ ds. 5. \$300 gain. 5. 12,800 acres, \$16,000. 6. \$126. 7. $\frac{1}{6}$. 8. —. 9. \$196.28 gain. 10. 533 $\frac{1}{3}$ ds. 11. 86 $\frac{1}{3}$ acres. 12. \$1,440. 13. 540 acres. 14. \$34,560. 15. 3,220 rods.—*Popular Educator*.

EXERCISES IN COMPOSITION.

[THE following exercises are taken from *Teachers' Help Manual* No 6. Mr. W. H. Huston, the author, is one of the most successful teachers of English in the country. The work contains a great deal of original matter.]

1. Write the name of your favorite companion and tell why you like him.
2. Write a brief note making a comparison or distinction between a toad and a frog; a goat and a sheep; a horse and an ox; a wagon and a carriage.
3. Describe orally any building you may think of, telling where it is, what it is like, and what it is made of, how it is laid out, and what it is used for.
4. Addressing your teacher, tell what you consider the most important thing to find out:
 1. In building a house.
 2. In buying a horse.
 3. In sowing a field.
 4. In going on a pleasure excursion.
5. Write the following in such a way that only three periods will be needed:

My father fell.
 My father broke his leg.

The servant ran for the doctor.
 He was out.
 He came, however, in an hour.
 He set the broken leg.

6. Mention five living things that you saw on the way to school, tell where you saw them, and what they were doing.

7. Tell in your own words the meaning of:
- “Faint heart never won fair lady.”
 - “The more haste the less speed.”
 - “A stitch in time saves nine.”
 - “Pride goes before a fall.”
 - “All is not gold that glitters.”
 - “A bird in the hand is worth two in the bush.”
 - “Fire is a good servant, but a bad master.”
8. Describe the process of drawing a map and explain the uses of the various articles employed.
9. Tell in what respect the following are alike; walnuts, butternuts and chestnuts; turnips and mangold wurtzels; plums and peaches; wheat and barley; flowers and trees; horses and cows.—*Popular Educator*.

NUMBERS.
 NOTATION.

1. *The value of different orders of units.*
 T.—John may lay one splint on the table. Mary may count ten splints and tie them in a bundle. How many splints has Mary?
 P.—One bundle.
 T.—How many splints in a bundle?
 P.—Ten splints.
 T.—As there is one bundle of ten splints we may call the bundle one ten. Mary may lay the one ten on the table at the left of the one splint. Harry may count out one hundred splints, and we will tie them in bundles putting ten in a bundle. How many bundles do the hundred splints make?
 P.—Ten bundles.
 T.—What have we called a bundle of ten splints?
 P.—One ten.
 T.—You may tie the ten bundles, or ten tens together. How many large bundles do they make?
 P.—One large bundle.
 T.—How many splints in it?
 P.—One hundred.
 T.—Then we may call the big bundle one what?
 P.—One hundred.
 T.—How many tens are there in a hundred?
 P.—Ten tens.
 T.—Harry may lay the one hundred at the left of the one ten. All may name the kinds of ones we have learned about.
 P.—One splint, one ten, one hundred.

The teacher may now require pupils to group other objects until all clearly see the value of the different orders of units up to thousands or higher.

2. *The place of each order of units.*
 Attention may now be called to the place of each order on the table. One splint, one acorn, or simple first of anything, is placed at the right, or in the first place; one ten is next to the left, or in the second place; and one hundred has the third place. Pupils may be asked to arrange bundles in their proper order. The teacher should now show how these numbers are expressed by figures, and drill in writing the different orders of units until the place of each order is fixed in the mind. Then combinations of different orders may be written and the cipher introduced to fill the place of any missing order.—*South-western Journal of Education*.

Do thy little, do it well,
 Do what right and reason tell,
 Do thy little, God has made
 Million leaves for forest shade;
 Smallest stars their glory bring;
 God employeth everything.
 All the little thou hast done,
 Little battles thou hast won,
 Little masteries achieved,
 Little wants with care relieved,
 Little words in love expressed,
 Little wrongs at once confessed,
 Little favors kindly done,
 Little toils thou didst not shun,
 Little graces meekly worn,
 Little slights with patience borne,—
 These are treasures that shall rise
 Far beyond the smiling skies.—*Anon.*

BUSINESS NOTICES.

WE desire to secure the service of one active, reliable member of every Teachers' Association, who will undertake to represent the JOURNAL at Conventions, on commission. Apply as soon as possible, with note from Inspector or President. In cases where arrangements are already in existence, no reply will be expected, as they will not be interfered with.

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

WE offer, p 273, a chance for clubbing with this paper, whereby our subscribers may secure certain desirable publications below the ordinary prices. We also offer certain premiums as an inducement for new subscriptions or prompt payment of old ones. We have taxed our generosity pretty severely in some of these expensive offers, but we do it for the general good of the cause, of course. Please give the announcement a careful perusal and write early. These offers will close Feb. 14th. Please observe.

Now that the season for holding Conventions has returned, we desire to repeat our request that Inspectors and Secretaries of Associations send us programmes of their forthcoming Conventions as soon as issued. We desire to make announcements of such Conventions, with somewhat fuller particulars than may be found in a Departmental list. Moreover, as this list contains only the names of Inspectorates in which Teachers' Institutes are held, a great many Conventions of Teachers, not being upon the list, are unknown to us, and unannounced. Give us an opportunity to make your operations known to the whole body of Teachers, all of whom take an interest in what concerns the profession. Also, please send us a summary of proceedings.

TEACHERS' INSTITUTES.

North Wellington—Feb. 7 and 8.
South Wellington—Feb. 14 and 15.

Mr. Inspector Tilley will attend both of the above meetings, and will, in each case, deliver a lecture on the evening of the first day.

Editorial.

TORONTO, FEBRUARY 1, 1889.

"PURE ENGLISH."

IN the course of the late meeting of the Modern Language Association in Toronto, an interesting question was raised with reference to the quality of the English spoken and written in Canada at the present time. Attention has also been called by some of our best authorities to the alleged tendency of the language of which we are all so proud to deteriorate in colonial speech and literature. In a recent number of the *Empire*, Mr. Stevenson, who is well known to many of our readers, and to whom we are indebted for the valuable notes on one of the Literature Lessons in another column of this issue, cleverly criticises the critics alluded to, calling on them to define what they mean by "Pure English," challenging them to point to any fixed authoritative standards by which it may be known, and deprecating the use of the term "corruption," as applied to the changes which the language is constantly undergoing by virtue of a law to which all living languages are subject.

The gist of Mr. Stevenson's criticism may be inferred from such sentences as the following:—

"Change is the law of the life of a language. When it ceases to change it ceases to live. New

forms come in and older ones disappear, and though some apparently remain, yet the original has been altered in form, in sound and in significance."

* * * * *

"Language is but the garb of our thoughts. The material and fashion of it vary with individuals and places and change in time, as do our other garments, and from caprice or advantage or necessity."

We quite agree with Mr. Stevenson when he asserts the right and the competence of Canadians to choose such language as will best express their thoughts, and protests that when even by them "an old term is employed in a new sense, or a new term introduced, or a new form of construction adopted, it is quite unreasonable for purists to condemn it at sight as a corruption." It would be quite natural, too, should such critics as Doctor Wilson and Dr. Carry fall into the error of supposing that "the book English in which they were educated and which they approve of is alone pure English." But at the same time we can but think that these learned gentlemen are doing Canadian students a real service in calling their attention to any tendency to deterioration they may observe, or think they observe, in Canadian English. We feel sure that Mr. Stevenson will not deny that every Canadian who has enjoyed educational advantages superior to those of the majority, owes a duty to the future speech and literature of the country. It would be easy to make the mistake, too common in these days, of deducing a law from observable phenomena and then speaking of that law, which is a mere generalization from certain past facts, as if it were some living, inexorable force whose operations it were folly to attempt to resist or control. Professor Huxley has long since taught us that "the human will counts for something as a condition of the course of events," in the outer world, though even he falls into the inconsistency of speaking in the same connection of the order of those events as if it were the outcome of some inexorable law or force with which the will had nothing to do, and so was absolutely ascertainable and predictable. Mr. Stevenson should not forget that he himself, by virtue of the relations which he, as a teacher of English, holds to many pupils, becomes one of the factors in the law of change which is constantly at work determining the future of the language in Canada.

It is very true that there is and there can be no arbitrary or absolute standard of "Pure English." But surely it does not follow that one form of expression, and one mode of pronunciation is as good as another. Who shall fix us an absolute standard in art or literature? Is, then, one painting, or statue, or essay, or poem, as good as another? Is it not clearly the duty of those who occupy prominent positions as writers, speakers, and teachers of English, to watch jealously the processes of development and change which are going on in this new country, to prevent as far as in them lies undesirable innovations, to promote by example and judicious criticism, the retention of the best

words, forms and sounds and to warn us against all deteriorating influences and tendencies? This cannot, of course, be done authoritatively or arbitrarily, but may be done to some extent effectively, by formulating and applying the best canons of taste deducible from the teaching and practice of those authors and speakers whose literary primacy is, by general consent, conceded.

These canons of taste must relate to the choice of words to be introduced or retained, the form or spelling of those words, and their pronunciation. We have not space left to deal as we had intended with each of these points, and must dismiss them with a word. The words themselves must undoubtedly be subject to that law of change of which Mr. Stevenson speaks, but while it would be both narrow-minded and futile to attempt to prevent the obsolescence of old words and the introduction of new, it would be ruinous and tend to barbarism to throw open the doors of the language to all new-comers indiscriminately, or to accept the uncouth coinage of every minter. The influences which are carrying our written language in the direction of a simplified and improved spelling are too strong and too salutary to be resisted. They need only to be regulated. The matter of pronunciation is, perhaps, of equal importance with either. All who speak English are interested in preserving the sonorous euphony of the language. We are inclined to believe that the average Canadian speaks and pronounces his mother tongue quite as well as the average Englishman, but, few candid Canadians will deny that the language comes from the tongue of a highly educated Englishman with a certain roundness and dignity which is lacking in the speech of many of the best educated Canadians and Americans. While we Canadians are to some extent free from the nasal twang and some other undesirable peculiarities in the accent of our neighbors, we have a very marked propensity to flatten our vowels in a manner which goes far to mar the beauty of the English we speak. Few of our readers will, we hope, agree with the opinions we have sometimes heard expressed, that this question of pronunciation is too unimportant to be worth the attention of scholars and thinkers. We are heirs to the noblest of living languages and should deem it a sacred obligation to pass it on unmarred in form or sound to our descendants.

DR. KIRKLAND'S LECTURE.

THE Spring term of the Toronto Normal School was opened on the 17th ult., with addresses by the Principal, the Minister of Education, and others. There were entered at the date of opening twenty-eight male, and one hundred female students. The following extracts from Principal Kirkland's opening lecture, are reproduced for the benefit of our readers. We clip from the report in the daily *Empire*:

"A recent writer on education has divided teachers into three classes. To the first class belong all those who are so thoroughly satisfied with their own attainments and with their own skill in teaching that they consider that all that is not

known by them is not worth knowing. These are fossilized teachers. There is no help for members of this class, they are beyond the physician's skill. To the second class belong those who are well aware that there is much of the science and art of teaching they do not know. They are eager and anxious to learn and are ready to receive whatever is poured into them. While there is more hope for them than members of the first class, yet they will never be ranked more than second rate teachers. They are mere imitations, and, like all imitators, are ready to imitate faults as well as excellencies. The third class is composed of those who follow the apostle, "Prove all things, hold fast to that which is good." Their minds are ever open to the reception of truth, come from where it may. They have no prejudices, but are earnest, honest investigators of truth, and courageous in applying it when found. They are not carried away by every wind of doctrine, nor do they cleave to worn-out garments.

* * * * *

"In all your teaching proceed step by step. The course of nature in the development of the human race is immutable. There can be no different good ways of teaching. There is but one good one, and that is the one which is strictly in accordance with Nature's unchangeable laws. Many of the so-called principles of teaching are simply corollaries from this important law. Amongst these we find the following: Start from the standpoint of the pupil, proceed from the known to the unknown, from the easy to the difficult, from the concrete to the abstract, from the particular to the general, from the example to the rule, from the object to the symbol, and from the idea to its name. These and other principles may readily be deduced from the law already enunciated. But have we no great teachers who never heard of the laws of teaching? Certainly. And we have had great orators who knew neither grammar nor rhetoric, acute reasoners who knew no logic, and great painters who knew not the laws of perspective. But these were exceptions—freaks of nature. Genius begins where laws end. Ordinary mortals must conform to the laws or fail, and even obedience to the law adds lustre to genius."

* * * * *

"Among modern methods of teaching the art of questioning is receiving much attention. A pupil trained to think under the sphere of judicious questions finds for every effect a cause. Underneath phenomena he finds laws. He is led to think out truths for himself. You will be doing much for your pupils, when, by wise questions, you stimulate their powers, lead them to enquire into the facts about and within them, their nature and their relations, draw from them such an exercise of their powers of observation, imagination and thinking that you will lead them to form original and independent opinions of things presented to their minds. But the method requires to be judiciously used. A third characteristic of modern teaching is the development and training of the whole pupil. The whole boy is now sent to school. Formerly only a part of him was sent, the rest being left at home. Modern teachers want the whole boy—physical, mental and moral—to come to school. They want to develop and train and enlarge his powers, to know, to feel, to will, to enjoy, his powers of mind and heart. The central aim of the modern teacher is the perfection of manhood and womanhood, and the central part of both is character."

GOD will excuse our prayers for ourselves whenever we are prevented from them by being occupied in such good works as to entitle us to the prayers of others.—Lacon.

Contributors' Department.

AN OPEN LETTER TO A YOUNG TEACHER.

DEAR JOHN,—I was glad to receive your kind letter. I take it as an evidence of your aptitude to learn, which is one infallible sign of aptitude to teach. The details you have sent me in historical form are an evidence of a methodical habit of mind that augurs well for your future success. Allow me to say at the outset of my letter, that you will find it a greater benefit than you can at present understand, to keep a note book on your desk and jot down rough notes of everything that takes place in your school-room. If you will take the trouble to sift these notes every Saturday and write out the pith of them articulately in a large minute book, I can promise you that your own mental development will be quickened and your skill in teaching will increase so visibly that you will be greatly encouraged. Ultimately you will be well paid in hard cash for the present labor. Your services will always be worth more than you get, if you lay the foundation of your success properly; but for this particular item I will undertake to guarantee one dollar an hour for all the time you spend out of school hours.

Well, I am not at all startled to find from your letter that a little of the bloom has been rubbed off your fair, though false, ideal of a teacher's work. It makes some difference to face the class instead of facing the teacher. The school-room seems to acquire a different aspect, does it not? Let me say, however, that these two or three weeks' experience have probably given you an exaggerated notion of the weariness and exhaustion that always follow vigorous, skilful teaching. These will always succeed the full strain of mental energy and nerve force, but not to the extent you now experience. You have been wasting more power on friction than is really necessary, and were not this wasted force to become a constantly diminishing quantity, you would probably break down in health at the end of the second year. But you will shortly sleep better, waste less power, take more play and exercise in the open air, and the threatened catastrophe will never happen.

I perceive that the sharp angles of the rough actual have driven some holes through several of your latent theories. The sense of almost absolute power was exhilarating to you as it is to most people. It permeated you and influenced your thoughts and actions powerfully. You felt, on entering the school-room, that you were a responsible officer, and this unconsciously to yourself gave a rather lofty, dictatorial tone to your voice that multiplied the coefficient of friction. The difficulties you mention and a few more that will undoubtedly occur will have on the whole a beneficial effect on your open mind. I know a little of your character and disposition and I foresee that you will in good time abandon your unworkable ideal of the responsible officer clothed with vast authority.

Before the end of the month you will one day suddenly and decidedly change your views in relation to the raw-hide that is now the outward sign of your autocratic power. I can already see you with your whole-souled way of doing things marching down to the stove, every eye fixed on your face. With a slightly tragical movement you put the barbaric implement into the fire. As you return to your place you will, however, step higher on the broken ideal you have trampled under foot. It may be that you will advance towards real power by this act, but I may tell you that the destruction of a twenty-five cent raw-hide will not place the sceptre in your hand,

though it may perhaps help you to win your kingship and sway your sceptre with worthy hands. But you will not quite attain supremacy until further experience, probably of the bitter sort, and deeper study of the problem of government enable you to smash a few more idols.

You confess that you have undertaken this business of teaching from merely commercial motives. Now I can easily predict what will happen. Your strong will and intense moral earnestness will force you to give up the undertaking in the course of a few years, or they will compel you to give your whole soul to the grand and god-like work you have begun. I believe no mercenary motive can long triumph in a noble mind like yours, and I feel certain you will freely and gladly accept the latter alternative as your mission on earth. None of the best work is ever done for sake of money, pure and simple; most of it is done without the stimulus furnished by the hope of a large pecuniary reward. In either case you are approaching the hour of decision. If you remain in the school-room from commercial motives you will destroy the happiness of your life. You will be out of harmony with your environment; you will grow discontented with your surroundings, and this will prevent you from achieving any satisfactory success. I am far from advising you in the choice. Choose your own life-work; your third-class certificate allows you three years to make a deliberate decision. But never decide the matter more than once.

I learn between the lines of your letter what will dawn upon your own mind in the course of a few months. You have unconsciously begun to imitate some of the mannerisms, that is to say, some of the prominent weaknesses of your own teachers. When you are fully aware of this error, it is already half corrected, for you know very well that no one ever did excellent work by copying even the greatest masters. You admire the manifest power of your favorite teacher and the apparent ease with which he dominated his classes. He is, it is true, clever, brilliant and successful, in spite of the odious strut and swagger you have unfortunately imitated. You will by and by be thoroughly convinced that his magisterial air, his tricks of speech and so forth are only the petty, barbaric trappings of his real power. These peculiarities, perhaps, express in a certain way his strong individuality; they make him picturesque as an Indian chief, but they do not constitute his power. They are merely feathers and war paint, and if you load yourself with these doubtful ornaments, you will still need the resistless energy, the keen eye, swift foot, strong hand, and active brain that have given him magnetic power. I judge that his strong, resonant voice has betrayed you into the bad habit of loud talking before your class. I am sure you will have discovered already that you teach most when you talk least, and that you speak with most effect in conversational tones well articulated, and so slowly delivered that every word tells.

In regard to locking the door precisely at nine o'clock, I do not think I need express my opinion. Your intention is all right and that is the principal thing. Your pupils are by this time convinced that you are in desperate earnest, and you will soon study carefully the proportion between offence and penalty. I am satisfied that you will not long govern by iron keys. You will discover the golden key that fits every lock and opens every heart with unseen hands.

Dear John, I would answer the whole of your letter if I could, but I must end here.

Yours truly,

HURON, Jan. 25, 1889.

WYANDOTTE.

Hints and Helps.

LANGUAGE WORK.

In my principal's room I observed, a few weeks ago, a happy way of conducting written spelling, which became a language lesson. The lessons included definitions. The teacher sometimes gave the definition withholding the word, and then told the pupils to write the word she had defined. She then called upon some pupil to define in the same way, another word for the class to write. She also gave some sentence containing a word of the lesson, and told the pupils to pick out that word to write. She then asked the pupils to form similar sentences for the class. It required a good knowledge of the lesson for the children to select the right word. It also strengthened their power of attention, a power that has been said to mark the difference between the great man and those around him.—*Ex.*

GEOGRAPHY.

WHAT is it? Geography is the science (*in potentia*) of earth and man in their mutual relations, studied with a view to explaining the life of man, as expressed in his thought, feeling, and action, about government, religion, education, industries, and society proper, as influenced by his physical surroundings.

Mathematical geography. What is it? A study of the position, form, size, and motions of the earth, so far as they influence the general distribution of heat and light.

Physical Geography. What is it? A study of the causes affecting, and the results following, the special distribution of heat (climate) and life, so far as these things influence man.

Political Geography. What is it? A study of government and the other institutions as influenced by their physical surroundings.—*Indiana School Journal.*

HOW TO USE A NEWSPAPER IN SCHOOL.

THE geographical names may be cut out and pasted on home-made maps.

The articles referring to places and customs may be used for the geography class.

Clippings can be made from it for the geography scrap-book.

Items of "general information" can be gleaned from it for an occasional ten-minute talk.

It contains allusions to many historical persons, which can be used for a general history lesson.

Its biographies of noted persons can be used in the history class.

Its best anecdotes and incidents can be adapted for reproduction stories.

Its scientific records can be used in classes studying science.

Its shipping notes can be used in a geography lesson on ports.

A certain paragraph placed on the board, may be used for a spelling lesson.

Pupils may be asked to gather from it items of current news.—*Institute.*

SENSIBLE ADVICE.

READ and practice this from *The Woman's Magazine* :—

Don't worry.

Don't hurry. "Too swift arrives as tardy as too slow."

"Simplify! Simplify! Simplify!"

Don't overeat. Don't starve. "Let your moderation be known to all men."

Court the fresh air day and night. "Oh, if you knew what was in the air!"

Sleep and rest abundantly. Sleep is nature's benediction.

Spend less nervous energy each day than you make.

Be cheerful. "A light heart lives long."

Think only healthful thoughts. "As a man thinketh in his heart, so is he."

"Seek peace and pursue it."

"Work like a man, but don't be worked to death."

Avoid passion and excitement. A moment's anger may be fatal.

Associate with healthy people. Health is contagious as well as disease.

Don't carry the whole world on your shoulders, far less the universe. Trust the Eternal.

Never despair. "Lost hope is a fatal disease." "If ye know these things, happy are if ye do them."—*Morning Star.*

GOOD BLACKBOARDS.

A CORRESPONDENT of *The North Carolina Teacher* gives the following directions for making good blackboards. "Now, when I say good boards, I mean good ones; and I want to tell North Carolina teachers how to make as good boards for 10 cents per square yard as they can buy for \$1 already prepared. Measure your school-room walls to find out how much surface you have, and buy the heavy manilla paper that is sold in the bookstores for blackboard and drawing purposes, as much as you require, and, having tacked one thickness of common newspaper on the wall first, spread the blackboard paper smoothly along the wall, tacking slightly, to hold it in place. Next, get any good painter to mix about one-half gallon of paint—jet black, as per this formula: Lamp Black, White Lead, Spirits Turpentine, Japan. No need of "Emery dust" to make a "cutting" surface, for this black surface is all that is needed. You can apply the paint yourself, two coats, putting one on the first day (at recess and evening), and next the second day (I made all my blackboards—some sixty square yards—and they did not cost me above \$5 for the entire outfit!).

To hold the boards in position securely screw—not nail— $1\frac{1}{2} \times \frac{3}{4}$ inch strips of wood along top and bottom. The "chalk boxes" are not essentials, but these may be easily made by using thin strips, screwed on at the bottom, at an angle of 65°. Now, this is a simple, inexpensive board, durable and as nearly perfect as could be desired, and I hope those who are about to make boards will try this plan."

LESSONS IN ELOCUTION.

BY elocution is meant the art of speaking effectively, it implies there is a knowledge of the art of speaking. Every one can speak, but few speak effectively. And, in school, utterance is simply utterance, and no art about it. Now lessons should steadily be given from entrance to the primary school to the time of leaving college in elocution.

By many the word elocution recalls the "professor" who speaks some "pieces" with terrific force; leaving the general impression that he is doing a hard task. The first effort of the teacher should be to get rid of this false notion. Such men may be elocutionists, possibly, but they are apprentices or journeymen. In a real elocutionist you do not notice the art employed: in a poor one you do.

The basis of all elocution is a smooth tone. The teacher should give daily lessons that will tend to make the voice smooth and musical. (And here comes the question, is your voice, teacher, a smooth, pleasing, musical one?) For this purpose give exercise on the elementary sounds, as found in most of the readers.

a	as in	fate
a	as in	father
a	as in	fall
a	as in	fat
etc.	etc.	etc.

There are thousands of ways to use these elementary sounds. Five minutes twice a day will help very much. Let the teacher lay out a series of progressive lessons, and follow them during the entire year. 2. Then as to phrases and sentences. A few should be chosen and practiced over and over until the pupil gets the inflections. Take familiar sentences first, as:

"Oh, certainly!"

Let the teacher pronounce this to the pupil, and point out the meaning. There are a dozen different meanings that may be proposed.

Joyful assent. To get this let the pupil ask a question, as "May I get my book," and let the teacher reply in the words, "Oh, certainly." Repeat many times.

Simple assent. Let the teacher ask, "I suppose your mother is well?" and let the pupil give a reply in the words, "Oh, certainly." Practice many times.

Sarcastic assent. Let a pupil ask another. "Of

course you will give me your boots?" He will reply. "Oh, certainly." Practice many times.

This will give the teacher ideas on practical elocution.—*Exchange.*

CORPORAL PUNISHMENT.

[We commend the following, which we take from the *Ohio Educational Monthly*, to those of our readers who still think it necessary to use the "reserve power" referred to more or less frequently. We agree with Supt. Mertz on all points but one, namely, that the teacher needs that reserve power. We are inclined to think that the consciousness of having it is oftener a source of weakness than of genuine strength. However, if those who have not wholly discarded capital punishment will but follow these directions conscientiously, not much harm will be done by the use of the rod.—ED]

[From a circular prepared by Supt. H. N. Mertz, Steubenville, Ohio, for the teachers under his supervision.]

While I believe that generally a minimum of corporal punishment implies a maximum of efficiency on the part of a teacher—that the most inefficient teacher is the one most likely to resort to the rod,—that a sort of inverse ratio exists between good order and corporal punishment; yet the teacher needs that reserve power implied in the right to resort to corporal punishment when *all other resources fail*. But first be sure that your other resources have all failed to work the desired reform. Do not use the rod because it is the quickest or easiest way to "settle" with a refractory pupil, nor because you are stronger than the child, and the issue is not doubtful. When about to punish a child, stop long enough to ask yourself whether if the child were as strong as you, you could not devise some other and better way of correcting him. Do you ever ask, "Why do I punish a child, anyhow? Is it because he has provoked me to anger? Do I do it as a matter of revenge? or through indignation? or do I do it solely through a feeling of interest in his welfare, or the welfare of the school, and because it is the best possible thing to do?" Analyze your motives carefully and honestly. If you whip to reform, why should you not wait a few hours, to allow all personal feeling to subside? Then you may be able to act wholly in the interest of the child and the school. This you cannot do while angry. While thus waiting to "cool off," consider whether you cannot hit upon something better adapted for his reformation than a whipping. Let me suggest some rules for your guidance in this matter.

1. Never punish a child till at least three hours after he has committed the offence.

2. Never strike a child over the head with anything.

3. Never shake a child, *never, NEVER, NEVER.*

4. Never pinch a child, pull his ears, hair, or the like.

5. Never punish in the presence of the school, but always have the principal or some other teacher present. You may need his or her testimony in court or elsewhere.

6. Never use a heavy ruler or other instrument that could possibly do a permanent injury to the body of the child. A slender rod or a strap is the best instrument.

7. The whipping should be on the legs or body, or on the *palms* of the hands, if a strap is used, *per-haps*.

8. Before whipping a child convince him that he has done wrong and deserves to be whipped.

9. Never threaten that if any one does thus and thus you will whip him. Never threaten at all.

10. Before every case, read Horace Mann's chapter on "School Punishments," in Vol I of his works. Read it anyhow.

11. Make a private memorandum in your journal, of how despicable you feel after having whipped a child. If you don't feel worse than the child that has been whipped,—you are an exception; that's all.

I make one other suggestion, viz: Always see the parents before whipping a child, and get their consent. If they will not grant such consent, but prefer to have the child suspended, or will agree to punish at home if the offence is reported to them, why, refer the case to them. Thus you may save yourself much trouble, without detriment to your school.

For Friday Afternoon.

HOW TO BE HAPPY.

ARE you almost disgusted
With life, little man?
I will tell you a wonderful trick
That will bring you contentment
If anything can—
Do something for somebody, quick;
Do something for somebody, quick!
Are you awfully tired
With play, little girl?
Weary, discouraged and sick?
I'll tell you the loveliest
Game in the world—
Do something for somebody, quick;
Do something for somebody, quick!
Though it rains like the rain
Of the flood, little man,
And the clouds are forbidding and thick,
You can make the sun shine
In your soul, little man—
Do something for somebody, quick;
Do something for somebody, quick!
Though the skies are like brass
Overhead, little girl,
And the walk like a well-heated brick;
And all earthly affairs
In a terrible whirl—
Do something for somebody, quick;
Do something for somebody, quick
—*Home Guardian.*

BITTER EXPERIENCE.

THE following lines are not only well suited for an emotional recitation, but may serve to deepen the salutary impressions made by the study of the effects of alcohol. Their origin is said to be as follows:—

A young lady in New York was in the habit of writing for the Philadelphia *Ledger* on the subject of Temperance. Her writing was so full of pathos and evinced such deep emotion of soul, that a friend accused her of being a maniac on the subject of Temperance—whereupon she wrote the following lines:—

Go feel what I have felt,
Go bear what I have borne—
Sink 'neath the blows a father dealt;
And the cold world's proud scorn;
Then suffer on from year to year—
The sole relief, the scorching tear.
Go kneel as I have knelt,
Implore, beseech and pray—
Strive the besotted heart to melt,
The downward course to stay:
Be dashed with bitter curse aside,
Your prayers burlesqued, your tears defied.
Go weep as I have wept,
O'er a loved father's fall—
See every promised blessing swept—
Youth's sweetness turned to gall:
Life's fading flowers strewed all the way—
That brought me up to woman's day.
Go to thy mother's side,
And her crushed bosom, cheer,
Thine own deep anguish hide;
Wipe from her cheek the tear;
Mark her worn frame and withered brow—
The grey that streaks her dark hair now—
With fading frame and trembling limb;
And trace the ruin back to him,
Whose plighted faith in early youth,
Promised eternal love and truth;
But who, forsworn, hath yielded up
That promise to the cursed cup;
And led her down, through love and light,
And all that made her prospects bright;
And chained her there mid want and strife,
That lowly thing—a drunkard's wife!
And stamped on childhood's brow so mild,
That withering blight, the drunkard's child!
Go hear, and feel, and see, and know,
All that my soul has felt and known,
Then look upon the wine cup's glow,
See if it's beauty can atone—
Think if its flavor you will try
When all proclaim, "'Tis drink and die!"

Tell me I hate the bowl—
Hate is a feeble word;
I loathe—abhor—my very soul
With strong disgust is stirred,
When'er I see, or hear, or tell,
Of that dark beverage of hell!

Correspondence.

TEACHERS' SALARIES.

IN support of your correspondent's article on the above subject in the JOURNAL of Jan. 1st., I beg to offer a few remarks on several instances that have lately come under my observation.

The assistant teacher in a certain school having resigned, the Board of Trustees advertised for a teacher, through the *Globe*, and received some sixteen applications for the position. Among these were several from teachers holding 2nd class professional certificates with salaries ranging from \$275 to \$350, the remainder being from teachers holding 3rd class certificates. The salaries ranged from \$225 to \$270.

All the applicants were well recommended, and it would have been difficult to decide upon one had merit been the criterion by which they were to be judged. I need hardly say what was the criterion, as, no doubt the readers of your valuable journal will know—it was the salary asked.

Had their advertisement read, "The lowest tender or any not necessarily accepted" (or something equivalent) their decision could not have been wondered at, but as that was not the case and as they accepted an application at the salary of \$225, we may infer that their advertisement was nothing more nor less than one asking for the lowest tenders and meaning that the lowest would be accepted.

Some time ago a Board of Public School Trustees in the County of Wentworth made themselves notorious by an advertisement requesting parties to "send in tenders" for the position of teacher in their school. The matter was taken up by the public press, and they were severely criticized throughout the length and breadth of the province; but we find this sort of advertisement in a disguised form appearing in some of our public journals every day of the year. What are the advertisements, stating, "salary not to exceed \$200," or asking teachers to "state salary expected" and so on, but a polite way of informing them that the lowest tender will be accepted?

A School Board in the County of Waterloo having lately advertised for a teacher, the trustees were somewhat surprised at receiving a personal application from a young man, of good personal appearance and address, holding a 2nd class non-professional certificate, who offered to teach their school during the year 1889, for the round sum of \$275. A short time ago a young man in the County of Brant taught a school for one year for the extravagant sum of \$250.

The question will naturally arise, who is to blame for this state of affairs.

We answer, the teachers have themselves to blame to a great extent. Would not those young men, who, through a desire to engage in genteel occupations, offer to take the responsible position of teacher in our public schools at the salaries above mentioned, better their condition much, financially and otherwise, by engaging in agricultural or mechanical pursuits? And would not School Boards consult the best educational interests of the children of their sections by engaging teachers at salaries which would be a fair remuneration for their services, instead of endeavoring to create a competition which is calculated to dishearten many of our best teachers; to drive many of them out of the profession and to leave our schools in the hands of young, inexperienced teachers who are willing to engage in an occupation even more laborious and arduous than those above referred to.

Had we more teachers who were resolved rather to "chop wood than to accept less than their services were worth," it is manifest that this ruinous competition in the profession would soon be abolished and teaching would be regarded as one of the most honorable and responsible professions and be rewarded accordingly.

ANOTHER MALE TEACHER.

Book Reviews, Notices, Etc.

A Brief History of Greek Philosophy. By B. C. Burt, M.A., Johns Hopkins University. Boston: Ginn & Co.

For the general reader, desirous of obtaining a real insight into the history, development, and teaching of Greek Philosophy, this book is invaluable. Those, too, that make a special study of this subject, will be pleased with the able criticism under the heading "Result," of the philosophy of the various schools, and also of their chief representatives.

Practical Exercises in English Composition. By H. T. Strang, B.A., Goderich. Toronto: The Copp-Clark Co.

This book reflects, in its binding and general make up, great credit upon its publishers. Judged, in this important respect, by the standard of the average text-book used in the schools throughout the Province, it stands very high.

The author, disclaiming special credit for originality, states that the exercises have been prepared merely for the convenience and relief of teachers burdened with many duties. The book will, we think, prove useful in this respect. We cannot help regretting, however, that there is not more variety in the exercises, which follow very closely, almost slavishly, the requirements of the Entrance Examination.

The Storm of '92. A Grandfather's Tale told in 1932. By W. H. C. Laurence. Published by the Sheppard Publishing Company Co. (Ltd.), Toronto. 1889.

This little work purports to be a narrative by one who took part in the events described, of the war which was declared in 1892 by the United States against Great Britain and Canada. The Fisheries dispute was the cause of the war. After enormous losses on both sides peace was made by the Treaty of London, involving mutual concessions. The narrator, forty years after the event, speaks of Imperial Federation as an accomplished fact and of Canada as a nation of twenty millions. The tale is well told. Viewed in the light of politics and probabilities it is vulnerable at many points, but of these it is not our province to speak.

The Hand Book of Canadian Dates. By F. A. McCord, Assistant Law Clerk, House of Commons. Dawson Brothers, Montreal.

This neatly bound and well printed little volume of over 100 pages, will be very useful as a book of reference to all speakers and writers who have in any way to deal with the leading events in Canadian history. In it may be found the date of commencement and termination of the services of every public man, the duration of every cabinet, the change of every ministry, the time of assembly, prorogation, and dissolution of every Parliament and of every Provincial Legislature. It also contains the dates of the accession and death of all the Kings of England and France, since Canada was discovered—the service of all the Royal officers under the French or English regime, whether Viceroys, Governors, or Intendants in Canada, or Ministers and Secretaries of State in England or France; the dates of battles, disasters, railways, steamship lines. Every fact of importance bearing upon Canada at any period of its history is mentioned with its date. Price, 75 cents.

The Battle of the Swash and the Capture of Canada.

By Samuel Barton. Also a Patriotic Speech by Dr. W. George Beers, of Montreal. Montreal: J. Theo. Robinson, Publisher.

"The Battle of the Swash" was written by its author, an American of course, for the avowed purpose of arousing his fellow-countrymen to a sense of the defenceless condition of their sea-coast cities and harbors. In the imaginary contest the British Navy lays New York City in ruins, but the Treaty of Peace involves the cession or sale of Canada to the United States, assumption of her debt of \$300,000,000 being one of the conditions. Dr. Beers' speech has been widely published in Canadian newspapers. It is an able and indignant protest against the idea of Annexation. The publisher has done well to include these two popular productions in a single volume, thus giving bane and antidote within the same covers.

A Class-book of Elementary Chemistry. By W. W. Fisher, M.A., F.C.S. Oxford: The Clarendon Press. Toronto: Williamson & Co.

This book deals in a general way with the subject of Inorganic Chemistry. Though brief, it is explicit, and its very conciseness renders it convenient for fixing, in orderly shape, the knowledge of the student gained by the inductive processes fortunately in vogue in Ontario at the present time.

Macmillan's Course of French Composition. FIRST COURSE. Parallel French-English Extracts and Parallel English-French Syntax. By G. Eugène-Fasnacht, late Assistant Master Westminster School, Editor of Macmillan's Series of "Foreign School Classics." Macmillan & Co., London and New York. 1888.

The aim of this manual is described in the Preface, "to be the pupil's first attempts at composition with the course of his readings, to make composition go hand in hand with translation, and alongside with, instead of after, the systematic study of syntax," indicates the correct method, and will commend the work to the scientific teacher.

1. *Preparatory French Reader.* By O. B. Super, Ph.D., Professor of Modern Languages in Dickinson College.
2. *Selected Poems from Premieres et Nouvelles Meditations, of Lamartine.* Edited with biographical sketch and notes by George O. Curme, A.M., Professor of German and French, Cornell College, Mt. Vernon, Iowa.
3. *Historiettes Modernes, Recueillies et Annotées,* Par C. Fontaine, B.L., L.D., Professeur de Français à Washington, D.C. Tome I.
4. *German Novelles for School and Home.* Selected from the best modern writers, and with etymological, grammatical and explanatory notes. By William Bernhardt. Volume II.
5. *Trümereien Märchen von Richard Leander.* Selected, Edited and Annotated by Alphonse N. Von Daell, Director of Modern Languages in the Boston High and Latin Schools.

The foregoing are all from the prolific press of Messrs. D. C. Heath & Co., Educational Publishers, Boston. The first four are uniform, neatly bound in cloth, and well adapted for school-room use. The last is in paper covers. The paper is good, the typography excellent, and a glance at the titles will suffice to show that the selections are of a kind well adapted to afford just what is needed in the preliminary stages of the study of modern languages.

Literary Notes.

"THE Story of a School" is the simple title of an article by the late Prof. James Johonnot, in the February *Popular Science Monthly*. It is an account of the remarkable success achieved in conducting a Normal School according to natural methods, arranging the subjects of study in their order of dependence, teaching science by observation, language by using language, mental and moral philosophy objectively without books, and with no marking system, rules of discipline, or distinctive religious exercises:

Littell's Living Age for 1889. During the forty-five years of its existence this sterling weekly magazine has steadily maintained its high standard. It is a thoroughly satisfactory compilation of the most valuable literature of the day, and as such is unrivalled. As periodicals of all sorts continue to multiply, this magazine continues to increase in value; and it has become quite indispensable to the American reader. By its aid alone he can, with an economy of time, labor, and money, otherwise impracticable, keep well abreast with the literary and scientific progress of the age and with the work of the ablest living writers. It is the most comprehensive of magazines, and its prospectus for 1889 is well worth the attention of all who are selecting their reading matter for the year.

Music Department.

LESSON ON SILENT PULSES.

PREPARE blackboard as formerly, by writing two four-pulse measures, thus: | d : d | d : d | d : d | d : — ||

Drill on time names and *laa*.

T.—Class will please listen while I sing, and notice whether any mistake is made. (Sings correctly to *laa*.) Did you notice whether I sang the exercise correctly? C.—It was correctly sung. T.—Listen once more. (Sings as before, omitting the note in fourth pulse.) Did you notice any mistake? C.—You omitted the last note in the fourth measure. T.—Quite correct. Will you try and sing it in the same manner? (Pupils try, but probably continue the third tone into the fourth pulse.) T.—You made the third tone too long, and did not observe the silence on the fourth pulse. You seem to expect something on the fourth pulse. What did I sing on the fourth pulse? C.—Nothing. T.—If we wish to sing nothing on this pulse it will be necessary to have nothing written in it, so I will rub out the note and leave the space empty. This we call a *silent pulse*. In order that you may have something to prevent your singing, we will use a time-name which must be whispered very softly. In place of *laa* we will use *saa*, which, you will notice, has the same initial as the word silent. (| d : d | d : | d : d | d : — ||)

The exercise will now be practiced in the following manner:

1. Pupils sing time-names, whispering *saa*.
2. Pupils sing all but the fourth pulse, the time-name for which is sung by the teacher.
3. Pupils sing the syllables or *laa*, observing the silent pulse.
4. Notes are removed from other pulses, and pupils practice as above. When this has been satisfactorily accomplished, take books and drill on Ex. 51, Song No. 65, and Elementary Rhythm No. 10.

LESSON ON QUARTER-PULSE TONES.

Prepare black-board as follows: | d : r.r | m r.r | d : t.t | d : — || Drill on time-names and *laa*. Sing correctly to *laa* on one tone, while pupils listen for alterations. Sing as before, giving four tones in fourth pulse. Question on alteration. Explain time-name ta-fa-te-fe. Drill pupils in singing ta-fa-te-fe repeatedly from teacher's pattern. Show notation, period dividing the pulse into halves, and comma into quarters, thus: , , , | Write four notes in fourth and sixth pulses, being careful to place the dots and commas equidistant as above. Drill on time-names from blackboard. Sing in strict time on one tone to *laa*, and syllables. Difficulty may be experienced in singing the four tones in one pulse. This can be overcome by directing pupils' attention to the note at beginning of pulse immediately succeeding the divided pulses. This may be more easily accomplished by writing the accent marks with colored crayon. On no account may pupils be allowed to slacken the time in singing the divided pulses. Drill in singing the syllables in tune. Study Ex. 52, Elementary Rhythm No. 11, and Songs Nos. 64 and 68.

LESSON IN "QUICK" SIX-PULSE MEASURE.

Write on blackboard Ex. No. 53. Drill on time-names and *laa*. Increase the rate of speed until the awkwardness of beating time so quickly is made apparent. Pupils beat time, and experience a difficulty in keeping together when singing quickly. Explain that when six-pulse tunes are sung quickly, an easier and more graceful style of beating time is adopted. Pupils sing quickly, while teacher beats at strong and medium accents only. Pupils imitate, and notice that beats occur only twice in each measure. Direct attention to smoothness of rhythm in this quick six-pulse measure. Practice forms A, B, and C, of Ex. 53, and study songs Nos. 58, 63, 69, at first slowly, afterwards gradually increasing the rate of movement.

NOTE.—In the above lessons the plan only has been given; the methods employed in preceding lessons on *time* will be applicable in all cases.

As in literature we shall find many things that are true, and some things that are new, but very few things that are both true and new; so also in life we shall find many men that are great, and some men that are good, but very few men that are both great and good; "*Hic labor, hoc opus est!*" —Lacon.

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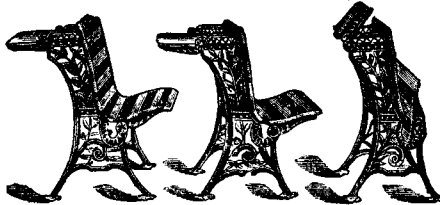
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