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# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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## \* Editorial Notes. \*

WE are sorry that the "Question Drawer," and some other matter that we were anxious to have appear, are "crowded out" of this number.

THE teacher who rises to the height of his responsibilities will never fail to keep in view that he is training citizens for citizenship, as well as men and women for business, social and professional life. There can be no doubt that the views on social and moral questions imbibed in the school often cling to the pupil through all his future career. From this point of view we can get an enlarged perception of the importance of the teachers' work. The character of the social and civil institutions of Canada twenty-five years hence, is being in no small degree moulded in the school-rooms of Canada to-day.

A CIRCULAR card lately received informs us that Mr. H. A. Ford, No. 393 Second Ave., Detroit, Mich., will accept a few engagements this year for institute work in Michigan, Indiana and Ontario, also that Mrs. Ford hopes to resume her institute service later in the year. Mr. Ford is well and favorably known, we believe, to a good many of our Ontario teachers. We are glad to learn that Mrs. Ford has so far recovered from a long and dangerous illness as to hope shortly to resume the work in which she has been highly successful. Our thanks are due to Mr. Ford for his interesting contributions which will be found in this number.

WE devote a good deal of space in this issue to reports of Teachers' Conventions. We are obliged to condense as much as possible by leaving out details of matters of business and routine, but we could not well abbreviate further the reports of interesting addresses and discussions. The reports are all good, and our thanks are due to those who have kindly sent them, or the local newspapers from which we have condensed them. Probably we could not supply our readers with matter that would be likely to be more interesting and helpful to the great majority, than these outlines of papers and discussions by actual teachers, dealing with practical subjects. Possibly some of our younger readers may sometimes be disappointed by the variety of views expressed on different subjects, on which they would have liked to find unanimity and authoritative teaching. But the variety and even conflict of opinions are better, if they

but compel each reader to weigh carefully the *pros* and *cons*, and form his or her individual opinion.

WE are glad to be able to give our readers in this number the racy and instructive paper read by Principal Embree before the Modern Language Association at its last meeting. The tardiness in publication does not in the least detract from the value of the paper. The view it presents of the progress that has been made in the proper and appreciative study of English in our educational institutions of all grades, since the date of those remarkable University examination questions some specimens of which are quoted, is well calculated to give encouragement and inspiration. Whatever may be the fact with regard to our Universities, we are quite of the opinion—an opinion based largely upon what we see in our numerous educational exchanges—that the subject of English is now better taught in most of our Collegiate Institutes and High schools, and in some of our Public schools, than in those of either the Mother Country or the United States. We venture to predict that the fruits of this teaching cannot fail to appear in our country's literature and history during the coming years.

AMONG the various educational appliances recently introduced into the Public schools, none, perhaps, is more certain of general approval than Gardenier's Cabinet of Outline Maps and Charts. To a question concerning these maps and charts, a few weeks since, we were unable to reply, but full information on the points of inquiry will be found in our advertising columns in this number. On inspection we have been very favorably impressed with these maps, and think they will prove of great service in the school room. The series of transparent circles in the geographical and astronomical chart, showing the various phases of the moon, is a happy conception, and illustrates most of the problems so puzzling to students, far better than the ordinary globe, and at half the cost. The Physical Chart, also, with its many object lessons, conveys at a glance much important information. We advise teachers of geography classes, of all grades, to take advantage of the agent's fair offer to secure an opportunity for personal examination. Mr. Orlando Porter, 2 Toronto Street, Toronto, is general agent for the Dominion.

AT the West Middlesex Teachers' Association the following resolution expressive of appreciation of the high character of the late

Inspector Carson, sorrow for his death and sympathy with the bereaved family, was unanimously adopted, all the members of the Association present rising to their feet :

STRATHROY, May 9, 1890.

To Mrs. J. S. Carson :

We, the members of the West Middlesex Teachers' Association, desire to embrace this, our first opportunity, of expressing our most heartfelt sympathy to you and your family for the great loss you have sustained by the death of your beloved husband.

We will ever remember and appreciate his honest efforts in the noble cause in which he labored so zealously. His name will ever be associated with the educational progress of this Province, as we fully recognize that it was to his indefatigable efforts that the schools in this Inspectorate have attained their present high status, which is the noblest monument that can be erected to his memory.

By his premature removal from among us we feel that we have lost a sincere friend, a wise counsellor and a thoroughly efficient and conscientious Inspector.

In conclusion we can only commend you to Him who has promised to be a Present Help in every time of need.

Signed on behalf of the Association,

H. D. JOHNSON,  
THOS. DUNSMORE,  
WALTER CAMPBELL,  
MARY ARMSTRONG,  
MARY CLUNESS,  
TENNIE ROSE,

THE brief telegram which went the rounds of the papers a few weeks since, stating that the German Government has sent a circular to the Directors of the High schools, referring to the numerous cases of suicide amongst scholars, and urging leniency with backward boys, is very suggestive. It has called forth, no doubt, many a homily on the dangers of hard study and excessive brain-work. The truth is, we have no doubt, that it is the high-pressure examination system, and the combined cram and worry which are its products, which do the mischief. These it is which lead to violation of the physical laws, such as neglect of out-door recreations and robbery of sleep, the two prime causes of the loss of health so common, unhappily, on the part of the students. It is not the hard study which destroys health, but the undue excitement caused by competition for honors and prizes, conjoined with the violation of the commonest laws of health. Few failures are more depressing, few disappointments keener, than those of the ambitious student who has toiled beyond measure, month after month and year after year, for some coveted prize, only to find himself defeated by some one to whom nature has given a stronger memory, or tougher physical organization. It is all very well to say that this is nature's method. The question is whether it is not the duty of conscientious and thoughtful men to aim at modifying rather than intensifying natural distinctions in such matters, especially when they see the method of artificial stimulation leading to such disastrous results.

## \* Special Papers. \*

### EVOLUTION OF THE TREATMENT OF ENGLISH.\*

BY L. E. EMBREE, M.A., PRINCIPAL COLLEGIATE INSTITUTE,  
PARKDALE, TORONTO.

IN the brief address which I purpose making to-night before this Association, my object is not to discuss any phase of the historical development of the English language, nor to trace the growth of English literature through any of its successive stages; but merely to draw attention to ungenerous treatment long accorded to that language and literature by people of English speech, and to note some of the indications that the value and claims of English, as a subject of study, are at last beginning to receive proper recognition. The formation of this Association is at once a protest against the treatment which English has received, and a proof of increasing interest in the study of this, the chief of the modern languages. This interest has lately become so great, and the new methods of study, not universally adopted, unfortunately, differ so widely from those which have been too long in vogue, that the name, "New English," has not inappropriately been applied to the latest stage in the evolution of the treatment of the language.

To a foreigner it no doubt seems strange that, until a very recent date, the proper study of English has had no place among the subjects prescribed for the liberal education of English-speaking people. If he were acquainted with English history he might regard it as an instance of poetic justice that the English language has been obliged to suffer long years of outlawry as a punishment for the ingratitude of the English people, who first came to England as allies, and then subdued those whom they came to aid. It had hardly begun to shape itself into literary form when it became the bond-servant of the French, and ever since the Norman conquest it has been the victim of prejudice, as if it could never free itself from the stigma of serfdom. More than three centuries elapsed before it became the language of instruction in the schools, and good John Cornewaile, "Master of Grammar," who set the fashion of construing in English instead of French, would surely have been surprised had he been told that five centuries more would pass before English would be universally regarded as a suitable teaching subject.

Scarcely had English shaken off the French yoke when it fell under the dominion of the all-victorious Latin, and, like a captive bound to the victor's chariot in a Roman triumph, it has followed in the train of that language even to the present time. The vocabulary of the English language was enriched and the field of English scholarship broadened, as a result of that intellectual activity which began in England in the closing years of the fifteenth century, but it was more fortunate for the permanence of the English language "pure and undefiled," that it was in the same age magnified and made honorable by the genius of Shakespeare. The other master-mind of that age, thoroughly imbued with the classical spirit of the new learning and the new philosophy, thought it necessary to put in a Latin form the works which were to make his name immortal, evidently fearing that English would never become the language of the courtly and cultured. But Shakespeare, little acquainted with the classical learning of the schools, used the language of the common people; and reaching out his hand in search of attractions for his theatre he touched the crude, lifeless forms in which the classical as well as the other stories of the time were cast, and they became infused with life and beauty. But even the power of Shakespeare's genius could not resist successfully the classical aggression, which attacked him in the centres of learning, forced from English scholars sighs of regret that he knew "little Latin and less Greek," and made them value his dramas in proportion as they furnished classical words for studies in etymology. The different readings of the folios and quartos afforded a never-failing mine for the scholastic pickaxe, and the number of syllables in his verses were clipped or stretched in true procrustean style, until the climax of absurdity in this respect was reached in Abbott's *Shakespearean Grammar*.

Lilly's Latin Grammar, from which Shakespeare

\*An address delivered before the Modern Language Association of Ontario, at its last Annual Meeting.

learned his little Latin, was not only the progenitor of the Latin Grammars of successive periods, but was, also the foster-father of a succession of English Grammars. Because of the simplicity of the rules of construction in English, the scantiness of English inflections, and the consequent expression of relations by particles, English was regarded as a grammarless tongue, and it was bound to the framework of the Latin Grammars, so that students could have some grammatical notion of it by comparing it with a synthetic language. With great regularity English Grammars were modelled on the Latin, and I am sure that some of us still have lively recollections of the series of grammars—Greek, Latin and English—compiled by the Rev. Peter Bullions, all according to the same general plan, and I have no doubt, too, that some of us could now repeat the lists of adverbs, prepositions and conjunctions, carefully tabulated in these grammars, as though the parts of speech in English were labelled like those in Latin. The grammar-makers forced the English language within the Latin skeleton; they joined the living with the dead, and for generations English might have cried out in the language of Paul, "Who shall deliver me from the body of this death?" The English language was considered too ignoble to be made the medium of instruction in Latin and Greek; consequently the grammars of these languages were written in Latin.

We know to how great a degree the classical spirit pervaded the writings of the seventeenth and eighteenth centuries, but this will not cause surprise when we learn what were the requirements of the schools at which the English writers of those days received their education. The study of English was neglected if not despised in the Universities; classical learning was considered the only basis of an education which would admit of a sound and perfect superstructure; and, indeed, it was fashionable to disparage the scholarship of any one who had not an acquaintance with the ancient classics. A boy on his arrival at school was ranked according to his classical attainments. Young lads of twelve and fourteen were set to making Alcaic and Elegiac verses after the manner of Horace. Their tutors would have considered it absurd to prescribe the composition of English verse to these boys, but when it was a question of composing in an unfamiliar tongue, they never asked whether the muse was willing or not. If the poet was not born he must be made, and it is no wonder that so many of the "double firsts" who spent years in the "base mechanic art" of making verses to order should prove complete failures in after life. No wonder that they were conceived all the forenoon and stupid all the afternoon of their lives. The method of teaching classics was bad, because the aim of the teacher was wrong. The true object of studying a dead language should be to make the student acquainted with its literature, to teach him to read it, rather than to make him proficient in writing it, but the teachers of those days seemed bent on making Latin orators and poets out of boys who could not write their Mother tongue. They did not teach Latin to enable these boys to read Cicero, but had them read Cicero as a means of teaching them Latin. I regret that this false aim in teaching classics is still pursued in many quarters, and still encouraged by our curricula.

Pupils came to the schools then, as they do now, with considerable mastery of their Mother tongue as a speaking medium, but no attempt was made to awaken in them any sense of its powers, to open up to their gaze the treasure house of literature of which their Mother tongue was the key. For the imparting of any further knowledge of English it was thought sufficient that it was the language of instruction in other branches of learning, and for any appreciation of literature which the students of these days might possess, they were indebted to the intellectual atmosphere of their homes, or, perhaps, to some teacher who had a soul above the ordinary routine of gerund-grinding. It was possible for a student to run a most brilliant career, and complete his education without any knowledge of English literature, or, indeed, of many other things that are now considered necessary for the education of a High School boy. As Gibbon remarks, "A finished scholar may emerge from the head of Westminster or Eton in total ignorance of the business and conversation of English gentlemen." He was like an heir who was not allowed to enjoy his inheritance, or like a captive prince to whom was forbidden any knowledge of his royal prerogatives.

Even to the last quarter of our own century we find the same condition of things existing, and the same ideas prevailing in regard to the necessity of instructing boys in Latin as an indispensable means of enabling them to understand their own language. In fact, until very lately English was an unknown tongue in the schools and colleges of England, and when it was introduced it was chiefly for the purpose of word study. There might have been some excuse for giving chief attention to the verbal part of language in a earlier age, when the stock of well-formed English literature was meagre, and when the language itself was still rude, but it was cruelty only less than that of forcing a boy to compose Latin verses, to starve his mind with the husks of verbal analysis, when one of the richest and noblest tongues, and that, too, his Mother tongue, with all its beauty and strength, and a literature, his own literature, with its unsurpassed wealth of intellectual treasure, lay spread before him for his feasting.

Coming to our own country we find the daughter following, naturally enough, in the footsteps of the mother in regard to the treatment of classics and English as subjects of study. An examination of the curricula of our universities and of the papers set at Matriculation, shows that matriculants were required to translate English into Latin prose, to have an acquaintance with the structure of Homeric verse, and with the dialects of Homer and the perennial Homeric theory; and if they were candidates for honors they were obliged to try their prentice hand at composing Elegiacs. In marked contrast to the tender regard shown to classics, English composition was not necessary for pass candidates, and reading of English texts was not prescribed for any part of the pass course. Even in the honor course, where textual reading was required in the final year, the examination consisted chiefly, if not entirely, of questions on different readings, derivations of words, proper names and figures of speech, and of book questions based on criticisms of the works of the authors prescribed. Any extract containing proper names in abundance was always a favorite with examiners. In the curriculum of 1876 and a few earlier years, English composition was required at Matriculation for students in Medicine, Civil Engineering and Agriculture, but, strange to say, it was not regarded as a necessary qualification for matriculants in arts. I trust you will pardon me for quoting the following questions from an examination paper in Matriculation English of that period:

"Define the several parts of speech."

"Give rules for the formation of the possessive."

"Distinguish between gender and sex."

"Distinguish between the uses of *shall* and *will*."

"Punctuate and correct the grammar of,—

"Has Henry Smith been down here last month? I saw a young man laid down under a tree in the Queen's Park, and I took it for him. I guess Toronto looks different to which it done ten years ago."

The paper in honor English of the same year was made up of ungrammatical sentences to be corrected, and questions on grammatical definitions. Four years' work was required in Latin and Greek, and only two years in English, but a year's work did not mean the same in each case. So much time was given to the dead languages, that a boy could manage to catch only an occasional glimpse of his living Mother tongue in the fag-ends of time that could be spared from his other studies. Even when English was placed on the curriculum it was done in an apologetic way as if it were said, "We yield so much to the modern spirit as to require an examination in English, we beg pardon, we mean English with History and Geography," and so it was attached to History and Geography as a sort of distant poor relation.

In 1871, Latin was removed from the list of compulsory subjects for High Schools, and about the same time an option was allowed in Honor Latin between verse and grammar. In 1877 Latin Verse no longer formed a subject of the Honor Latin examination, and in the same year English Composition and the study of English poetical texts were first prescribed for pass Matriculation. A further advance was made in 1886, when English prose texts were required to be read by candidates for Matriculation. Lately, too, there has been great improvement in the character of the examination papers in English. If the examination papers set in any subject are a fair criterion of the methods and thoroughness of the teaching in that subject

we are now in advance of the Mother country, and if I may judge from examination papers I have seen, we are also in advance of our neighbors to the south. That Canadian Universities are at last beginning to recognise the importance of English studies, is evident from the fact that Chairs of English have been established in most of them. There are, however, prejudices and indifference yet to be overcome. English is still suing *in formâ pauperis* in some quarters, and in others the study of English prose is regarded as too childish for advanced students; it is thought to be milk for babes, not meat for strong men. Judging by the schedule of marks in the curriculum of the Provincial University the value of English is supposed to be two-thirds of that of Greek or Latin. English is not yet required in all the years of our University courses. Right aims in teaching and examining do not prevail everywhere, and the value of the study of English as a mental discipline as well as a means of intellectual enjoyment is not yet fully appreciated.

In the course of this review, I have frequently alluded to the commanding position long held by Latin in our curricula, not in any spirit of hostility to that language, however, but because Latin may fairly be regarded as the stranger who has kept the rightful heir from his inheritance. The lack of attention given to the study of English in the past may, in our own country at least, be pretty accurately gauged by the amount of time wasted in writing Latin verse, and in mythological and other excursions not necessary to the legitimate study of the language. I should be sorry to see the study of Latin become neglected in our schools, and I regret that owing to the pressure of modern subjects it has been found necessary to place Greek among the optional studies. I recognize the importance of Latin as an aid to the historical study of our language, but I do not consider a knowledge of Latin or of any other language, living or dead, necessary for English students, in order that they may obtain a complete grasp of their Mother tongue as a living instrument of thought, and be enabled to use it with correctness, gracefulness and ease.

I must not leave unmentioned another important reason why English has so long been a neglected study. At first blush the statement may seem strange, but it is nevertheless true that English is a difficult subject to teach, when it is taught properly. We may try to content ourselves with the weary task of studying the accents, the aorist, the dative case, and other dry bones of the dead languages, or we may, with higher aims, be able to put ourselves in sympathy with the mind and spirit of the great men of past ages, so that the bones may come together, and the sinews and the flesh come upon them, and the skin cover them above, but there will not be, and there never can be, any breath in them. But the English Language is a living body, ever growing, ever developing, ever assuming new forms of beauty and power, and the man who wishes to use it properly, and who aims at unfolding to his pupils its structure, its idioms, its beauties and its powers, must get inspiration from a close sympathetic study of the best English writings, and not from books about English. Homer and Virgil were better suited to the mental digestion of the ancients, and touched them more closely than our modern writers could have done, but the best intellectual food for people of English speech is to be found in Shakespeare, Milton, Wordsworth, Tennyson. It may be said that the treasures to be found in these authors are accessible to our people without special preparation, but if our schools neglect to give their students a glimpse of these treasures, or to foster a desire to enjoy them, Shakespeare will be a sealed book as completely as Homer.

Take whatever view of education we may, whether we regard it as the developing and cultivating of the moral nature and the intellectual faculties, or whether we make it include all that is necessary to fit a man for his life work, one thing is certain, that for the complete equipment of every person whose Mother tongue is English a ready command of the English language, and a loving acquaintance with English literature are indispensable.

"I would rather," said Dr. Arnold, "that a son of mine believed that the sun went around the earth than that he should be entirely deficient in knowledge of beauty, of poetry and of moral truth." Which of us would not agree with him? Literature is the great humanizer, it is the *humanitas* of

Cicero, the mental cultivation that develops perfect manliness. The science of one generation may be superseded by the science of another, the astronomy of one age becomes the astrology of the next, the simple substances of to-day may to-morrow be resolved into yet simpler elements; but true literary work is immortal. Great writers succeed, they do not supersede, one another. Virgil did not dethrone Homer, nor did Milton dethrone either of them. The makers of a nation's literature may well adopt the language of Horace, "*Exegi monumentum ære perennius*," and none can use this language with more fitness than those who have given us a body of literature surpassing in its compass, in its wonderful variety, and in its loftiness of flight, any other literature, either of the ancient or of the modern world. The student who gives himself up to the enjoyment of literary studies, whose mind is trained to receive the impressions of surpassing beauty which are reflected from them, will discover that what Cicero said of the liberal culture of his time may be said with even more force of English literature: "*Hæc studia a'olescentiam alunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solatium præbent, delectant domi, non impediunt foras, pernoctant nobiscum, peregrinantur, rusticantur.*"

He who is master of the English language possesses an instrument of culture sufficient in itself, for he holds the key that unlocks all the treasures of wisdom and learning enshrined in all other languages, either ancient or modern. He speaks a language that rivals all others in richness and strength, and even in the possession of those peculiar characteristics that constitute the chief distinctions of other languages, a language that is in the full vigor of manhood, and becoming more vigorous every day, a language so wide-spread in its influence, and so necessary for the world's intercourse in commerce and diplomacy, that it seems destined to become the universal language of mankind.

## \* Hints and Helps. \*

### SCHOOL ROOM CULTURE.

FOLLOWING is the substance of the address given by Mr. H. F. McDiarmid, in connection with an exercise before the Oxford Teachers' Association, to which we referred in a former number:

Culture is the properly acquired power to do and to enjoy—(the two elements of every true life). True power is the ability to do efficiently and to enjoy fully, and the desire for it should be universal. Culture is measured by its effectiveness as exhibited in its results upon its possessor and upon others—positively, in moulding, in directing, in strengthening or intensifying, and in expanding, the good to be found in those brought under its influence; negatively, in eliminating and avoiding destructive and weakening tendencies and habits by exciting a persistent self-activity towards overcoming or escaping them. In these respects the teacher has ample scope for the exercise of the highest culture both towards himself and his pupils.

Culture, (or power) is produced by the harmonious and interdependent exercise of the moral, intellectual and physical faculties. Knowledge is never power, but the obtaining of knowledge by such an exercise of all our faculties will develop power. The successful ditcher is infinitely the superior of the useless M.A. or LL.D. because his power has been properly acquired and is effective in its results. In this analysis the moral faculties are not placed first because most important; all faculties are equally important, but the teacher must, if he would mould character successfully, be constantly watchful of the lesser evil tendencies of his pupils. Why so many cultured villains and "moral lepers" in society, in politics and religion? Is it not because of the failure of those responsible for the culture of the young to duly appreciate the importance of eternal vigilance in securing symmetrical growth of all the faculties?

The active agents in the production of Culture are:—The teacher, the pupil, the pupil's surroundings and associations, his studies, books and nature; and just to the extent to which these influences are what they should be will the culture be true culture. If the tendency of any of these be downward we must buckle on our armour and

stand the more firmly to our posts. The tendency of the pupil's studies is often not good. There is too much studying for examinations. The spirit of unholy rivalry among many of our teachers is destroying their usefulness. Many teach as though the development of true manhood and womanhood in their pupils was no part of their duty. All such should give place to those having a higher estimate of their noble calling.

Some of the necessary equipments of the teacher are:—A true ideal of his work, (he who has such will be constantly sitting at the feet of Him who taught as man never taught), heart power, will-power, mind power, enthusiasm and a realization of the scope and effects of the judicious exercise of these powers. The ideal teacher has a clear head, a willing hand and an earnest heart, and he will beget them in his pupils. The teacher's duty is to cultivate in himself and his pupils true soul and mind qualities—love of the true and the good; a charitable, unselfish and philanthropic spirit; a judicial spirit (a power to discriminate between right and wrong, truth and error); a fearlessness in right; a fearfulness and hatred of wrong; the power of independent reflection; originality; self-reliance; research; concentration; thoroughness; with constant attention to the language faculty, the medium through which the various powers find expression. The lesson which does not cultivate the power to express thought clearly and effectively is lacking in one of its most vital elements, and must, of necessity, possess an element destructive of human culture. The wide-awake, intelligent teacher finds daily, if not hourly, opportunity for calling these mind and soul qualities into activity. The pupil must be made to feel that he is the greatest human agent in his own moral, physical and intellectual advancement, the teacher, though guiding, taking at best a second place in this great work.

Some obstacles in the teacher's way are, evil home and street influences, evil literature, a too extended limit, a false estimate of the teacher's success and the unhealthy rivalry that too often accompanies it. To the teacher of resource, who is stimulated by a true estimate of his work, these will not prove insurmountable barriers. They will, on the contrary, cause him to seek and find a constantly increasing equipment. Every honest teacher will, notwithstanding the unjust tests too often applied to his work, do his utmost towards building up his community in all that tends to make humanity better and wiser and, therefore, stronger for life and its duties.

### THAT PARSING GRIND.

ONE of the assistant superintendents of Chicago is reported to have complained at the recent Principals' meeting that as they expel the old parsing grind, bag and baggage, from the grammar grade, it enters, like an evil spirit, into the primary grades. Such requirements as the following are said to be of daily occurrence:—"Write out a list of all the nouns in such a paragraph, or all the verbs, or the adjectives, or the nouns in the third person, or in the plural number, or verbs in the present tense, and the like." This may be unprofitable business for the primary grades in which it is required. That depends. But if it is included in the "bag and baggage" of grammar that is being driven from the grammar grades, then, in the interest of sound education, we enter our protest. Of course, teachers can make a fetish of parsing as they can of manual training or of any other good thing. But he who affirms that a careful and thoughtful classification of the words in sentences, such as these requirements suggest, is not of educational value, both for discipline and for knowledge of the language, is certainly mistaken. What is wanted is not less teaching of grammar, but more. Instead of expelling the subject from the schools, let us improve the teaching of it. It is the easiest way to get rid of a troublesome thing to expel it, but it is sometimes a disastrously expensive way. Exorcise the demons. That is right. But let the angels stay. When shall we learn to take a judicial view of educational practices, and save the good that is in them, while we discard the bad?—*The Public School Journal*.

MERE dandies are but cut flowers in a bouquet—once faded, they can never re-blossom. In the drawing-room, as everywhere else, mind, in the long run, prevails.—*Lord Edward Lytton*.



## School-Room Methods.

### LANGUAGE.

THE term *Language* may be used in different ways. As a faculty of the mind, it is the association of ideas with their proper signs. The term is also applied to the expression of ideas and thoughts, generally by words and propositions, spoken or written. By the study of language the power of association is cultivated and the ability is acquired of expressing ideas and thoughts correctly and easily, both in speaking and in writing. In its widest application, language as a branch of study includes reading, writing, spelling, grammar and expression, or composition. As generally used, however, the term is applied to the last-named subject, or that study which has for its object an easy and correct expression of ideas and thoughts. Such a study is elementary in character and precedes the study of grammar, which is scientific.

OBJECTS.—The two chief ends to be sought in elementary language work are correctness and fluency. Correctness of spoken language consists in correct pronunciation, in the use of correct words, both in kind and construction, and in having the words of a sentence follow each other in proper order. Correctness of written language, in addition to the last two features, consists in correct spelling, punctuation and capitalization.

In securing fluency of expression, it should be the aim of the teacher, first, to see that the pupils have right and useful thoughts to express; secondly, to see that the thoughts are clear and distinct; and thirdly, to see that the expression is direct, simple, free and natural.

MEANS.—*Regular Studies.*—All of the objects named cannot be attained by attending to expression merely. Without clear and distinct thoughts of a useful kind, there can be no good expression; and without proper expression, the thoughts are likely to be indistinct and fleeting. It is important, therefore, that language culture should be an essential feature of all the regular studies of the school. Every fact observed and every thought acquired should be expressed in language clear, accurate and original.

*Imitation.*—First among the most effective means of acquiring correct expression is imitation of good models. Every one knows by experience and by observation how much good language depends upon early influences. No amount of study in school will entirely overcome a habit of using incorrect language which has been acquired in early life. The importance, therefore, of correct speech in the school room can hardly be over-estimated. The teacher should carefully guard himself against the use of language which would not be regarded as a model of excellence for his pupils to imitate.

*Correction.*—In all the exercises of the school, both teacher and pupils should be ready to correct every incorrect expression which is made. If this is done constantly, and the correct forms are written out and frequently reviewed, much will be done to overcome the influence of poor models in the home and on the street. It is not necessary, nor is it well, to interrupt the thought of a pupil in the midst of a statement by the correction of mistakes. When the pupil has finished what he has to say, mistakes may be pointed out and the proper corrections made.

*Copying.*—Constantly during the first year, and occasionally afterwards, the copying of sentences and words from accurately written copies should be practised. The copies may be on the blackboard, paper or cardboard, and should always be most carefully written. No poorly or carelessly written copies should ever be placed before the children, and care should be taken that habits of writing slowly and carefully are formed from the first.

After the first year, or as soon as the child can form letters correctly without a copy, copying from the reading-book may be practised, both for the purpose of learning the use of capital letters, marks of punctuation, etc., and for securing greater familiarity with the words. If the pupils are properly directed, a habit of attention and of picturing in the mind, words and groups of words, is also gained by this exercise. Lead the pupils to look carefully to the words of a phrase or sentence before they write it. After the copy is made, ask them to see

whether they have copied the words correctly in all particulars. If any mistake has been made, have them erase what has been written and try again. After a time good habits of attention will be formed, and the copying may be done in study time. Unless care is taken, pupils, even in the higher grades, will be found stopping in the middle of words to look at the copy, thus forming thoughtless and mechanical habits.—*Prince's Courses and Methods.*

## English.

### QUESTIONS AND ANSWERS.

(a) You suggest the "bottom of the sea" as the "pasture ground." I think you are mistaken since the context says:

"In the caverns where we lay . . .  
Where the sea beast ranged all round  
Feed in the ooze . . . ."

Still I am in as much doubt what is meant by the pasture ground as before.

(b) As regards the mermaid after she had taken up her abode in the town: She was a mermaid, who would be likely to visit her? Why will she start from her slumber? Why will her guests shake the door? Why did the mermaid know more about the world than the merman? Who were her kinsfolk at the church? Why did not the merman show himself at the church? Surely if they allowed a mermaid in the church they would allow a merman. Why did she not come back? Why does the merman say, "She left lonely forever the kings of the sea," and "Alone dwell forever the kings of the sea"? I thought she had deserted only one king.

Please explain: "For the priest and the bell and the holy well."—Forsaken Merman.

Please explain:

"And beautiful with all the soul's expansion,  
Shall we behold her face."

Longfellow's "Resignation"; and "The genius told me that this bridge consisted at first of a thousand arches, but that a great flood swept away the rest and left only one hundred."—Vision of Mirza.

Please explain: "Blind passage," "There were two convulsions in opposite directions—that of the devil-fish and that of its prey." Since the devil-fish had a firm hold of Gilliatt, how was it that it did not force Gilliatt in the same direction in which it went itself?

What is the difference between "ordnance" and "cannon"?

Who was Herrick?

SUBSCRIBER.

(a) The caverns were, of course, at the bottom of the sea, or at least under its surface. They were the abodes of the sea-kings or mermen. All around the sea-beasts pastured in the ooze on the bottom. The chief difficulty, it seems to us, is in the line in which the sea-snakes are represented as "drying their mail," and "basking in the brine." This may perhaps be explained by supposing the poet to conceive of the caverns as communicating with the surface on some rocky coast. Still, the ideas suggested by the two clauses quoted seem contradictory. If any one can explain that line more satisfactorily we should be glad. The rest seems to us tolerably clear.

(b) The key to all the difficulties you suggest is the fact that it is not a mermaid who has forsaken the merman, but a woman, who, after leaving the land to become the sea-king's wife and dwelling with him for years in the sea-caves, became smitten with an irresistible longing for home and kinsfolk, and having obtained his leave to revisit them at Easter, fails to return. Her remorseful thoughts of her abandoned husband and children cause her to start when gusts (not guests) shake the door and howling winds and roaring waves remind her of those she has forsaken. In leaving her merman she left the society of the other sea-kings who dwelt with him.

The "holy well" is probably the font of holy water in the church. She longs for the sight of it as for all the familiar objects hallowed by old associations.

Longfellow's thought is that she who died a child will not continue a child in the Celestial abode to which she has gone, but will have grown into womanhood, and as on earth the highest type of beauty resides in that expression which the soul within imparts to the face, so will it be in her case. Her face will have become more and more beautiful because of the expansion of the soul as she has grown and developed in the "Father's Mansion."

Addison's reference in the one thousand and one hundred arches is to the belief founded on Old Testament history that the period of human life in the early ages of the world bore about the same ratio to one thousand years which it now bears to one hundred years.

A "blind passage" is a passage without apertures to let in the light.

"The two convulsions" were probably that of the devil-fish recoiling at the blow and that of Gilliatt recoiling from the advancing head.

Ordnance is generic, cannon is specific. Ordnance includes cannon, mortars, howitzers, etc., collectively. Cannon is a species of ordnance.

Herrick was an English clergyman and poet. He was born in London in 1591, was for about twenty years Vicar of Dean Prior in Devonshire, was ejected by Cromwell, restored to living in 1662, died 1674. In 1648 he published a volume of poems entitled "Hesperides, or Poems, Human and Divine." As a writer of light lyrics Herrick stands in the very front rank of English poets. His poems are generally amorous and sometimes indelicate.]

Fourth Reader, page 119, (a) Why is the poem called a Psalm of Life? (b) What is meant by "dead" and "slumbers" as applied to the soul? (c) Page 120, What is the meaning of "Let the dead past bury its dead"? (d) What is meant by "A forlorn and shipwrecked brother"? (e) Page 240, Express in prose language: "Soft eyes looked love to eyes which spake again." (f) In third stanza, sixth line, show that "breaks in" is a suitable expression, and explain "cannon's opening roar," in last line. (g) Page 256, In first stanza, ninth line, why does not Douglas speak aloud? (h) In third stanza.

"Burned Marmion's swarthy cheek like fire,  
And shook his very frame for ire," etc.

What is the force of *very*? (j) In third line supply all the words necessary to show fully what Marmion's means. (k) Why does Marmion use the words: "Such hand as Marmion's . . ." (l) Why are these words used:

"Nay, never look upon your lord,  
And lay your hands upon your sword"?

(m) Fifth stanza, second line, what is meant by "on the rise"? (n) Sixth stanza, fourteenth line. Complete the expression of the thought which Douglas has in his mind. INQUIRER.

[It is a psalm concerning life. Life is its subject. (b) The soul that is without the activity and energy inspired by a great purpose and a lofty hope is, (metaphorically) dead. (c) Do not waste time and energy in dwelling upon the past. The allusion is, of course, to Christ's words. Matt. viii., 22. Cease to live in either the past or the future. The present alone is living, *act* in it. (d) One who has met with disappointment and sorrow, and is tempted to despair. Note the suggestiveness of the beautiful metaphor which brings before the mind the picture of a sailor shipwrecked on an unknown shore, who takes comfort and hope from finding human foot-steps on the beach. (e) Has "Inquirer" never been in love? Surely not, else he would not ask us to express this sentiment in cold prose. That would be sacrilege. It is itself the essence of poetry. (f) "Breaks in" upon the festivities. What could be more incongruous with such a scene of revelry than the sounds of the battle-field. Those separate shots were the prelude to the continuous roar of cannon which was to follow. (g) It would take too much space to explain. Read the whole poem and no explanation will be needed. (h) *Very* gives emphasis or shows that the word "frame" is to be taken in its full meaning, not as a hyperbole. Such was the intensity of his passion that his frame actually shook or trembled. "Very" is often thus used. (j) "Darest thou to say this to me?" (k) "Such hand," etc. A hand so well used to smiting

enemies and avenging insults. (l) Evidently addressed to the vassals who showed by their actions that they waited but a nod from the Douglas to cut Marmion down. (m) The drawbridge was being quickly raised by pulleys in obedience to Douglas's command. Marmion barely escaped having his passage across the moat cut off (n) The meaning probably is, "It is a pity that so brave a warrior should be guilty of so foul a deed." Possibly, but not so well, we think, "T'would have been a pity to slay so brave a warrior with such unfair odds against him.]

High School Reader, page 61, second stanza "To Lucasta on Going to the Wars." Please explain, (a) "The first foe in the field." What was the first foe? (b) "And with a stronger faith," etc. Stronger than what? D.B.

[(a) "The first foe in the field" is, as will be seen from the connection, patriotism, for "honor," mentioned in last line, the impulse which leads him to go to the wars

(b) Faith is used in the sense of loyalty or personal devotion. His love for the career on which he is entering is stronger than that for Lucasta. This, at first thought, seems uncomplimentary to the lady, but is neatly turned into the highest compliment in the last stanza.]

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—Home after a long absence, I have read the accumulated file of the JOURNAL with great satisfaction and congratulate you most cordially upon its increasing excellence and practical value and for its general correctness in both statement and typography. Permit me to observe that in the number for March 1st, page 317, the method of reply to the question concerning the capitals of two of our new States, North and South Dakota, is misleading. The names are all right, but their order of mention is wrong. Bismarck, the former capital of Dakota Territory, is the capital of North Dakota; the capital of the South State is Pierre.

I do not yet see an answer to "Subscriber's" inquiries in your issue for April 17th, page 12, near the following stanza:

"Do you think, Oh blue-eyed banditti,  
Because you have scaled the wall,  
Such an old moustache as I am  
Is not a match for you all.

"Subscriber" incorrectly inserts "at" in the last line—"Is not a match for you at all"—which makes a very surprising difference in the sense. The lines are from Longfellow's beautiful domestic poem of "The Children's Hour," written many years ago, when the three banditti," his daughters, were little ones. If "Subscriber" had had the full text of the poem before him he would have found their names in the third stanza:

"Grave Alice and laughing Allegra,  
And Edith with golden hair."

2. They seem to have been called "banditti" because of the fancied resemblance of their climb up his sides to steal pipes, to the scaling of a wall by robbers.

3. "Old Moustache" is probably a loan from the French "Vieux Moustache," sometimes applied to old men, especially veteran soldiers.

4. "For what does 'I' stand in the above?" Already answered in the brief account of the poem.

HENRY A. FORD.

DETROIT, MICH., May 22nd.

YOUR teaching is not to supersede books, but rather to lead your pupils to the right use of books. \* \* \* Be sure that if, as the result of your teaching, your pupils seem indisposed to read for themselves, if they get the impression that all that needs to be known will be told them by yourself, then there is a fatal flaw even in the most animated oral lessons, and your methods need to be revised.—*Fitch's Lectures on Teaching.*

EVERY explanation, every particle of showing, every bit of pupil's work that the teacher does—whenever, in brief, she does anything for him that he can do for himself, she has not only robbed him of an opportunity to discover, to think or do, but she is building up a habit that will result in making him a drone in the world's hive and that unhappy nuisance in society—a helpless, despondent man or woman.—*Quincy Methods.*

## Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—  
MIDSUMMER EXAMINATIONS, 1889.

THIRD CLASS TEACHERS.

FRENCH GRAMMAR AND COMPOSITION.

Examiners { W. H. FRASER, B.A.  
J. E. HODGSON, M.A.

NOTE.—Candidates will take any eight questions of section I, and all of section II.

I.

1. Write ten short sentences, each one to contain one of the following forms, and serving as an illustration of its correct use: *du, la sienne, leur* (pron.), *celles-là, les* (pron.), *cet, en* (pron.), *en* (prep.), *quelles, quelques-unes*.

2. Translate into French: Has nobody seen my black hat? Has this merchant any fine hats? He has none. I am not angry at him, but he is angry at me. I do not know that gentleman, but I know his brother. At what o'clock did they (have they) come?

3. Show how a knowledge of the following parts of the verb *finir* may be used in forming its remaining tenses: *finir, finissant, fini*, the present tense indicative, and the past definite (or preterit definite) indicative.

4. Translate into French: Give me that pen; do not give it to her. Here are some pretty cards (*carte, fem.*); let us send them to him. Let us not send them (cards) to him to-day. Whose books are those? Mine; my father has just given them to me.

5. Translate into French: She has neither time nor money. An old gentleman and an old lady were at our house this morning. When do you intend to write to your friends? This gentleman is a physician, and he has two brothers who are physicians also. The letters I had written were not sent.

6. Write a note, with examples, upon the comparison of adjectives.

7. Translate into French: Some one has stolen my gold watch. We were coming from your house when it began to rain. Am I going, or are you going? I am having a stone house built. He must bring the money with him.

8. Re-write the following sentence (1) in interrogative form (two ways), (2) in negative form, (3) in interrogative negative form (two ways): *Une occasion se trouva bientôt.*

9. Translate into French: He has taken his pen, I have taken mine, and you have taken yours. The gardens in France are finer than those of this country. Go and get your umbrella; it might rain. It was raining yesterday, and I believe it might rain to-day. What were you reading this morning when I knocked at your door?

10. State how the passive voice is formed in French, and translate the following into French: It is said that the King is dead. These girls have been praised by their mothers. We have been told that this house is to be sold. A house has been bought for me in this street. Is this house sold? No, it is not.

11. Translate into French: My room is larger than my brother's, but it is not so fine. Please give me some ink; I have no more. I should go to your house, if I had time. It is said that the concert will not take place to-day. How long have you been learning French?

12. Write in full the pres. indic. of *s'en aller*, the imperfect indic. of *finir*, the past definite (preterit definite) of *fai e*, the fut. indic. of *lire*, and the pres. subj. of *chanter*.

13. Translate into French: Give the children their toys. They arrived (have arrived) at half-past twelve last night. Are you thinking of what I said (have said) to you? Do not use that pen; use this one. Take care not to fall.

14. Translate the following, and state why the subjunctive is used in each case: *Nous avions peur qu'il ne tombât. Il faut qu'on nous dise cela. Voilà la plus magnifique maison que j'aie jamais vue. Nous désirons beaucoup qu'il vienne nous voir. Qu'il fasse son devoir! Voilà le conseil que je lui donne.*

15. Translate into French: Do not take that chair; take this one. The train will start (*partir*) at ten minutes to three. He goes to the city every week. We shall set out a week from to-morrow. He who studies is sure to succeed (*réussir*).

II.

Translate into French: When winter comes, the bear goes into a hole or cave, and there he makes a bed of leaves in order to sleep during the cold weather. When the snow comes, it covers the entrance (*entrée*) of the hole or cave, where the bear is hidden. He closes his eyes and seems to sleep the whole winter. In the spring, when the snow is gone, and the green leaves appear, and the birds begin to sing, the bear wakes from his long sleep. Then he sets out again to roam (*roder*) in the woods and to hunt for fruit and the hives (*ruche*) of the wild bees.

GERMAN GRAMMAR AND COMPOSITION.

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

NOTE.—Only eight of the following questions are to be attempted; but all candidates must answer I and II, and either VI or VII. Where examples are given, they must not be taken from the sentences given for translation.

I. Give in full the simple tenses of *haben, sein* and *werden* (indic. and subj.); also the perf. indic. of *sein*.

Translate into German not more than three of the following sentences:

1. Has she any books? Yes, she has some books. 2. He had the girl's flowers, and the pupil's pens. 3. It was cold yesterday, but to-day it is warm. 4. The curtains in this room are becoming old. 5. Where were the boys? They were in the house.

II. How are the compound tenses of all transitive verbs formed? Give an example of each tense, using a different verb in each example.

Translate into German not more than three of the following sentences:—1. Your gloves would have become old. 2. I should have bought these books. 3. She loves her father and mother, for they are good. 4. He would not have been contented. 5. We were praising her father's pictures.

III. Decline the definite article and define the use of the cases in German, with examples.

Translate into German not more than three of the following sentences:—1. He had this book, but she had those books. 2. This boy is buying apples for his sister. 3. This mother will buy her children some toys (*Spielsache, f.*). 4. I should be happy, if I were at home with my parents. 5. Her eyes are tired, because she has studied too much.

IV. What is the difference between the declension of *dieser* and that of *mein*? Give three words declined after each of these models.

Translate not more than three of the following sentences:—1. My father sent his dog into the wood behind their house. 2. I shall take a walk with you to-morrow. 3. Have you ever been in this church? No, I have never been in it. 4. Her mother would have been angry, if she had made a noise. 5. I shall tell her that her brother has come.

V. What pronouns are used in addressing people in German, and how? Illustrate your answer by examples.

Translate not more than three of the following sentences:—1. Children, why are you crying? We are crying because we are ashamed. 2. Have you done your exercise, my son? No, father, I have not done it, for I was too tired. 3. He would have become a soldier, if he had not been too young. 4. What are you doing with your pen? I am writing a letter with it. 5. Has the tailor sent your coat home? No, but he will send it to-morrow.

VI. Define the place of the verb, participle and infinitive in a principal sentence, and give five compound sentences illustrating your answer.

VII. What is the difference in construction between principal and dependent sentences? Illustrate your answer by four complex sentences.

VIII. Name the relative pronouns and define their use, giving four examples.



33. Given the perpendicular of a plane triangle 300, the sum of the two sides 1155, and the difference of the segments of the base 495; required the base and the sides.

SOLUTION.—Let  $x$  = greater segment of base;  $y$  = side adjoining greater segment. Then  $x - 495$  = lesser segment;  $1155 - y$  = side adjoining lesser segment. Also  $x^2 + (300)^2 = y^2$ ;  $(x - 495) + (300)^2 = (1155 - y)^2$ . Subtracting,  $7y - 3x = 3300$  or  $y = \frac{3300 + 3x}{7}$ . Substituting this value of  $y$  in the first equation,  $x^2 = \left(\frac{3300 + 3x}{7}\right)^2 - 90000$ ; or  $x^2 - 495x = 162000$ ; whence  $x = 720$ ;  $y = \frac{3300 + 3x}{7} = 780$ ;

lesser segment =  $720 - 495 = 225$ , and base =  $720 + 225 = 945$ . Also other side =  $375$ . Thus sides are  $780$  and  $375$ , and base is  $945$ .

34. If  $a + b + c + d = 0$ , prove that  $(a^3 + b^3 + c^3 + d^3)^2 = 9(bcd + cda + dab + abc)^2 = 9(bc - ad)(ca - bd)(ab - cd)$ .—(Camb. Tripos.)

SOLUTION.—If  $a + b + c = 0$ , we know that  $a^3 + b^3 + c^3 - 3abc = 0$ , and by symmetry if  $a + b + c + d = 0$ ,  $a^3 + b^3 + c^3 + d^3 = -3(bcd + cda + dab + abc)$ , and the square of this identity gives the first pair of the reqd. relations.

Again,  $a^2 + b^2 + c^2 + d^2 = -2(ab + bc + cd + da + ac + bd)$ ; and  $(bc - ab)(ca - bd)(ab - cd) = a^2b^2c^2 + 3$  similar terms  $- abcd(a^2 + b^2 + \&c.) \dots A$ .  $= a^2b^2c^2 + \&c + 2abcd(ab + bc + \&c.)$ . And  $(bcd + cda + \&c.)^2 = b^2c^2d^2 + \&c. + 2abcd(ab + bc + \&c.) \dots B$ . And  $A = B$ , which gives the second pair of the reqd. relations.

35. Solve  $\frac{x-a}{b} + \frac{x-b}{a} = \frac{b}{x-a} + \frac{a}{x-b}$ .—(Cambridge Tripos.)

SOLUTION.—For  $x - a$  write  $m$ , for  $x - b$  write  $y$ .  $\therefore \frac{m}{b} + \frac{y}{a} = \frac{a}{m} + \frac{b}{y}$  or  $\frac{1}{am + by} = \frac{1}{my} (am + by)$ .  $\therefore am + by = 0$ , whence  $x = (a^2 + b^2) \div (a + b)$ ; or  $ab = my$ , whence  $x = 0$ , or  $x = a + b$ .

36. Divide  $1 + x + x^2 + x^3 + x^4 + x^5 + x^6 + x^7 + x^8 + x^9 + x^{15}$  by  $1 - x^5 + x^6$ .—(Cambridge Tripos.)

SOLUTION.—We know that  $(1 - x^{10}) \div (1 - x) = 1 + x + x^2 + x^3 + x^4 + x^5 + \dots + x^9$ . Thus the dividend is equal to  $\frac{1}{2} (1 - x^{10}) \div (1 - x) - \frac{1}{2} (x^5 - x^{15})$ . But this last term =  $-x^5(1 - x^{10})$ .

Hence the dividend =  $(1 - x^{10}) \left\{ \frac{1}{1 - x} - x^5 \right\} = \frac{(1 - x^{10})(1 - x^5 + x^6)}{1 - x}$

Thus the quotient is =  $1 + x + x^2 + x^3 + x^4 + x^5 + x^6 + x^7 + x^8 + x^9$ .

37. Prove that  $(a + b)^3(a^5 + b^5) + 5ab(a + b)^2(a^4 + b^4) + 15a^2b^2(a + b)(a^3 + b^3) + 35a^3b^3(a^2 + b^2) + 70a^4b^4 = (a + b)^8$ .—(Cambridge Tripos.)

SOLUTION.—Let  $x$  stand for  $a + b$ , in the course of the work

$(a + b)^8 = (a + b)^3(a + b)^5 = (a + b)^3(a^5 + b^5 + 5a^4b + \&c.) = (a + b)^3(a^5 + b^5)$ , the first term of the required product,

$+ \frac{1}{2} (a^3 + b^3) + 3abx \left\{ \frac{1}{2} (a^3 + b^3) + 2a^2b^2x \right\}$  and the latter part

$= 5ab(a + b)^2(x) \left\{ \frac{1}{2} (a^3 + b^3) + 2a^2b^2x \right\}$

$= 5ab(a + b)^2(a^4 + b^4)$ , the second term,  $+ 15a^2b^2(a + b)^2(a^2 + b^2) + 20a^3b^3(a + b)^2$ , and the latter part

$= 15a^2b^2(a + b)(a^3 + b^3) + 15a^3b^3x^2 + 20a^3b^3x^2 + 40a^4b^4$ , = the third term

$+ 35a^3b^3(a + b)^2 + 40a^4b^4$ , and this  $= 35a^3b^3(a^2 + b^2) + 70a^4b^4$ , the other two terms.

SECOND SOLUTION.—If the identity is true it will hold for every value of  $a$ . Let us then put  $a = b$  throughout and test the result, thus:

$(2a)^3(2a^5) + 5a^2(2a)^2(2a^4) + 15a^2(2a)(2a^3) + 35a^3(2a)^2 + 70a^4 = (2a)^8$

or  $x^8(16 + 40 + 60 + 70 + 70) = 256a^8 = (2a)^8$ , as required to be proved.

38. Reduce to lowest terms  $\frac{8x^7 - 377x^3 + 21}{21x^7 - 377x^4 + 8}$

SOLUTION.—Call the two quantities A and B, and find the H.C.F., thus:

$$\begin{array}{r} 21A. \quad 168x^7 - 21 \times 377x^3 + 441 \\ 8B. \quad 168x^7 - 8 \times 377x^4 + 64 \\ \hline \end{array}$$

$$C. \quad 8x^4 - 21x^3 + 1$$

$$\begin{array}{r} 8A. \quad 64x^7 - 8 \times 377x^3 + 168 \\ 21B. \quad 441x^7 - 21 \times 377x^4 + 168 \\ \hline \end{array}$$

$$D. \quad \frac{377x^7 - 21 \times 377x^4 + 8 \times 377x^3}{x^4 - 21x + 8}$$

$$C - D = 7x^4 - 21x^3 + 21x - 7 = 7(x^4 - 1) - 21x(x^2 - 1) = 7(x^2 - 1)(x^2 - 3x + 1)$$

Now we see by inspection that  $7(x^2 - 1)$  cannot be part of H.C.F., so that if there is any C.F. it must be  $x^2 - 3x + 1$ . We therefore try this factor.

$$\begin{array}{r|l} 1 & 21 + 0 + 0 + 377 - 0 + 0 & | + 0 + 81 \\ + 3 & 63 + 189 + 504 + 192 + 72 & | + 24 \\ - 1 & - 21 - 63 - 168 - 64 & | - 24 - 8 \end{array}$$

$$21x^5 + 63x^4 + 168x^3 + 64x^2 + 24x + 8 = \text{Reduced Denom'r}$$

Similarly  $8x^5 + 24x^4 + 64x^3 + 168x^2 + 63x + 21 = \text{Reduced Numer.}$

39. Three towns are at the angles of a triangular county, so that none of them is suitable for county town. Locate the new county town equally distant from the other three, and find the number of square miles in the county from the following data: From A to C through B = 82 mls., from B to A through C = 97 miles, from C to B through A = 89 miles.

SOLUTION.—If  $x, y$  and  $z$  = sides of the county, we have  $x + y = 82, y + z = 97$ , and  $z + x = 89$ .  $\therefore x + y + z = 134$ ,  $\therefore x, y, z$  are found, and hence the area of the county. The county town must be the centre of the circle passing through the other three places, and the radius of this circle will have to be = product of the three sides  $\div$  four times the area of the county.

40. The Great Pyramid is about 486 ft. high, how many miles will it be visible across the desert?

SOLUTION.—The dip is about 8 inches to the mile, and it increases as the square of the distance.  $\therefore \text{distance} = \sqrt{(486 \times 12) \div 8} = 27$  miles.

41. If  $\frac{1}{b} + \frac{1}{c} = \frac{4}{a}$  show concisely that  $(a + b - c)^3 + 2(b + c - a)^3 + (c + a - b)^3 = 2(b + c)^3$

SOLUTION.—Transpose the required relation, expand, cancel, and the result is

$$6a^2b + 6a^2c - 24abc = 0, \therefore \frac{1}{b} + \frac{1}{c} = \frac{4}{a}$$

42. The equal sides of an isos. triangle are  $a$ , the base  $c$ . Find the length of the perp. from one of the equal angles on the opp. side.

SOLUTION.— $p^2 = c^2 - x^2 = a^2 - (a - x)^2$ , where  $x$  = segment of  $a$  between perp. and base  $c$ . Hence  $x = c^2 \div 2a$ ; and by substitution

$$p = c \sqrt{(4a^2 - c^2) \div 2a}$$

43. Find the values of  $x, y, z$ , from the equations

$$a(x - y + z)^{\frac{1}{2}}(x + y - z)^{\frac{1}{2}} = xy^{\frac{1}{2}}z^{\frac{1}{2}}$$

$$b(x + y - z)^{\frac{1}{2}}(-x + y + z)^{\frac{1}{2}} = yx^{\frac{1}{2}}z^{\frac{1}{2}}$$

$$c(-x + y + z)^{\frac{1}{2}}(x - y + z)^{\frac{1}{2}} = zx^{\frac{1}{2}}y^{\frac{1}{2}}$$

SOLUTION.—By multiplication,

$$(x - y + z)^{\frac{1}{2}}(x + y - z)^{\frac{1}{2}}(-x + y + z)^{\frac{1}{2}} = \frac{\pm xyz}{(abc)^{\frac{1}{2}}}$$

Dividing the corresponding members of this equation by the corresponding members of each of given equations, and squaring, we have

$$-x + y + z = \frac{ayz}{bc}, \quad x - y + z = \frac{bxz}{ca}, \quad x + y - z = \frac{cxy}{ab}$$

Adding the first two equations, we obtain

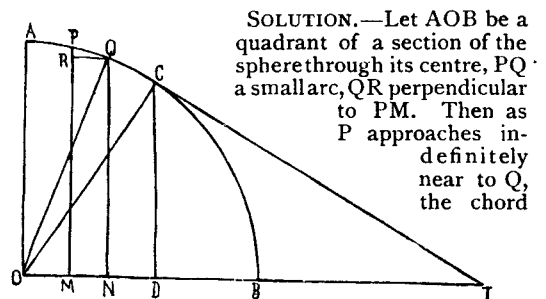
$$2z = z \left( \frac{ay}{bc} + \frac{bx}{ca} \right);$$

therefore  $z = 0$  or  $a^2y + b^2x = 2abc$ .

Similarly,  $x = 0$  or  $b^2z + c^2y = 2abc, y = 0$  or  $c^2x + a^2z = 2abc,$

whence the result,  $x = \frac{a}{bc}(b^2 + c^2 - a^2), y = \&c.,$  and  $z = \&c.,$  by symmetry.

44. At what distance above the surface of the earth must a person be to see one-fourth of its surface?



SOLUTION.—Let AOB be a quadrant of a section of the sphere through its centre, PQ a small arc, QR perpendicular to PM. Then as P approaches indefinitely near to Q, the chord PQ ultimately becomes the tangent at Q, and angle PQR = 90° - RQO = OQN. Hence ultimately the triangles PQR, OQN, are similar, and  $\frac{PQ}{RQ} = \frac{a}{QN}$ ,

or QN, PQ = a · RQ, where a is the radius of the sphere. Also, ultimately, the surface generated by revolution of PQ about MN is  $2\pi QN \times PQ = 2\pi a \cdot RQ$ , from above. And the entire arc AB, or any part of it, may be broken into indefinitely small elements like PQ, the surface generated by all of which =  $\sum(2\pi a \cdot RQ) = 2\pi a \sum(RQ)$ . Hence surface generated by AC =  $2\pi a \cdot OD$ ; and surface of hemisphere =  $2\pi a^2$ . Let CT be the tangent at C. An eye at T will see the portion of the surface enclosed by tangents drawn from T; and, if this eye see one-fourth the surface  $2\pi a \cdot OD = \pi a^2$ , or  $OD = \frac{1}{2}a$ . Now  $\frac{OT}{OC} = \frac{OC}{OD}$ ;  $\therefore OT = \frac{a^2}{\frac{1}{2}a} = 2a$ ; and BT = a = height of eye above the surface.—(From the *Canada School Journal*.)

THE following contribution is from the pen of J. D. DICKSON, B.A., Mathematical Master of Brockville Collegiate Institute. As it discusses an important form in elementary algebra, it is sure to be of great practical value to many readers of this column.—MATH. EDITOR.

THE EXPRESSION  $A^3 + B^3 + C^3 - 3ABC$  is the foundation of many exercises in algebra, some easy and some more difficult. There are four useful forms in which its factors may be exhibited:

I.  $(a + b + c)(a^2 + b^2 + c^2 - ab - bc - ca)$  by common division.

II.  $\frac{1}{2}(a + b + c)[(a - b)^2 + (b - c)^2 + (c - a)^2]$ , by simple transformation.

III.  $-(a + b + c)[(a - b)(b - c) + (b - c)(c - a) + (c - a)(a - b)]$

IV.  $(a + b + c)(a + wb + w^2c)(a + w^2b + wc)$  See ED. JOURNAL, Feb. 1, 1890.

Form III. may be proved as follows:  $0 = (a - b) + (b - c) + (c - a)$ ;  $\therefore (a - b)^2 + (b - c)^2 + (c - a)^2 = -2[(a - b)(b - c) + (b - c)(c - a) + (c - a)(a - b)]$ , and therefore  $\frac{1}{2}[(a - b)^2 + \&c.] = -[(a - b)(b - c) + \&c.]$  But the left hand is second factor of form II., and thus form III. is proved.

APPLICATIONS OF FORM II.—I. Simplify  $(a + b)^3 + (b + c)^3 + (c + a)^3 - 3(a + b)(b + c)(c + a)$ . Here we have  $\frac{1}{2}(2a + 2b + 2c)[(a - c)^2 + (b - a)^2 + (c - b)^2]$

$$= 2(a + b + c)(a^2 + b^2 + c^2 - ab - \&c) = 2(a^3 + b^3 + c^3 - 3abc).$$

$$2. (a + b - c)^3 + (b + c - a)^3 + (c + a - b)^3 - 3(a + b - c)(b + c - a)(c + a - b)$$

In this case we get from Form II.,  $\frac{1}{2}(a + b + c)[(2a - 2b)^2 + 2 \text{ auls.}]$ , which reduces to  $4(a + b + c)(a^2 + b^2 + c^2 - ab - \&c.) = 4(a^3 + b^3 + c^3 - 3abc)$ .

$$3. (a^2 - bc)^3 + (b^2 - ca)^3 + (c^2 - ab)^3 - 3(a^2 - bc)(b^2 - ca)(c^2 - ab)$$

Applying Form II. we get  $\frac{1}{2}(a^2 + b^2 + c^2 - ab - \&c.)[(a^2 - bc - b^2 + ca) + 2 \text{ auls.}]$

$$\text{which} = \frac{1}{2}(\dots) [(a - b)^2(a + b + c)^2 + 2 \text{ auls.}] = \frac{1}{2}(\dots)(a + b + c)^2 [(a - b)^2 + 2 \text{ auls.}] = (a^2 + b^2 + c^2 - ab - \&c.)^2 (a + b + c)^2 = (a^3 + b^3 + c^3 - 3abc)^2.$$

The following example shows how the labor of simplifying a complex expression may sometimes be abridged by applying such forms as those now given: If  $2s = a + b + c$ , show that  $(s - a)^3 + (s - b)^3 + (s - c)^3 + 3abc$  is equal to  $s^3$ . This is an identity, and the right-hand member is a perfect cube, hence the left-hand member must also be a perfect cube. Now the cube of  $(x + y + z) = x^3 + y^3 + z^3 + 3(x + y)(y + z)(z + x)$ . Comparing the left-hand member with this we see that we must have the left hand =  $[(s - a) + (s - b) + (s - c)]^3, [3s - (a + b + c)]^3 = (3s - 2s)^3 = s^3$ .—J. D. D.



# The Educational Journal.

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J. E. WELLS, M.A. Editor.

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TEACHERS' CONVENTIONS.

Algoma, at Manitowaning, June 18th and 19th.

## ✻ Editorials. ✻

TORONTO, JUNE 2, 1890.

### THE SPELLING OF ENGLISH.

WHETHER the "Century Dictionary" is "the coming dictionary" of the Canadian half of the Western world, is a question upon which we cannot venture an opinion, as we have not as yet had an opportunity to examine those parts of the work which have already appeared. Probably some of our readers may have been more fortunate, and may thus be in a better position to agree or disagree with Professor Ford's views, as expressed in another column. All will, we are sure, read with pleasure and profit his interesting article. Whatever may be the state of things amongst our neighbors across the border, no one in Canada who has had much to do in any way with the public press, can doubt that the spelling of our Canadian English is just now in a state of perplexing confusion. Some of our publications hold fast with tenacious conservatism to the forms which prevail in the Mother Country. Others adopt freely all, or nearly all, the innovations which have prevailed amongst our cousins to the south, and from which, as Mr. Ford points out, there is of late a tendency to revert to the British practice. Others again—and we are not sure but this class includes the largest number, aiming at the golden mean, use a mixed orthography, following in some words the American and in others the English practice. Thus it happens that each

newspaper and magazine of any standing adopts rules and a standard of its own. This we have found to our cost, for it so happens that in contributing to different journals we have found ourselves obliged to use two systems of spelling. In the columns of the EDUCATIONAL JOURNAL, where we are free to follow our own sweet will, we have, swayed by wont and prejudice, we fear, rather than by logic or love of consistency, used the mixed method. For instance, the *u* in the termination *our*, of words Anglicised from the Latin in *or*, seems so utterly useless and uncalled-for, that we have long since discarded it. On the other hand, our eyes revolt against such heterodox forms as *program*, and *check* (for cheque), and we have not been able to bring ourselves to admit them into our columns.

Of course, this lack of uniformity in spelling is no new thing in the English language. Every one at all familiar with the dress in which our earlier literature originally appeared, knows that not only were words variously spelled by different authors, but that a given word would often be spelled in two or more different ways by the same author. Still, though the language has all through its history been undergoing a series of changes, constituting an evolutionary process, there is some reason to think that it is just now, more truly than ever before, in a transition period. What the outcome of the transition will be we shall not attempt to prophecy. That it will be in the direction of greater simplicity and uniformity can hardly be doubted, though the period of pure phonetic spelling is probably still far in the future. But in view of the growing impatience of the men and women of the time with everything involving unnecessary labor or delay, we cannot think that such a system of options as that adopted in the Century Dictionary is likely to meet with permanent favor. The work may prove in many directions the "unifier of our tongue," but it cannot be, as Mr. Ford admits, the final unifier. Probably there will be no finality in the process.

With Mr. Ford's remarks touching the mischief likely to result from the revival and distribution of the photogravure edition of the obsolete Webster of 1847, we heartily agree, albeit the publishers of this journal have been betrayed into giving it the sanction of their name. We have their permission to say that they recognize their mistake and heartily regret it. The fact is that, like others, we suppose, they advertised the work, and announced it in connection with the JOURNAL, under a misapprehension, supposing it to be a *fac simile* of the latest improved edition of Webster. Since discovering their mistake they have ceased to handle the fraud, and will refuse to have anything further to do with it. Happily the other dictionaries which they are distributing so widely, are of the very best, and worthy of all confidence.

"ALL the literature of knowledge builds only ground nests that are swept away by floods, or confounded by the plough, but the literature of power builds nests in aerial altitudes of temples sacred from violation, or of forests inaccessible to fraud."—*De Quincey*.

### A VALUABLE REPORT.

THE Report of the Royal Commission on the Mineral Resources of Ontario, which has just come to hand, is an interesting and valuable work. As our readers may remember, this Commission was issued about two years ago for the purpose of a careful and thorough inquiry into the character and extent of the mineral resources of the Province, and the best measures for their development. The Commissioners were Messrs. John Charlton, chairman: Robert Bell, William Coe, Wm. Hamilton Merritt and Archibald Blue, secretary. Their task has been ably and faithfully performed and a vast mass of reliable information, gathered by personal observation and inspection, by the examination of no less than one hundred and sixty-four witnesses during sessions held in thirty-seven different places in various parts of the Province, and by visits to important mineral districts and mining schools in the United States, is here given to the public. Thanks to the care and statistical ability of the Secretary, this information is not given in a crude and indigestible mass, but is so systematically and scientifically arranged, that the general reader need be at no loss to get just the facts he needs in regard to any particular locality, mine, or mineral. A copy of this work should, it strikes us, be accessible to every teacher. It is of great practical importance that the pupils in the Public and High schools should not leave school without some clear ideas with regard not only to the exhaustless stores of mineral wealth to be found in this Province, but also to the manner in which they are distributed in different parts of the Province, their present state of development, etc. Whether regarded from the purely educational or the practical point of view, some general knowledge of the geology and mineralogy of the Province should be had by every schoolboy, and the Report before us would be the best possible aid to the intelligent and industrious teacher in enabling him to gain and impart such information in a manner suited to the capacities of his pupils.

### THE PRACTICAL IN EDUCATION.

THAT the Public schools have, as a rule, done little in the past, in the way of training the hands of boys and girls for useful activities, is a fact too patent to need illustration. The sewing and knitting in some of the old-time dames' schools created an exception, within those narrow limits, in favor of the girls. That, under the old system, next to nothing was accomplished in the way of training the perceptive faculties of either boys or girls is equally well known. The model "scholar" of a quarter of a century ago was the studious, thoughtful, and, one might almost say, stupid lad who conned the lessons in his books, and wrought out his arithmetical problems with intense eagerness by day and by night. But in out-door sports, games and excursions requiring activity and endurance, he and his counterpart of the other sex, were generally of small account. They, too often, went to and from school with downcast eye and

slouching gait. How often, too, in anything demanding quick and keen perceptions, were they helpless dullards in comparison with others who may have been the "dunces" of the school. When a volunteer was wanted to climb a tree, or swim a stream, or head an exploring expedition to the distant woods, the clever pupils would be the last ones to be thought of. Very often those who were generally as near the foot as the head of their classes in the schoolroom would be found ten times wiser about trees and plants and flowers than the head boys and girls. They could much more readily distinguish forms and colors; they knew vastly more about birds and insects and fishes; they needed no one to tell them just where to find the finest berries and nuts; they could handle tools and manufacture toys with admirable dexterity; they were the ones whose ready wits befriended the party when some discovery was to be made, some new appliance invented, some ready device for achieving an exploit, or surmounting a difficulty, needed. It is now, at last, coming to be seen how narrow and mistaken was the view which called the book-devourer clever and intelligent and the other dull and ignorant.

There can be little doubt that all this will be greatly changed, and changed for the better, in the near future. The new departure in the direction of manual training is steadily making headway. Manual training and the strengthening of the perceptive faculties are, of course, two distinct things, but they are so closely related as to be virtually inseparable in practice. Nature and habit so co-ordinate the movements of the eye and the hand that the latter cannot be educated without the former. At least that seems to be the assumption at present. Perhaps we shall hereafter discover this idea to be a mistake. The end to be kept in view is the development of the powers of perception. One outcome of this will be the strengthening of the power and habit of close observation, than which no other stands in closer relation to both the usefulness and enjoyment of life. In direct ratio with the perceptive power will be the expansion of the æsthetic side of the nature, in other words the capacity for the enjoyment of whatever is beautiful in the world of sense or the world of thought.

Every so called educational process which does not tend to this result is radically defective.

THE famous Bill of Rights, adopted by Parliament in 1689, which finally settled the constitutional character of the English government and brought kings strictly under law, has just been added to the Old South Leaflets, being the nineteenth number in the new general series, published for the directors of the Old South work, by D. C. Heath & Co., Boston.

THAT "children's delight," *Babyland*, makes its appearance for June. There is no other magazine published that is made especially for the babies—and by babies we mean the little ones from six months to six years of age. It will be found of great assistance to the mother in entertaining and amusing her baby. Only fifty cents a year. A specimen copy will be sent free to any mother by the publishers, D. Lothrop Company, Boston.

## Contributors' Department.

### NOTES ON THE DICTIONARIES.

BY H. A. FORD, DETROIT, MICH.

I HAVE no official relation to the English language which authorizes me to issue its bulletins or give special warning of dangers. But I note some phenomena on the Yankee side of the international boundary, which may at least amuse interested observers of linguistic change on your side. The King's (or Queen's, or President's) English in the Great Republic is getting sadly demoralized. There was confusion enough in both orthography and orthoëpy when we rested on only the two great authorities, Webster and Worcester; and in their case we had to keep along with somewhat frequent new editions and their "supplements." But now comes a genuine danger to the present generation, in the revival of an obsolete Webster of forty-three years ago—the first quarto edition (1847), upon which copyright has expired, and it is therefore at the mercy of the cheap publishers. In their editions, literally reproduced from the battered old plates by photogravure, the great old book can sometimes be had for a few shillings, and is selling in great numbers, often as a premium with widely-circulated newspapers. This is hardly less than a public calamity. Although it is truly "the original Webster," and about all there is of the great lexicographer in himself, his editors having long since eliminated almost everything distinctively Websterian, it has ceased to be authority for many years. Yet it will now, doubtless, in many parts of the land, have a permanent effect upon the language, in all the details of English with which a dictionary deals.

It must be said, however, that before these editions appeared there was evident a plain tendency in some quarters to reversion to British forms that had long been considered obsolete in the United States. It is not at all uncommon to see in our books, and occasionally even in private correspondence, the forms "honour," "endeavour," "emphasise," and most surprising of all, "cheque." It is probable that the large amount in late years of printing by American publishers from English plates and the greater circulation of British books through American branches of foreign publishing houses, will account for most of this. But there has also been a great sale in this country within the last few years of British-made dictionaries. One or more of the great lexicons—the Imperial Capell's, Murray's, and others—are, I think, to be found in most of our city public libraries; and Stormonth's, republished here in cheap parts, and finally in a six-dollar volume by the Harpers, has had a wider circulation. Then the smaller dictionaries—the Globe, Nuttall's, and the rest—have also been largely sold, partly as periodical-subscription premiums; and I suspect they have done much more to muddle our speech in Yankeeland.

The new Century Dictionary, now almost

half done, will offer many of the British spellings as alternatives, especially those in *our*. While conservative in this, it is also progressive, its editor announcing that some of the new-old spellings adopted by the American Philological Society will be accepted in this, as "rime" for rhyme. We look to this monumental work as in the long-run to furnish us the unifier of our tongue, though not the final one. But it is making fearful work of the older authorities. I have lately worked through the two huge volumes as yet in print (the third almost ready), for correction of the Boston book of "Three Thousand Words Liable to be Mispronounced," and find that the orthoëpy of more than half of them must be changed. "Must be," I say, for the "Century" is the coming dictionary of the Western world.

### \* Literary Notes. \*

*Our Little Men and Women* for June is filled to overflowing as usual with pretty pictures and amusing and entertaining stories and poems. The value of such a magazine in a family of young people cannot be estimated in dollars and cents. It is a constant entertainer and educator. Such articles as those on the "National Flowers" are very instructive; and yet every child can readily understand and enjoy them. \$1.00 a year. Specimen copy five cents. D. Lothrop Company, Publishers, Boston.

*The Pansy* for June is as inviting as ever to its young readers. The illustrations are numerous, many of them full-page. Serials by Pansy and Margaret Sidney, special articles by Felix Oswald and others, and numerous short stories, poems, etc., combine to furnish a highly interesting number. The whole influence of *The Pansy* is helpful and healthful. The magazine is only \$1.00 a year. The publishers, D. Lothrop Company, Boston, will send specimens free to readers of the EDUCATIONAL JOURNAL.

THE question of hours of labor is discussed by General Walker in the *Atlantic* for June. The author of the article will be remembered as the writer of a criticism of Mr. Bellamy's "Looking Backward," which appeared in the *Atlantic*, and to which Mr. Bellamy replied at some length. Charles Dudley Warner's article on "The Novel and the Common School," is a keen analysis of the duty of the public schools in the supply of reading for our young citizens. Miss Repplier has a whimsical paper called "A Short Defense of Villians"; and Dr. Holmes discusses "Book-hunger," the uses of cranks, and tells a curious story, entitled "The Terrible Clock." Mrs. Deland's "Sidney" and the second part of "Rod's Salvation," furnish the fiction of this issue, and there are two poems, an account of a pilgrimage to the localities immortalized in the legends of King Arthur, and several short papers of interest. HOUGHTON, MIFFLIN & CO., BOSTON.

"MANY a master runs about mentally just as if he were trying to catch geese on a common. There is the flock assembled in a reasonably compact body. He makes a dash into the middle, of course missing his victim; and off they go in all directions, he after them, first chasing one, then another, till the flock has ceased to be a flock, and he, all out of breath, is no longer within reach of any of them. Run one goose quietly into a corner, run him down, is the first rule of catching geese; and a good rule, too, whether in class-room or on common. Every fault must not be chased."—*Thring*.

## Primary Department.

### GYMNASTICS.

ARNOLD ALCOTT.

HARMONY and variety, or symmetry and change form the basis on which much of the happiness in the relations existing between teacher and pupils, rests. The psychologist tells us that pleasurable emotions produce more lasting results than do mere passive feelings. Consequently if we can so teach as to affect pleasurable the molecules in that delicate, sensitive membrane by means of which we think, surely we are along one of the surest tracks leading to memory.

In teaching any subject we should have two aims, namely, first, *utility*; second, *mental development*. About the former of these we do not need to concern ourselves very much, for the natural harmony in arrangement and design which we perceive all about us is preserved here. Utility and development are not divorced. If we attend to the latter the former will take care of itself. Development and use are concomitants.

With mental development then, we have as educators chiefly, most seriously, and most earnestly to do.

Mental development may consist in training the mind to *think*, and it may consist in training the mind after it has thought, to *work*. Briefly, mental development may be subdivided into, first, *thought processes*, and, second, *work processes*. And both of these should be definitely nurtured from the start.

Now, it is for us, as teachers, to search diligently until we find out the right gymnastic exercises, or educative processes, which will cure those specific defects in our pupils, which should be remedied. There are gymnastics for Order, gymnastics for Reading in its different departments, gymnastics for Writing in its different movements, gymnastics for Arithmetic; in short, we believe that we have only to think and to observe, and we shall find that there is a definite, specific remedy for every defect.

Suppose that my pupils do not sit or stand in an erect position, surely the cure is not going to be effected by the teacher *talking* about this slovenly position. Rather let her proceed practically to remove it by means of exercises in drill and in calisthenics. I once heard a teacher say that she could not teach unless she took calisthenics. We trust all are of the same opinion with reference to the usefulness of physical exercise in preserving healthy, cheerful discipline. We know of nothing which can impress the character of a child so definitely as calisthenic exercises, energetically and accurately performed. Then, if accompanied by music, even on the mouth organ, the influence is so much the more inspiring.

In expressive Reading we have many departments. Some of our pupils have a poor quality of *tone*; others are inaccurate in *articulation*; others err in *rate of utterance*: and others do not emphasize properly. For all and for each of these special departments we have specific gymnastic exercises.

For instance—to improve the voice with reference to *tone* quality, we take the following:

1. Breathing exercises.
2. Repetition of a single line of poetry in different tones, which may be indicated by means of the hand signs, so well known to all who have the pleasure of teaching music by means of the Tonic Solfa system.
3. Personation of different characters.

#### BREATHING EXERCISES.

These consist in showing the pupils that we should breathe from the *lower* part of the chest, and not from the upper, *i.e.*, the sides should expand. We might tell our scholars to practise breathing exercises when at home before retiring, when the body is in a *horizontal* position, because nature will assert itself if possible.

We may take as follows:

- (a) Gradual inhaling, then holding, followed by steady expulsion of all the air we can send from the lungs.
- (b) Same as (a), but vocalizing, *e.g.*, producing a vowel sound such as *ü*.
- (c) Same as (a), but the expulsion is sudden.

Exercise number *two* needs no explanation.

3. PERSONATION:—In our primary classes, our pupils may be car drivers, milk-maids, storekeepers

and so on. Also, they may imitate the calls of different animals. Again, pupils may meet one another on the street, and have a little talk. The thoughtful teacher can make an almost endless variety of gymnastics for developing the power of personation in her pupils.

Attention to details is the secret of success. The minutiae of the work of the true teacher who should be both artist and musician in her methods, should be well studied.

It is of atoms and of molecules that matter is made; great grows from small; genius is said to be only well-directed effort. Buxton says, "The longer I live, the more I am certain that the great difference between men, between the feeble and the powerful, is energy, invincible determination, a purpose well-fixed, and then death or victory."

### THE POWER OF SYMPATHY.

RHODA LEE.

CAN you imagine a child growing up without any of the golden atmosphere of love around him? Have you a conception of a childhood without some kindness and tenderness expended on it? There are some lives of this kind, but what sad little lives they are, to be sure.

The tiny flower that finds its way to the light, but is suddenly debarred from both rain and sun, may grow, but what a sickly, stunted growth it will be.

Love is very necessary to child-life, but there is one thing that is still more necessary, namely, *sympathy*. For ten children that are loved by their parents and teachers, there is one that has their sympathy. Love may be one-sided, unwelcome, unreturned, but sympathy is the direct response to the longing of another.

A child in its earliest life wants others to share in his interests and feelings. Playing on the beach he picks up a pretty, bright pebble. Is it enough that it pleases him? No; he must run with it as fast as his little feet will carry him and display, with beaming face, his treasure to his mother. And so it continues; as he grows older he still craves sympathy.

Sympathy or participation in his joys and sorrows is far dearer to him than mere solitary pleasure. Let me illustrate this. A kind parent arranges some delightful excursion for his children. He loves them and likes to have them go, but when they return full to overflowing with the account of it they are going to give, no one can be "bothered" listening.

That is what crushes the glowing spirit of a boy or girl, and the bright embers turn too soon to the dull, charred wood. How much more they would enjoy the treat could they be sure of the hoped for response in the heart of the one who gave them the pleasure.

What is perfect sympathy? Is it not the power of putting oneself in the place of another? We, as teachers, fail in this too often. What a child *does* think and what he *ought* to think are two very different things. We understand quite well what he ought to think and do, but we fail to grasp what he really thinks and feels.

We know there are some people who naturally seem incapable of understanding child nature. It is truly a matter of regret that there are so many such. They may be still young, but their hearts have grown old.

They cannot quite place themselves on the old bench again, outlining picturesque profiles and impossible horses, instead of the multiplication table, and giving their attention to the noisy hum of a big blue-bottle on the window rather than to the primer. Perhaps they have even forgotten how much they appreciated a smile, a good-morning, or a nod of approbation from "the teacher."

Such teachers may be successful in the intellectual side of school training, but they lose the *grand opportunity*. They will never influence or mould a character without the bond of sympathy. Oh, we do not nearly realize our privileges, nor do we half grasp at the opportunities as they pass.

Sympathy must be the bond between the truly earnest, successful teacher and her pupils. Some large-souled people seem to have a super-abundance of sympathy, while others have but little, and this little seems to be stowed away in some dusty, unused recess of the heart. But every one can cultivate the power of sympathy. It is a thing that grows.

A teacher must learn child thoughts, be able to take child views, and thus she will be able perfectly to place herself, mentally and emotionally, in the position of her scholars.

I have in my thoughts at present just such a class, where this perfect sympathy between teacher and pupils seemed to be the rule.

Little fear but much love seemed to prevail. Those children know their teacher understood them and sympathized with them, and I think they have unbounded confidence in her advice and verdicts. They are not afraid to tell their little joys and troubles to her, because they know they will always find the answering look they need.

When things go wrong they go and lay the whole matter before their teacher, sure of finding a ready ear and a just heart for their story. One afternoon a boy was playing ball when he had been told not to, and in the game a window was broken. There was at first a little hesitation. Then he went back to school and gave an account of the whole affair to his teacher.

She did not immediately tell him how disobedient he had been and reprove him for his wrong-doing. No; she could sympathize with his thoughtlessly throwing the ball, and understood how impossible it seemed that it would ever strike the window, and yet she led that boy to see that the whole accident was just the result of his disobedience.

That boy was helped. The power that enabled his teacher to help him was that of sympathy; a power that every teacher should seek, and to which he should daily and hourly train himself.

Your love for your scholars and your anxiety for their welfare will never be sufficient if you have not that magnetic power of sympathy that will draw the hearts of the children to yourself and hold them in a most delightful confidence and friendship.

## Educational Meetings.

### CARLETON TEACHERS' ASSOCIATION.

THE Annual Meeting of Carleton Teachers' Association was held at Bell's Corners, May 8th and 9th, the President, Mr. James Argue, in the chair.

The Secretary read a communication from Oxford Institute regarding excessive memory work in Fourth Class Literature and for Third Class Certificates. By resolution the Association declared its content with the existing state of affairs in these matters.

The report of the Delegate to Ontario Teachers' Association was read and adopted.

The following officers were elected: President, A. Smirle, I.P.S.; Vice-President, Miss Richardson; Sec.-Treas., B. F. Bolton; Managing Com. Misses Brown and Hunt and Messrs. McCullagh, Simpson and Wallace; Delegate to O.T.A. Miss E. A. Tomkins.

#### THURSDAY AFTERNOON.

Mr. J. J. Tilley dealt with the subject of Mental Development. Arguing from the law that action is the basis of all development he outlined the proper course for teachers to take that the development of the minds in their care may be full, and insisted that the minds of all pupils are most actively employed when all teaching is from the concrete.

Mr. B. F. Bolton then gave a paper on Teachers' Salaries. This paper was read with a view to induce the teachers of Carleton to form a Teachers' Union, having for its object the raising of salaries.

As a result of the paper a Union was formed in Carleton and our delegate instructed to lay before the O.T.A. our views on the question and through that body to attempt the spreading of the Union over the Province, for unless all teachers were of the Union a county union would be of no use.

#### FRIDAY MORNING.

Mr. Tilley gave a lesson in Grammar on the adjective. This lesson was a continuation of his paper of the day before and well illustrated the theories he had advanced, fully proving that, however abstract the subject may appear, there is a way of teaching it from the concrete.

Miss Lucy Richardson then read a paper on the use of Text-Books, condemning the placing of text-books in the hands of pupils until the pupils had some knowledge of what they contained, and finding fault with the text-books now authorized by the Department, especially the geography.

## FRIDAY AFTERNOON.

Mr. C. H. McCargar, of the National Business College, Ottawa, outlined the method of teaching commercial arithmetic in the institution of which he is Principal.

Mr. D. L. Gordon then read a paper upon Geography. This paper expressed the opinion that there is not sufficient attention paid to physical geography, that the natural phenomena with which children are in daily contact are too much neglected and that the geography usually taught is of little practical value.

## EAST BRUCE TEACHERS' ASSOCIATION.

The regular Annual Meeting of this association was held in the Public School, Paisley, on Thursday and Friday, May 15th and 16th. The chair was taken at 10.30. by the President, Mr. Keith, and in the temporary absence of the Secretary Mr. McKay was requested to act *pro tem*.

Mr. Clendenning introduced the first subject—Securing Order and Attention. The points to which attention was called were: The physical comfort of the pupil, his attention being pre-occupied, and bodily indisposition. Discussion followed.

## AFTERNOON SESSION (Thursday.)

On re-assembling at 2 p. m., the large school-room was filled to its utmost capacity. The first subject discussed was Uniform Promotion Examinations, introduced by Mr. Johnston. The aim of these examinations is good and so far as this aim is secured the result is beneficial. They take a large share of the responsibility from the shoulders of the teacher in the case of parents desiring their children advanced to a higher class before they are fit for it. A weakness of the system is the many different standards of examination there are—each teacher being a law to himself. Objection was also made to the times of holding them. Several teachers gave their views on the matter, the opinion being very general that suggestions from the Committee who prepare the papers should accompany the questions with a view to making the marking more uniform.

Mr. Tilley took up the subject of Development. All should have clear ideas of the work to be done and how that can best be accomplished. The great aims in learning are (1) the acquisition of knowledge, (2) development. The former is the test by which learning is chiefly judged, the latter is the higher and more lasting. Development is a characteristic of all living organisms. The first condition of Development is spontaneity. Growth may be modified but cannot be originated. The two main factors of organisms are (1) heredity, (2) environment. The former of these is largely beyond the control of the teacher and is the stronger of the two; the latter is the one to be most considered, being largely under our control. Influences of Environment are chiefly Physical, Moral and Mental. The primary cause of development is Action. Examples of these influences were given and their effect shown. The following rules of moral development were laid down: (a) Avoid making pupils feel that they are the object of your suspicion. (b) Bring your hearts into close contact with those of your pupils. (c) Be always on the look-out for signs of improvement and reward them. Moral development is produced by building up the good rather than repressing the bad. There are four things to be considered in Mental Action. (1) Sense faculty. (2) Action. (3) Object. (4) Result. Memory afterwards may bring up the result and then the individual will have a conception of it. The percept must always precede the concept and must be formed from the concrete.

Mrs. Bradely, Miss Robertson and Messrs. Campbell, Telford and S. G. King were appointed a committee to bring in a report on the communications received from the Secretary of the Oxford Teachers' Association.

## FRIDAY MORNING.

The chair was taken at 9 a. m.

The questions in the Question Drawer were answered by the members of the different committees and several other teachers gave their views.

The teaching of Square Measure was the first subject taken up, and Mr. McCannell illustrated very clearly his method of teaching it. Beginning

with the simplest principles the child was led on, step by step, until he obtained a clear knowledge of the most difficult part of the work.

Mr. Tilley next took up the subject of Grammar with a class. The pupils belonged to the senior second book and the object of the teacher was to show the method of giving preparatory knowledge before taking up the subject formally.

The plan followed was (1) the teacher gives the use and the pupils name the word, (2) the teacher gives the word and the pupils give the use, (3) words were classified according to their use in the sentence. A second class of still younger pupils was taken and some of the inflections were taught objectively. Object teaching is teaching a thing through itself. The steps in the process are (1) presenting examples before the class, (2) leading pupils to examine the examples as to their use, (3) leading pupils to examine examples as to their form or operation, (4) teaching pupils to generalize their knowledge, (5) teaching them to apply their generalizations.

The election of officers resulted as follows: President, Mr. Morgan; Vice-Pres., Miss Rolston; Secretary, Mr. Campbell; Treasurer, Mr. Clendenning. Directors, Misses Robertson and Bremner, and Messrs. J. Graham, Telford and McCannell.

## AFTERNOON SESSION (Friday.)

Mr. Graham introduced the subject of Writing. This subject does not receive sufficient attention. The plan of teaching recommended was to begin with the elements. Several teachers took part in the discussion which followed.

The next subject on the programme was "Elements of Success in Teaching," by J. Elliot B.A., of the Walkerton High School. In answer to the question as to who should be judge of the teacher's success, the speaker stated that while many persons had the right to take part in this judgment he preferred the judgment of the pupils themselves particularly in after years. The elements of success to which attention was particularly drawn were. (1) Be yourself and develop your own individuality. (2) Sympathy with the pupils. (3) Thoroughness, particularly on the essential points. (4) Variety in the work. Mr. Telford added some thoughts to the valuable remarks of Mr. Elliott after which Mr. H. B. McKay introduced the subject of Rewards and Punishments. Under the former heading reference was made to (a) Merit Cards which may be used with Junior pupils. (b) Prize Books. The speaker believed that many of the great men of the past owe their success to the incentive given by receiving some such prize. (c) Position in the class. This means of rewarding has stood the test of time. (d) Praise. This, when judiciously bestowed, is commendable. Referring to punishments the speaker stated that severity should be avoided; so also should too great leniency. Success lies in the mean. Moral suasion is advocated strongly by some, but in his opinion there are cases where this fails and resort must be had to corporal punishment.

The Association then adjourned to meet at Walkerton in the Fall.

## NOTES.

About eighty teachers attended the meeting.

On Thursday evening Mr. Tilley gave a lecture on "Success in Life" in the Town Hall. The large Town Hall was crowded. The lecture was one of the best ever heard in this neighborhood and reflected credit on the mind and heart of the lecturer.

## WEST MIDDLESEX TEACHERS' ASSOCIATION.

The Teachers of West Middlesex held their regular Association meeting in the Front Street Methodist church, Strathroy, beginning at ten o'clock, on the morning of Thursday, May 8th. The chair was taken by the President, Mr. Duncan Johnson. After roll-call the President's address was delivered.

He spoke of the value of the Association. He had committed the error, when young and wise, of supposing that he knew enough about teaching and could get no good from Associations. Therefore he did not attend them. The late Inspector had unearthed him, and he had since found the meeting to be of great value. He found that there were things for him to learn and he learned much from these gatherings. He urged all teachers to

take part in the discussions, give an idea if they had it, or ask a question if they wished to learn. Profit best comes through participation. He also paid a tribute to the memory of the late Inspector Carson.

Mr. Donald Davidson gave an address upon "Drawing in the Public School." Drawing combines cultivation of sight perception with dexterity of hand. There is one mistake committed, that of compelling pupils to keep their books in one position. He would have pupils draw much on their blackboard under their teacher's direction. For an example he drew the lotus ornament, illustrating his method. An animated discussion followed, resulting in agreement upon several principles:

1. Use all mechanical help available in early work.
2. Make drawings of a different size from copy.
3. Practise much in freehand especially on black board.
4. Draw correct lines before erasing the incorrect ones

A motion to permit the use of rulers in the promotion examinations was defeated.

Miss M. E. Hoover gave an address upon "Entrance Composition." Composition should begin in the earliest days of the children's school life, and be continued constantly through their after years, for instance, in learning parts of speech. Stress should be laid on much practise in forming various kinds of sentences, such as Assertive, Interrogative and Imperative, also Simple, Compound and Complex. Get as much in the way of expression from the pupils as possible. Give much practise in combining short, simple sentences, into simple, compound and complex sentences, also the reverse process. Have exercises upon changing phrases into clauses. Next examine paragraph structure with pupils, noting its unity, topic, explicit reference, etc. With a little theory give much practice which is the only way of teaching composition.

## AFTERNOON SESSION.

After roll-call the members proceeded with the discussion of Miss Hoover's paper.

Mr. Thompson outlined his method of teaching adverb clauses. He first gives a sentence containing an adverb and gets pupils to expand the word into a phrase and then a clause.

A discussion ensued between a number of teachers concerning the analysis of a complex sentence containing a noun clause as subject. It was decided that the combination of noun clause with verb should be termed the principal clause.

Mr. Walter Campbell detailed his plan of using the newspapers for material for composition exercises.

An excellent paper on "Desk-Work for First Book Pupils" was next read by Miss M. E. Armstrong, of Strathroy. Among her plans for keeping pupils occupied are:

1. Making picture numbers with analysis of them.
2. Placing blocks in groups and indicating result on slates.
3. Placing a figure on board and around it a circle of figures. By adding centre figure to each in circle a larger circle is formed, and so on indefinitely.
4. Making figures in groups forming crosses, squares, etc.
5. A similar contrivance with letters out of which words are formed, e.g., with a as centre hat, mat, ham, etc., are formed.
6. Word-making from isolated letters.
7. Word-making from a given word.
8. Drawing from copies.

A discussion followed chiefly upon its adaptability to ungraded schools, during which it was insisted on that no work should be given which can not be examined. Miss Armstrong's plans were by some considered to be admirably adapted to ungraded schools.

A well written paper on "Order" was then read by Mr. H. Shoff. After asserting the importance of good order in the school he stated that the first requisite was order in the teacher. He referred to the value of having everything ready on beginning school each morning. A good time-table rigidly adhered to is necessary, and goes far toward obtaining good order. The arrangement of pupils is an important help in class management, hindering talk and inattention to lessons. It is often well to seat pupils of one class with those of another, keeping classes in rows. This also is a great aid



in preventing copying. A systematic plan of dismissal and assemblage should be used. Use of signs for orders is commendable as saving the voice and securing order. Nothing will quicker give a teacher ascendancy over a school than drill. A few simple movements will suffice. Punishments are available and should be used when necessary, but with care. Loss of honor is a serious punishment. He advised corporal punishment for correction of all vices.

After a discussion on the method of seating boys and girls as a means to order, all condemning it, Mr. Chas. Horton proceeded to read his paper on Examinations. He confined his remarks to one phase of the subject, that of making question papers for written examinations. Since the best teachers are the best questioners, an examiner should be an experienced teacher. Questions should test the *power* as well as the *memory* of the pupils. The degree of development of the child's faculties should be ascertained rather than the extent of his knowledge. Therefore a paper should be long, questions varied in character and easily comprehended by the average pupil. No paper should be set in any grade that an able child who has performed the work of his grade could not manage with a good effort. He objected to the written examination for promotion from first to second book, and concluded by reading a model paper on literature for promotion to third book.

In the discussion which followed some opposed while more supported the written examination for promotion to second book, all agreeing on the value of the system of written promotion examinations.

#### EVENING SESSION.

A highly successful public meeting, with a good and varied programme, was held in the evening.

#### FRIDAY FORENOON

The Association resumed at 9 a.m., Mr. Dunsmore in the chair. After roll-call the chairman called upon Inspector Johnson to read the resolution of condolence drawn up by the committee appointed for that purpose. This resolution is given elsewhere.

The following officers were elected:

President, W. A. Campbell; Vice-President, Miss M. Thirlwall; Secretary-Treasurer, J. B. Shotwell.

The chairman of the Question Drawer, Mr. E. W. Hinde, then read the questions which were answered by himself, assisted by other members. The answers were discussed freely by the Association and many points concerning the Promotion Examinations, Educational Literature, History, Geography, Grammar, etc.; were made clear. Many difficult passages in the selections for literature were explained. A motion to establish a permanent Question-Drawer Committee was briskly discussed and withdrawn.

Mr. Peter Thompson proceeded to describe and illustrate his method of teaching long, square and cubic measures. His plan begins with the foot and proceeds by clearly defined steps to the other measures of length, to ideas of surface and solids, giving many problems and firmly impressing each idea before proceeding to the next. He would make much use of diagrams and objects, such as rules, surfaces, blocks, etc.

A brisk discussion ensued on the interpretation of the sign  $x$  and on the proper solution of various classes of problems, such as reduction descending, in which the analytic method was preferred by many.

A paper on "Second Class Literature" was next read by Miss M. Stevenson. She exemplified her method of teaching a class how to write the lesson story. After the literature has been taught she would write questions on blackboard. For example, in the lesson "Two Sides of a Story" the questions would be:

1. Who was in trouble? with whom? why?
2. By whom? where? and how was this found out?
3. Whose side was told first? how?
4. With what result?
5. How did the other side become known?
6. What side did Growler take?

The answers are given orally first in simple sentences. Then the pupils write answers on slates and combine all under one number into one sentence. The story should then be written as a whole. In the discussion the opinion was expressed that

the words of the pupil should be retained if they expressed the idea, although it be not according to Webster.

Mr. E. W. Hinde then drew a diagram on the blackboard, in answer to the first question on the last Entrance Geography paper.

At the roll call 108 teachers answered to their names.

#### AFTERNOON SESSION.

Mr. Dunsmore resumed the chair. Mr. J. E. Wetherell, B.A., addressed the Association upon the subject of Literature, basing his remarks upon Burns' "To Mary in Heaven," and "Flow Gently Sweet Avon." A report of his address will be found in our English Department.

Mr. L. L. H. Smith was then called upon to address the Association on the subject of "Birds." Mr. Smith illustrated his lecture with bird skins, of which he had a large collection, the property of Mr. J. E. Wetherell. He gave much information concerning the appearance, habits and song of many English and Canadian birds. The Western peninsula of Ontario is a favorable portion and peculiarly adapted for the study of birds, as so many pass northward using this section as a highway. Among our most musical birds he mentioned the Hermit Thrush, Wood Thrush, Rose-breasted Grosbeak, Vesper and other sparrows and warblers. After the conclusion of the address the Association adjourned but many lingered to examine the specimens.

#### BRANT COUNTY TEACHERS' CONVENTION.

The annual convention of teachers of Brant county opened Thursday, May 15th, at ten o'clock in the Collegiate Institute. There was a large number present, and great interest was taken in the work of the Association.

The President, Dr. Kelly, I.P.S., took the chair. After the President's address, which dealt with the organization and subsequent operations of the Brant County Teachers' Convention, and formal business, Mr. M. H. Jones, Principal of Grandview Public school, took up the matter of promotion examinations, upholding the principle of holding uniform written examinations, but advocating a change in the time of holding the examinations from March to December of each year, so as not to interfere with the work of a term.

After speeches in favor of the change by Messrs. C. B. Baldwin and E. Boyd, a resolution was passed changing the time as advocated.

Miss Annie M. Capron, of Paris, read a paper on "Order." The paper, though a short one, was brim full of good advice, showing how, without order, there could be no attention, and without attention the teacher's work would be a failure. Her motto was: "A place for everything, and everything in its place. A time for everything, and everything in its time." A properly arranged programme was requisite, and it was quite as necessary to follow the programme minutely, beginning and closing each subject as stated thereon. Regularity and punctuality were also prime requisites in order.

Mr. Dodge, of Paris, took up "A Lesson in Grammar Suitable for Entrance Class." The subject was dealt with in a thorough and practical manner, notwithstanding the fact that a number of new ideas and changes from the ordinary method were introduced.

#### THURSDAY AFTERNOON SESSION.

Mr. Burke read a paper on fractions with a third class, taking up the subject logically and in a masterly manner.

Mr. M. H. Jones asked if it were the intention to place on the promotion examination papers in December, questions in fractions for a third class. Answer.—No.

Mr. A. B. Miller approved of teaching fractions, as  $\frac{1}{2}$ ,  $\frac{1}{3}$ , etc., to second class, but took exception to teaching fractions in full to a third class.

The following communication was read from the Oxford County teachers:

1. The amount of literature has steadily increased from nine lessons to eighteen for June, 1890. The latter amount is excessive, and necessitates devoting undue time to the subject, or superficial knowledge.

2. Twenty-seven extracts are to be memorized, covering six pages. The lessons to be committed cover nineteen pages, and also passages of beauty

from the selections are to be memorized, making nearly sixty pages to be committed to memory. This amount of memory work we regard as excessive.

3. The Committee would also suggest that more appropriate selections could be made for memorizing than several of those prescribed on the present list.

Mr. Morrison, in his inimitable style, then read an admirable paper on "The Moral of the Poetic Instinct in Man." It was replete with flights of poetry. His aim was to show that all poets are born, not made, and that all men are born with a poetic instinct. He said the Bible and Christianity were nowhere opposed to the evolution of man's physical nature, but he failed to show that the poetic nature was obtained by evolution.

#### THE EVENING SESSION.

A large attendance in the assembly hall of the Collegiate Institute greeted J. A. McLellan, LL.D., Provincial Director of Institutes, last night. The Rev. Dr. Cochrane occupied the chair, and in introducing Dr. McLellan spoke in flattering terms of the teacher's vocation and the high standard of proficiency and Christian character that the teachers of the county and city bore in public estimation. It was to him a matter of rejoicing that the salaries of hard-wrought teachers were gradually being raised to something proportionate to their labors. Their influence upon the boys and girls and young men and women of our country could not be over-estimated. For twenty-eight years he had been more or less conversant with the educational institutions of the city, and believed there never was a period when better work was being done. The character and standing of our school trustees had also vastly improved in that time. Doubtless the cost is great, but still more is the maintenance of jails and penitentiaries if moral training is neglected. He had no sympathy with the cry of "infidel teachers" that one occasionally heard, and sympathized very much with Christian men and women often included in such wholesale denunciation. He closed his remarks by expressing his regret that he was not so often as he could wish in the city and country schools, but his sympathies were with them and his appreciation of their labors none the less.

The lecture itself, "English Literature and its Value in Education," occupied in delivery about two hours, and was in every way an admirable delineation of the subject. Dr. McLellan takes that view of literature which all the best minds of the present day cordially endorse, that it is the best expression of the best minds of the nation or the people in whose language it is written. That the thoughts themselves, embodied therein, are only a part, and that not always the best part of it, but that the form or manner of expressing these thoughts is equally, if not more important still. He illustrated his views by frequent and apt citations from the poets, not even omitting the father of poetry itself, "The Blind Mœonides"; from Woodsworth, Tennyson, Shakespeare, and the other masters of English verse were the illustrations mainly drawn, and he showed how the skilful teacher might help to create in the child-mind a taste for higher literature by quoting the simple poems which are to be found in the second book of lessons, such as "Lady Moon," by Lord Houghton, and "The Baby," by George Macdonald. The lecturer was frequently applauded.

#### FRIDAY MORNING SESSION.

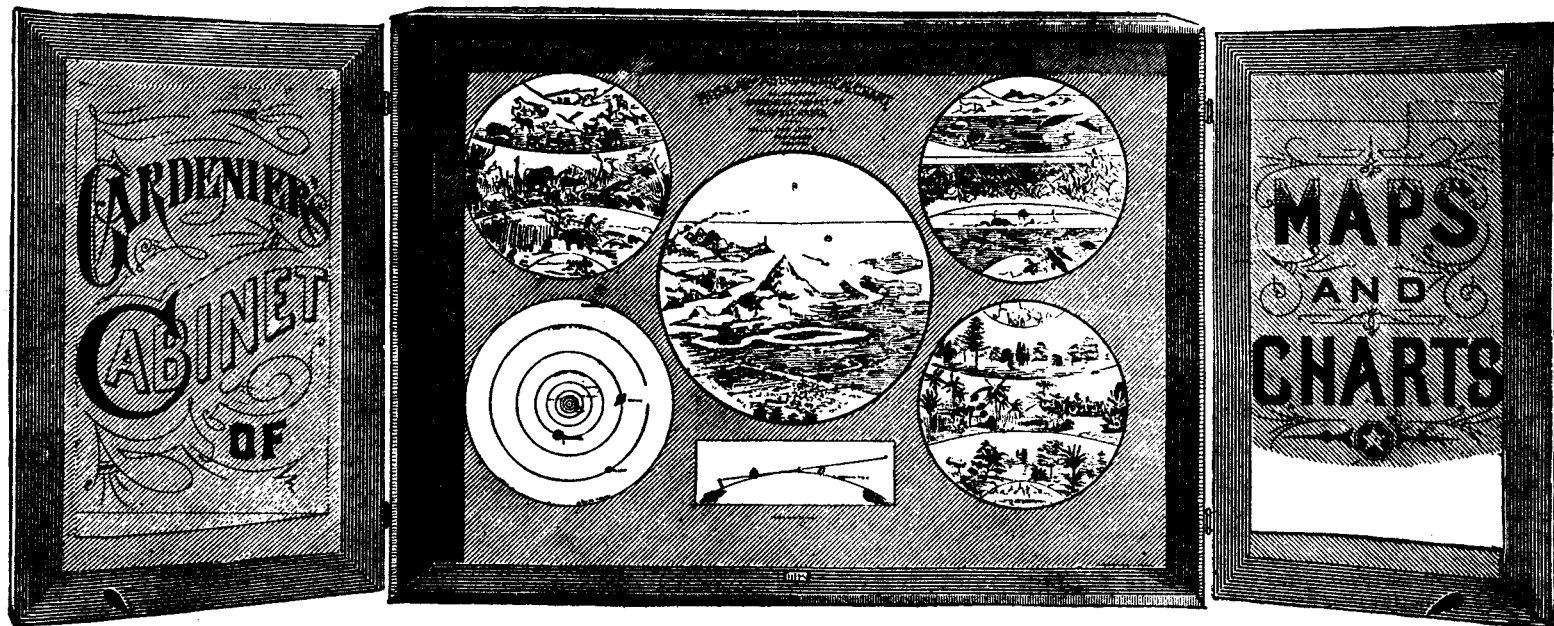
The following officers were elected for the ensuing year:—President, Dr. Kelly; Vice-President, Wm. Wilkinson, M.A.; Secretary-Treasurer, Miss A. Purves; Executive Committee, Misses Sutherland, Capron and Meggait, Messrs Boyd, Burke and Jones.

The committee on the communication of the Oxford teachers, *re* Entrance Literature, reported that they agreed with clauses 1 and 2, but took exception to clause 3.

Dr. McLellan lectured with his usual ability and eloquence on "Raw Materials of Intellectual Life—Value of Psychology to the Teacher."

Mr. T. A. Fenton's paper on "The Trials and Rewards of the Teacher," was well-chosen. It stated in the outset that trials fitted us for a future state and were rewarded by magnificent (?) salaries. He held the trials of the Collegiate teacher were less than those of the Public school teacher. The trials were grouped under six heads: (1) regarding trustees; (2) parents; (3) pupils; (4)

CABINET 28 x 44.



MAPS AND CHARTS 28 x 40.

**MAHOGANY FINISHED, WITH LOCK.**

This Cabinet consists of Outline Maps of (1) Eastern and (2) Western Hemispheres, (3) North and (4) South America, (5) United States, (6) Europe, (7) Asia, (8) Africa, (9) Dominion of Canada, and the following charts: (10) Geographical and Astronomical, (11) Physical, two Writing (12) small and (13) large letters, (14, 15) two Mu ic.

The whole printed from Engraved Plates upon a new material, manufactured expressly for the purpose, consisting of a cloth interior, faced upon both sides with the finest lithographic paper. This makes them practically indestructible. The Cabinet is of sufficient size to hang within it all the maps and charts, consequently they are never rolled up and injured.

An Outline Map is pronounced by our best educators to be the only kind which should be used before the class, as, if the names are upon the map, there is no test of the child's knowledge to recognize the different places from their form.

Endorsed by the following School Inspectors:—J. L. Hughes, Esq., Toronto; Allan Embury, Esq., Brampton; J. T. Deacon, Esq., Milton; John J. Johnston, Esq., Belleville.

**ORLANDO PORTER, Agent for Canada, 2 Toronto Street, Toronto.**

No. 10 has three revolving transparent circles attached, and is intended to take the place of the globe in schools, giving (1st) a practical illustration of the cause of day and night and the seasons, (2nd) showing difference in time and how to ascertain the correct time at any point upon the earth's surface, (3rd) phases of the moon as seen from the earth, (4th) causes of the tides, (5th) the effect of refraction upon the sun's rays.

Number 11 (see illustration), on which object lessons can be given, contains all the main features of geography usually defined by the scholars, showing the land and sea animals and flora of the five zones, the solar system and the rotundity of the earth, etc.

N.B.—The Cabinet complete will be sent on approval on receipt of request signed by the teacher and chairman of board, the agent to pay return charges only. Terms, \$25; note 4 months, or 10 per cent. off cash, 10 days.

public opinion; (5) salary; (6) self. The paper was of a very entertaining nature, and was interspersed with personal experiences of a very amusing nature. There is a tendency to raise or lower salaries as the crops were good or bad. If the children got on well in school the parents attributed this to the cleverness of the children. If, however, they did not make rapid progress the teacher was blamed. Puffed children were a great nuisance. The mother is a chief factor in the child's education. Parents should visit school more, and teachers should visit parents more. In order to manage the vicious and depraved youths attending schools, it is necessary to study closely human nature. No cases are hopeless; dull pupils try a teacher's patience, but test his qualities as an educator. A proper value is not put on the teacher's work by the public. The speaker had no sympathy with a wider course of study. Public schools had too much to do now. Collegiate Institutes should be doing some of it. The test of work being examination, was a wrong incentive to both teachers and pupils. It had a tendency to cram. The rewards enumerated were: (1) teaching a means of intellectual growth; (2) a means of moral improvement; (3) gratitude of pupils; (4) profitable (?) and honorable calling; (5) work endures forever; (6) approval of heaven.

Mr. Oliver then read a paper on Entrance Examinations. He spoke of the different subjects of examination from the standpoint of an examiner. First he dealt with pronunciation. Do not give too fixed a pronunciation for any word. Schools should possess two exercises. One containing American pronunciations and one English pronunciations. At present English pronunciation prevails here, but the time may come when American pronunciation will. Concise Imperial Dictionary and Concise Webster were recommended.

**DR. HUNTER ON THE EARLY SYMPTOMS OF CONSUMPTION.**

You may know that your lungs are becoming diseased by certain symptoms which precede the development of tubercles.

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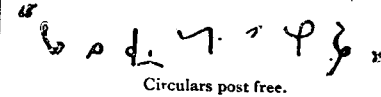
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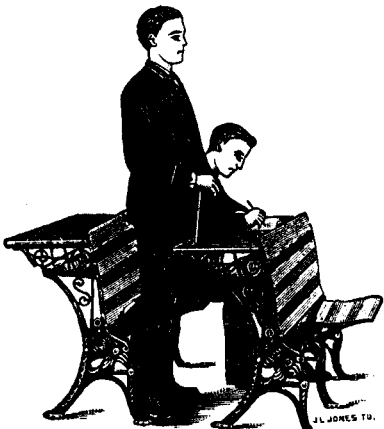
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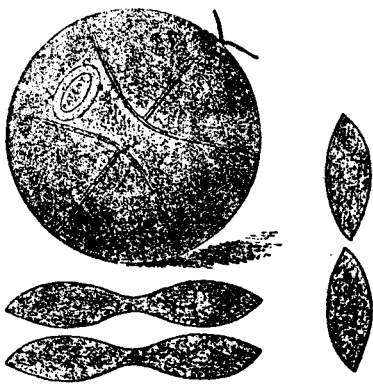


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