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The Educational Journal.

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

VOL. I.

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OUR OFFER IS THIS:—A number of subscribers are still in arrears for the "Educational Weekly," in addition to their indebtedness for the "Journal." To all who will pay such arrears before the end of January, together with subscription to "Journal" to December 31st, 1888, we will give a copy of this fine book, by mail, post paid. They will receive their accounts with this number. Other subscribers, renewing in 1888, who may wish this Music Book, may have it by enclosing 25 cents above their subscriptions, together with 5 cents for postage.

These offers are for teachers—not for the public. Avail yourselves of them before the end of January, 1888.

Editorial Notes.

WE beg leave to repeat our request that Inspectors will kindly forward us programmes of conventions to be held in their inspectorates, at as early a date as possible?

It should have been mentioned in our last that the paper on "The Teachers' Duty by Negation," by Miss Watt, was read at the last meeting of the East Middlesex Teachers' Association.

AS THE period approaches for the election of school boards, it is to be hoped that the intelligent and public-spirited taxpayers of every district will seek out the best qualified men—and women—and elect them. If parents were properly alive to the highest welfare of their children they would take at least as much interest in the election of trustees as they do in that of any other municipal officers.

THE faculty of Cornell University have decided to dispense altogether with honors, and henceforth all mention of honors is to be eliminated from the register and from commencement programmes. This new departure will probably be soon followed by other institutions of high standing. The trend of advanced educational opinion seems now to be decidedly away from competitive work and examinations. Emulation as an incentive to study, will, it may be hoped, be gradually supplanted by better and more genuine motives, such as love of mental effort and thirst for knowledge. Probably appeal to the competitive spirit will still be necessary as a stepping stone, in schools of lower grade, but surely the young men and women in our universities should work from loftier motives.

THE *Boston Advertiser* tells us that fifty lady teachers of that city have banded themselves together, taxing themselves heavily, have employed Dr. Larkin Danton, head master of the city Normal School, as their lecturer and instructor, and meet fortnightly for hard study in psychology. The fact is well worth reporting, as an instance of worthy ambition in the profession, and as an example and stimulus to other teachers to strive earnestly for the highest qualifications.

DID Bishop Cleary really say anything like the coarse and libellous things ascribed to him, in his Napanee speech? We are told that previous to his departure for Rome he paid a high tribute to Canadian public schools, speaking of teachers and pupils in the handsomest manner. Which is the correct version of his words, and of his sentiments? It is incredible that a prelate of his standing could stultify himself with palpable contradictions. It is too bad that the utterances of public men are so often colored and distorted by personal or partisan prejudice that it is difficult, or impossible, for the public to find out the exact truth.

THE following from the *Michigan School Moderator* is so good and so much to the point that we quote it entire, in place of a paragraph of our own on the same subject:—

“Now come the days of trial to the district school teacher. The bad weather, the cold and the wet, will compel the pupils to remain indoors at recesses and noonings. The room will lack ventilation, pupils will feel the effects of it, and it will take tact, patience, wisdom, pluck, to make all go along smoothly now. Secure, if possible, some good reading—some choice story—read it during half of the nooning. Geography games, history recreations, spelling matches, puzzles, conundrums, dissected maps, sliced pictures, etc., will prove helpful. At any rate have order in the room at all times. No loud talking, uproarious laughter, scuffling, running or the like, should be tolerated for a moment at any time in the school-room. Sing, march, visit, study, read—but at all times have it understood that the teacher governs uninterruptedly and on all parts of the school premises from morning till night of every school day.”

Is it not strange that Toronto, the educational centre of Ontario, with all its institutions of learning, actual and prospective, cannot boast a single college for the higher education of women? No country can ever reach the highest ranks of learning and culture so long as it fails to make ample provision for the higher education of a moiety of its population. Of course the lecture rooms of the University are now opened for the admission of women, but the invitations and inducements are not pressing. It will be long before the large numbers of young women who ought to be ambitious of the highest culture will find their way thither. Here is a fine chance for any wealthy citizen who may wish to deserve well of his country, and to hand his name down to posterity among her best benefactors. A million, more or less, is wanted for a ladies' college of the highest class in the city of Toronto. Who will give it?

THE following old historical puzzles which are resuscitated in a late number of the *Christian Union* may afford both amusement and instruction on a Friday afternoon, or during intermission on a stormy day. They will suggest others of a similar character, or better still, the members of the history classes may be stimulated to invent similar ones for the benefit of their classmates.

“Shrewd and miserly, witty and wise,
He drew down fame by a string from the skies.

“Amid many a nation and peril he strayed,
Saved once by a compass, and once by a maid.

“Gold armor and retinue all could not save,
His mighty discovery was turned to a grave.

“He wrote the words in a fiery hour,
That freed the nation from foreign power.

“He read a great poem before a great fight,
He climbed up a cliff and died on the height.

“He canned up words; he gave speech wings;
A glorious light from his arches springs.”

AN article in a recent number of *The Varsity* intimates that application is to be made, on behalf of the Literary Society, to have the ban removed from discussion of political questions. The tabooing of such discussions by university authorities is an interference with the liberty of the student which it would be hard to justify on any ground of reason or necessity. In a self-governing community, the future citizen should early acquaint himself with public questions and constitutional methods, and there is no better agency for diffusing such information than a well-conducted debating club, or mock parliament. We are inclined to regard it as a defect in the public and high schools that no better provision is made for instructing the young in elementary civics. No harm, so far as we can see, and much good, should result from the free discussion amongst students of such broad questions as those which are now being discussed in political circles. We hope the members of the Literary Society may carry their point.

INDIAN COMMISSIONER ATKINS, of the United States, has lately issued an order which is giving rise to some pretty strong protests. He forbids the reading and writing of the Indian language in any of the Indian schools. Strangely enough the prohibition, as explained, applies not only to government schools, but even to mission schools, which receive no Government support. The ground taken is that if the Indian language is taught in these, all the Indian children will forsake the government schools to attend them. Such an order is surely a stretch of authority which can hardly be sustained in a free country. Its primary object is no doubt right and wise. The settled policy of the American Government is now to break up the tribal system and make citizens of the Indians. In order to de-nationalize them, the use of their language must be discountenanced, and superseded by the English. But to forbid the use of the native language in the mission schools is to impede seriously, if not to prohibit, the religious work of the missionaries. No doubt the order will be modified on consideration.

THE plan of school savings banks is being tried in some of the schools under the London (Eng.) School Board. From a circular it appears that out of 224 schools, 59 had established successful savings banks among their scholars, 37 had discontinued their banks, 44 were desirous of starting them, 2 wished to close their banks up, and 82 were altogether opposed to them both in principle and practice. It will thus be seen that there is much difference of opinion as to the utility of the system. The main object is, of course, not so much to save the children's pennies as to inculcate the habit of thrift in which many English, and Canadians too, are sadly deficient. A strong objection at once suggests itself to many minds, in the danger, real or fancied, of fostering a mean and miserly spirit, especially in those children who may have a natural bent in that direction. But there is really no necessary connection between the habit of saving money for proper uses, and the development of such a spirit. On the other hand, we do not see why, through the medium of the savings bank if properly managed, the stingy child may not be taught to use money, as well as the one of spendthrift tendency to save it. We are not sure that it is a work which the schools can properly undertake, but we are sure that a well-conducted children's savings bank in every community, might do a great deal of good.

WHAT and where is the Argentine Republic? What its population, its chief productions, its commercial, industrial and social condition? These are some good conundrums for the advanced classes in geography. Possibly some of the teachers themselves may be surprised to learn that this country has already attained a pitch of development which is making it a strong commercial rival of Canada, and that it is still advancing with wonderful strides along the path of progress. From a recent report by the British consul there resident, we learn, amongst many other interesting facts, that this republic has in operation 3,709 miles of railway, more than half of which have been constructed within three years, and that over 1,500 more are in process of construction. These facts will convey a good idea of the rapidity with which the resources of this very fertile country are being developed, chiefly by British capital and enterprise. It was estimated that the crop of wheat of the current year would not be less than 10,000,000 of bushels. Flax and maize are also produced in large quantities. The number of horses was estimated at 5,000,000, cattle 15,000,000, sheep 85,000,000. Immigration is pouring in from various European countries, the number of Italians alone in the country being estimated at 750,000. Canadians, old and young, will do well to keep their eyes on South America in general and the Argentine Republic in particular. The indications are that the southern part of the continent is destined to rise rapidly in importance, and in its influence upon the world's markets.

Special Papers.

ENGLISH GRAMMAR IS THE ENGLISH LANGUAGE.

THE following article by C. K. Nelson in a recent number of *The Writer*, will form an appropriate supplement to the article on the English Language, published a few weeks since:—

English Grammar, the terror of pupils and the puzzle of masters, is, after all, nothing but the English Language; but, unfortunately neither master nor pupil knows it or thinks of it.

The first and best elementary lesson that the child learns, whether he will or not, is from the language of the educated people around him. As he grows older he must learn to make his own grammar, that is, to understand his own language; but he must be helped to do it. This help can be given with one of his very earliest reading lessons, without frightening him by telling him that he is learning "English Grammar," the phrase that terrifies him more than the name of any other study in the curriculum. "William and Henry are playing marbles this morning, in the front yard, with a number of other boys." This is a sentence perfectly intelligible to a child, and yet it involves the structure, in the main, of the English language. It is not necessary to say this, as all those for whom I am writing will understand all about it.

After this elementary instruction, the pupil will be prepared to study grammar historically,—that is, the English language from its very beginning. Indeed, he will find words with which he is most familiar among the words used by the Romans fifty years before the Christian era; as *table, air, salt*. The primitive language, however, was very little affected by the Romans. Most of the Latin words in English were brought into the language at the time of the Norman Conquest; so that the words used between that time and the Saxon Invasion were Celtic, and constitute almost the whole body of the language. Many of these Celtic words are still in use, and are almost indispensable in the current speech of the day; as *bag, barter, breeches, kiln, cradle, mattock, pool, basin, basket, craig, bonnet, bucket, bran, plaid, pony and whiskey*.

In his studies the boy would next encounter Danish words; as, *cake, curl, cat, dairy, gad, gate, loft, much, odd, plough, ugly*.

He next meets with a large number of Anglo-Saxon words. Indeed he finds that the structure and main part of the vocabulary of the language are Anglo-Saxon. He learns that all numerals are sturdy old English, as are also all pronouns, adverbs of time and place, most prepositions and conjunctions, the names of the heavenly bodies, the seasons, the divisions of time, words expressing natural relation, names of things pertaining to the house, most agricultural terms, the common terms of trade, names of trees and plants, quadrupeds, birds, fish, insects, parts of the body, words expressing modes of action and posture, emotions and passions. All these are pure old English. Hence he learns that his own English tongue is abundantly sufficient for all the needs of life.

He will not be satisfied, however, without finding out what the language is in all its elements; therefore he passes beyond the Saxon period, and comes to that of the Norman Conquest. Here he finds a wholly different class of words. They are no longer those which are essential to the more common and necessary wants of life. They are Latin words in a French dress, and certainly supplied higher wants of life than do the plain, strong, old English words. Law introduced many words from the old Roman writers, through the Norman French. The Sciences, which became known in England through the French, added numerous specific terms to the existing vocabulary. Commerce, too, introduced many new words, as a new designation for articles of merchandise first introduced. New theological, philosophical, ethical, and poetical words were introduced into the language; also words relating to war, chivalry, and the chase.

While the language was thus enriched by the influx of new words, very little effect was produced upon the structure of the language. Then, as now, relations were formed between England and other countries; new words and verbal expressions were

introduced. Many words from Spain were imported; as, *barricade, bravado, tornado, vanilla, alligator, filibuster, mulatto, negro*. From Portugal came *caste, palaver, porcelain*. From Italy, *balustrade, bandit, buffoon, burlesque, concert, gazette, moustache, serenade, stiletto and umbrella*. From France, *chagrin, grimace, repartee, debut, depot, elite, programme, soiree*, and many others. From Holland, *boom, schooner, skipper, yacht*. From Germany, *cobalt, nickle, zinc, loafer, iceberg, plunder*.

Our language has adopted various foreign words—words of science; as, *astronomy, geology, biology, psychology*, etc., from the Greek; *calico, chintz, muslin, jungle, rice*, from the Hindu; *chess, lilac, orange, sash, and turban*, from the Persian; *amen, cabal, shibboleth*, from the Hebrew; *admiral, alcohol, almanac, chemistry, cypher, syrup, sofa, zero*, from the Turkish; *bamboo, bantam, and sago*, from the Malay; *caddy, nankeen, satin*, and *tea* from the Chinese; *canoe, cocoa, hammock, maize, tobacco, tomahawk, wigwam, and yam*, from the American Indian terms.

The importance of the historical study of our language must strike every one. There is no other language which has such power of assimilation and adaptation. In such a study we are refreshed in almost all of our studies. We can study the progress and growth of English life, through the study of the regular layers of words that mark its growth. We review in it our knowledge of the various sciences and tongues. We feel that such a study is the work of a life-time, not wearisome and exhausting, but fascinating and exhilarating. We may well be proud that we possess a language that is the richest possible aggregation of all languages.

THE GOOD TEACHER.

At the recent meeting of the South York Teachers' Association the Minister of Education delivered an address on "The Qualifications of the Good Teacher." We subjoin the *Globe's* report:

The lecturer began by enumerating the necessary qualifications of a teacher. The model teacher is progressive. He not only attends to the duties of his school, but he attends all meetings and associations which may enlighten him. He stated that positive injury to the child was often done by untrained teachers. The wise teacher follows nature in the development of the child's mind. The mind may develop slowly but surely, and the wise teacher deals patiently with the mental growth. The child nature should be led, not suppressed. The discipline should be adapted to the temperament of the child. The next qualification is unending energy. No man endures a greater nervous strain than a teacher with a large school. Energy of character and physical energy are requisite. To govern the school aright you must bring all your reserved energy to bear. Physical disorganization of the teacher induces disorder in the pupil. Dr. Arnold lays it down as an axiom that no man who does not by constant and judicious reading keep his mental armor bright can ever be a successful teacher. A stagnant mind never stirs latent faculties. Every successful teacher is an intense thinker, a thorough student.

A good teacher teaches, irrespective of any examinations. The higher object of the teacher is not merely to pass an examination, but to develop the mind. To judge a teacher by the number of pupils who passed certain examinations is a fallacy. A good man is not made by stuffing the mind with bare facts, but by ennobling the character and strengthening the powers of mind of the pupil to grasp truths and overcome difficulties. The power of concentration of mind on one subject should be inculcated. Unless a boy is trained to fix his mind on the business on hand, his education is a failure. Unless the teacher can fix the attention of the child on the work, he lacks one of the main qualifications of a teacher. Every man has some strong peculiarity, and it is along these lines that the pupil will in future succeed. Early teach the child to rely on his own strength. The teacher who explains everything does not develop the power of mind. Simply the insuperable obstructions should be removed, the child's own exertions will conquer the rest. The model teacher makes

of his pupils explorers, inventors, philosophers, as well as lawyers. Should he see a pupil about to break down he assists him. He would not dilate on a model inspector, as they had one present who was a model to all. In conclusion he acknowledged the great responsibility on all school officers—trustees, head-masters, assistants, to the Kindergarten teachers—all are laying the foundations of the future success of the child. The better the work is done here, the better citizens we should have in every sphere of life. We expect at some future time to have better schools, and he invoked the hearty co-operation of parents in promoting the success of the schools.

Educational Thought.

DID girls get from childhood the same business training as boys, and were it clearly understood in all families that it is not a credit but a discredit for women to be idle, to hang helpless on the men instead of doing their own work, and, if necessary, earning their own living, I believe society would be not the worse but the better for the change. Men would find out that the more they elevate women the greater use they get out of them. If, instead of a man working himself to death for his unmarried daughters, and then leaving them ignominiously dependent upon male relations, he educated them to independence, made them able both to maintain and to protect themselves, it would save him and them a world of unhappiness. They would cease to be either the rivals—a very hopeless rivalry—or the playthings first and then the slaves of men, and become, as was originally intended, their co-mates, equal and yet different, each sex supplying the other's deficiencies, and therefore fitted to work together, not apart, for the good of the world.—*The Author of "John Halifax, Gentleman," in the Forum.*

KNOWLEDGE with its broken victuals, and its half starved paupers snatching at the scraps, has lorded it long enough at the gate of its monastery. It is high time to turn to better things, to liberty, to the free use of active powers. Pictorial teaching is the great agent to advance this. If it once gets fairly out of prison, and touches the world, all will be changed. And there are signs of better things. There are upheavings of discontent. The sea of living fire within is in motion. There are everywhere groanings of bondage felt, of loathing and scorn, for the dead hand, the really dead hand, the dead, dry, hard hand of power from without set on the heart of teaching, and stopping its free pulsations. There is a rattling beginning to be heard amongst the skeletons, and bones, and specimens, and the stuffed figures, and ticketed vocabularies and verbs with pins through them all ready to be stuck down, and all the Noah's Ark assortment of the examination, inspection, scissordom repository of the manufactured world of scissordom. There is a noise and a shaking, and a hope, with us, too. May not we, too, prophesy to the four quarters of heaven where the English-speaking race over all the world is found, and call upon the breath of life to come and breathe life into the dry bones of our manufactured world, and put an end to the dead hand. There is life stirring. No true life ever dies. Kill it here, it reappears there, and in spite of all killing, lives. There is life in thinking in shape, and in the pictorial mind. And life is universal. All men have life. All men can have life trained, and raised, and taught. The true definition of a teacher is, "One who sows seeds of life and fosters them." Let us bury the bones that cannot live. But thinking in shape, and the pictorial mind are life powers. They can bring light to the dustiest, darkest corner of memories which are strewn with the dust, and broken chips of knowledge. There will be a veritable resurrection when thinking in shape is taught. We stand on the threshold of an almost untraveled world. We are bound on a voyage of discovery a band of pioneers, yet certain of our promised land. Let the be-all and the end-all of teaching be for us the THINKING IN SHAPE, and the PICTORIAL MIND. Let our watchword be "Liberty to Teach."—*Thring.*

English.

All communications intended for this column should be sent to W. E. Huston, care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

ENGLISH IN THE HIGH SCHOOL.

SINCE the last issue of the column we have received assurances from very many of their appreciation of the remarks of Mr. Houston in answer to the questions submitted to him. We believe that his paper will be the means of doing good to all who will give it careful consideration. Below will be found, in connection with the same series of questions, answers from Mr. D. R. Keys, Lecturer in English in University College; Mr. L. E. Embree, Principal of the Collegiate Institute, Whitby; Mr. A. Stevenson, assistant English Master, Upper Canada College; Mr. E. J. McIntyre, Modern Language Master, Collegiate Institute, St. Catharines, and Mr. R. Balmer, Modern Language Master, Collegiate Institute, Kingston. We have merely to mention their names to assure our readers of the independence and progressiveness of the views expressed.

MR. KEYS'S ANSWERS.

Nov. 11th. 1887.

The questions contained in your letter will be fully discussed in a paper I am to read before the Association of Modern Language Teachers of Ontario, which meets during the Christmas holidays. As I do not wish to forestall that paper I must beg you to accept the following, in the meantime, as an indication of my views on the main subject.

I am strongly of opinion that more time ought to be devoted to English composition in our high schools, as well as at an earlier stage than is at present possible owing to the amount of prescribed work, some of it of rather doubtful utility.

Nevertheless, no one who has had much experience as an examiner can fail to note that the majority of students do very partial justice to themselves in the examination hall. The song by President Wilson in the University Song Book expresses their feelings with characteristic sympathy. They are nervous, hurried, puzzled by the unexpected aspect of papers, and often blunder to an extent that would surprise themselves if shown their answers. The frequent errors in grammar, and even in orthography, must be familiar to every experienced teacher.

But in any criticism on school or college examinations the character of the paper set forth should first be taken into consideration. With experience the examiner learns both to set a reasonable test paper, and to make due allowance for the difference between a student writing leisurely in his own room with unlimited time at his command and the same student limited to an hour or two hours with a series of questions set before him at the moment. In many cases, too, these questions present perplexing obscurities, from the unfamiliar form in which they are put, to one familiar only with the work of his own school room.

A few words in conclusion as to the ability and energy of our high school teachers. An experience of six years as teacher and examiner in English in University College has given me some opportunity of testing the work, both of our present and of our prospective teachers in this department. Criticising them by the above standard, I confess to have been oftener surprised at the excellence of their papers than disappointed by their inferiority. And knowing as I do the assiduous care and painstaking self-denial of the great majority of our teachers, I cannot but regret very deeply that they should have been subjected to a criticism, which, honest and well meant as it undoubtedly was, bears far too heavily on its innocent victims. But such is their self-sacrificing professional ardor that I am sure they will gladly bear the burden of undeserved blame, should it result in the adoption of better means of attaining that end for which we are all striving—the improvement of our educational system.

DAVID REID KEYS.

MR. EMBREE'S ANSWERS.

I.—I do not think so. It is true that many teachers have not acquired that facility in composition which Mr. Haultain happily possesses, and

it is no doubt true that there are some who, from defective training in early life, or through carelessness, do not always speak correctly in presence of their pupils; yet I am persuaded that those who have come in contact with the teachers of English in our high schools will bear me out in the statement that they do in the main speak and write the English language correctly.

II.—(1) To the neglect to develop and cultivate the power of expression, or what is generally called the language faculty. Teachers are liable to fall into the bad habit of talking too much to their pupils, and wherever talking takes the place of much questioning and frequent written exercises, the majority of the pupils will have but vague notions of what they are supposed to be learning, and will show looseness and baldness of expression in their examinations.

(2) To the practice of crowding pupils forward before they are well grounded in elementary work. The habit of judging the success of teachers and schools solely by the results of examinations, puts a premium upon cramming. To prepare for an examination is the chief aim of nine-tenths of our pupils, and but scant attention is given to any subject or to any instruction that does not count marks in the results of examinations. Too frequently all study comes to an end with the passing of the examination, unless there is another examination in view.

The facility with which a professional certificate may be obtained, and the willingness of trustees to accept the lowest tender, open up a ready way of making a little money to many a young man who has no love for teaching, and who has no intention of remaining in the profession. These having no incentive to gain for themselves a reputation as teachers, change their schools from year to year for the most trivial reasons. English is the subject that is most injuriously affected by frequent changes of teachers, for as its limits are not definitely marked out, and as it cannot be taught from books to the same extent as can the other subjects of the school programme, the new teacher cannot, as readily as in the case of the other subjects, continue the work in English from the point where his predecessor stopped.

(3) The practically unlimited range of English as a subject of study may be regarded as a third cause of the defects mentioned by Mr. Haultain. The good teacher must in all cases be possessed of sufficient judgment to discriminate between the useful and the trivial. This is especially true of the teacher of English, for in the teaching of no other subject is it possible to waste the time of the pupils so completely, and at the same time keep them tolerably interested. Witness the once common mode of studying Shakespeare by parsing and analysis, by tracing the derivation of words, pointing out the figures of speech, and fitting the lines to pentameter measure according to the Procrustean methods taught in Abbot's Shakespearian grammar. Those exercises in English, which are intended, as the pupil is told, to strengthen his mind and to develop and enlarge his powers of invention and expression, do not appear to produce any immediate, tangible results; and, consequently, he is too apt to neglect his work in English and to give his chief attention to those subjects which have more definite limits, and in the study of which the learning of page after page and the working of examples appear as so much knowledge gained.

III.—It does not. These faults have perhaps become more noticeable lately, because examiners are paying more attention to the form of the answers than they once did, and because, too, the questions now set demand a better style of answering.

IV.—I believe that in many schools too much time is still devoted to parsing and analysis, and to the criticism in very bad English of the bad English of our best writers; but I also believe that English is better taught in our schools to-day than it has ever been before.

V.—A short time ago I should have answered this question in the negative, and in confirmation thereof I could refer to instances in which the teaching of English composition was left for a few "lectures" toward the close of the school term. I believe that much more time is now given to English in the schools; but owing chiefly to causes I have referred to in my answer to the second query, English is still much neglected as a home study.

VI.—No.

VII.—It is not a profitable exercise except when it is employed to illustrate common violations of some law of correct composition. It may be made profitable also in this way: Let the pupils first examine one another's written exercises at home; then let the teachers, after examining them, select sentences and passages for criticism before the class, and afterwards require the passages criticised to be re-written. This is a far more profitable exercise than is the correction of the mistakes of such writers of bad English as Macaulay, Ruskin, or Gladstone.

VIII.—I have already indicated in what way students of English may improve their style and acquire a greater fulness of expression. They should also be encouraged to read more, and the teacher should direct them in their reading. This reading may be made auxiliary to the regular school work, if in the literature classes the pupils are required to observe how other writers express thoughts similar to those under examination. It must be remembered, too, that precision and clearness of expression in written work need not be expected from pupils that are allowed to give slipshod answers in the class.

IX.—I regard the proper study of English as equal, if not superior, to the study of any other subject on the school programme as a means of mental discipline; but neither forgetting this, nor forgetting the necessity of studying our own language for the purpose of acquiring the power of using it correctly and forcibly in reading, writing, and speaking, I think the principal object of a course in English is to acquire and cultivate a taste for the reading of the best literature. The English teacher that inspires his pupils with a love for the study of the masterpieces of English prose and poetry is doing the best and most enduring work, and the teacher who fails to give this inspiration, and who does not himself take delight in the study of these masterpieces, misses the true aim of an English education, however correct he may make his pupils in the use of the language.

Mr. Haultain makes a mistake in supposing that "the mental capacity" and "power of thought" of the pupils can be gauged by the reading and marking of their examination papers. I grant that written examinations furnish an approximate test of the capabilities of the pupils examined, and the improvement in the papers set in recent years makes this test still more perfect. But every teacher knows from experience that the most intelligent and thoughtful pupils, through over-sensitiveness or some other cause, sometimes fail at examinations.

Perhaps the greatest defect in our educational system is found in the fact that the teacher's intimate knowledge of the pupil's acquirements and intelligence has no weight in determining whether he shall receive a certificate or not. This question is settled by examiners who have never seen the candidate, and whose knowledge of his mental capacity and general intelligence is gained by the reading and marking of a few examination papers. As a partial remedy for this defect, I would suggest that the list of candidates forwarded to the Department by the headmaster of each school, should be accompanied by the school standing of each candidate in the several subjects of examination, together with general remarks upon the merit of the candidates. This report should supplement the written examination and be taken into account in awarding certificates.

The defect to which I have directed attention is especially noticeable in the mode of granting third class professional certificates. The opinion of the high schoolmaster, whose acquaintance with the pupil may extend over years, is not asked; and the standing of the candidate is settled partly by the report of the model schoolmaster, who has had, in many cases, only a three months' acquaintance with the candidate, and partly by an examination conducted by men who are not always properly qualified for their work. This opens up the question of changing the constitution of the Boards of Examiners and of remodelling the whole system of professional training; but I find that I have already far exceeded the limits I had set for myself in these remarks.

In a letter sent to the EDUCATIONAL JOURNAL a few days ago I touched upon some of the points to which these questions have again directed my at-

attention, and as I have not a copy of the letter, it may be that I have repeated myself in what I have now written. I think I stated in that letter, as I have also intimated in my answers, that I cannot concur with Mr. Haultain in his conclusions. I shall not, however, charge him with ignorance, scarcely pardonable in one who has been the editor of an educational journal, in supposing that the crowding of pupils through examinations "fills the pockets of an ambitious class of teachers." I am indeed well pleased that Mr. Haultain has spoken so plainly, though he has made mistakes which need not surprise us, seeing that his slight acquaintance with the teachers whom he criticises, and with the conditions under which much of their work is done, scarcely qualifies him to sit in judgment upon them. Yet Mr. Haultain's letter will do good in directing attention to "English as she is taught," and in causing teachers to look into their methods of teaching it, for wherever there is examination, improvement is pretty sure to follow.

L. E. EMBREE.

MR. STEVENSON'S ANSWERS.

Mr. Haultain's conclusions are hasty and seem to be based on limited information. An examiner, as such, is not qualified to pass a fair judgment on teachers. Examiners being human are not free from error themselves, and the indefinite or foolish answers they receive are sometimes the counterpart of indefinite or foolish questions. Moreover, they have not all the facts of the case before them. Not having any personal knowledge of the capacity and character of the student whose papers they are examining, examiners can not know how much earnest and intelligent work may have been done by the teacher to make him even as good as he is. Further, a teacher is no more to be blamed for the inherent dullness of some of his boys than he is to be commended for the inherent cleverness of others. It is true that some teachers have sought to claim nearly all the credit of a brilliant pupil's achievements, but that is their folly.

It may be permitted to revert parenthetically to the frequent incompetence of examiners. There have been notorious cases in connection with both the university and departmental examinations. Political, personal, and religious influences, have secured appointments for persons who were utterly devoid of any qualification whatever for this important office. I quite agree with Mr. Haultain that examinations should be made an educating process. But some of our most important examinations are conducted by persons who never taught, never could teach, and would not be able to hold a position in a cross-roads school for two terms in succession.

Answering your questions in order I would say that

I., II.—The shortcomings of students, as shown on examination, are due quite as much to the incapacity of the student and the incompetence of the examiner as to "the indolence and inability of the teacher."

III.—I am afraid that the cramming process which has been induced and encouraged by our system of examinations, and the foolish rivalries of schools and teachers, has resulted in loading the student with a mass of crude, undigested knowledge, instead of educating his mental faculties. This knowledge not being clear to himself, he cannot, of course, make it clear to others.

IV.—English is, of course, not taught in a uniform method in all the schools of the province. A very decided change is necessary no doubt in some of them.

V.—More time is now being given to the study of English; the outlook is hopeful, and there is little to complain of in this respect.

VI.—Perhaps the ground covered by the course prescribed is not too large, but it is not the right kind of ground.

VII.—Too much importance is attached in some schools and by some examiners to the correction of mistakes in English syntax. At the best it is usually a small business; for many of the so-called mistakes are not mistakes at all. They are at most merely different forms of expression and quite as legitimate, rationally and historically considered, as the alleged corrections. English is a living, growing language, and it grows by changing. The vulgarisms of yesterday are the classical phrases of to-day. The persons who make the most fuss

about errors in syntax are often those who really know but very little of the historical usages of the English language, but have formed their notions of what they think it ought to be from the fixed grammars of dead languages. Language is an instrument for the expression of thought. If that end is accomplished by it, clearly and definitely, correction is uncalled for. Some people sacrifice their English to their grammar, but language was made before grammar and will not be bound by the laws of grammarians.

VIII.—English grammar should be studied historically, and more as a science than as an art. "The art of speaking and writing correctly" can better be attained by the study of suitable literature and the practice of essay writing. For young students the literature should be simple, more varied, and more interesting than is usually prescribed. The foolish custom of avoiding living authors should be given up. The essays should be written as much as possible on simple subjects of the writer's own experiences.

IX.—The object of the study of English, as of any other study, I conceive to be not so much the acquisition of knowledge as the development of mind, the cultivation of taste, and the improvement of morals. It should enable students to appreciate and enjoy good reading and speaking and should give a thirst for them. It should also enable them to express their own thoughts clearly and, as far as possible, in a manner agreeable to themselves and others.

Mr. Haultain's observations on the real folly of much so-called education are timely and just. But there is a hint of error in his remark concerning students "being made fit for a sphere for which they are not suited and for which they were never born." There is a suggestion of snobbery here, an implication that learning is intended only for some kind of an aristocracy, the limits of which, however, the writer does not define. But who can tell any boy what he was born for or what sphere he was intended to fill! That would require a degree of assurance which I think Mr. Haultain would not assume. Was Elihu Burritt born for the anvil alone, or Lincoln, Garfield, and Grant, for the farm only or the tow-path and the tannery?

A. STEVENSON.

MR. M'INTYRE'S ANSWERS.

I.—Possibly, to some extent.

II.—The great causes are imperfect English used at home, and inattention or negligence at school.

III.—No. Quite the contrary.

IV.—The first fault can be grappled with in all the departments of a school. It will not show itself in English alone. The second should be attended to in public schools. It is not so difficult to overcome that it should be a foe of high school teachers.

V.—I think so. It might be better divided, perhaps; and greater prominence given to composition.

VI.—No.

VII.—Certainly; but it is to be regretted that such is the case. Like a carpenter who has a difficult job before him, and before he begins, has to tinker away at his tools to get them into proper condition.

VIII.—By giving greater encouragement to writing of themes, and to public speaking.

IX.—To obtain a mastery of the language, that is, to have a copious vocabulary: to be able to speak and write fluently with accuracy: to know the composition of sentences and something of the history of words: to get a start in a careful reading of good authors and to get experience enough to judge the merits of good composition.

E. J. MCINTYRE.

MR. BALMER'S ANSWERS.

I.—It would have been more consistent and less confusing if the author of the article you send me had adhered to the single charge of "indolence" and "incapacity," and not sought to combine with it the charge that teachers were likewise "emulous," "pushing," and "ambitious," coupled with a complaint of "competition between schools." There is here a painful effort to cover too much ground. And yet, because it does not cover enough ground, this explanation of the alleged defects is unscientific as well as unjust. Another and very obvious cause has been omitted. When it has been removed, perhaps it will then be allowable to

generalize upon the "indolence," "incapacity," "ambition," etc., of the teaching profession.

II.—A false and vicious system of English instruction.

III.—My experience as a teacher does not extend far enough back to justify me in making any such general inference.

IV.—Whatever the results may be throughout the province, the system itself is bad enough to warrant an immediate and decided change.

V.—When the time now allotted to English is properly taken advantage of, we shall be better able to estimate the amount required.

VI.—I am prepared to make out a reasonable case for the abolition from our high schools of word-books, grammars, and much of the prescribed literature.

VII.—Waste of time and worse.

VIII.—I can speak from experience of the benefits to pupils of a class in general literature and original composition. The system of instruction adopted would take too long to develop here. I would simply say that I have been astonished by the ease with which a literary taste and skill can be cultivated in little children.

IX.—To give the child high ideals of character and of grace, and to develop his power of original and consecutive thought. ROBERT BALMER.

THE USE OF STORY READING.

(AS OBSERVED IN QUINCY, MASS.)

In the lowest grammar grades the teacher read a story to the class, after which she selected from the story and placed upon the board these words:

company	solemn	report
beware	fate	ruffled
parrot	remember	finished
received	scratched	allowed
their	loaded	surprised

These were left there through the day. The next day the class must be prepared to give an oral sentence, using one of these words as the emphatic word of the sentence, at least with sufficient emphasis to make its distinctive meaning evident. Sentences are then to be written containing these words. The story, as read, is to be reproduced, using as many of these words as can be woven into the story naturally.—*American Teacher.*

HARRY'S ARITHMETIC.

[For a little boy, holding in his hand a slate and pencil.]

I'm glad I have a good-sized slate,
With lots of room to calculate.
Bring on your sums! I'm ready now;
My slate is clean, and I know how.
But don't you ask me to subtract,
I like to have my slate well packed;
And only two long rows, you know,
Make such a miserable show;
And, please, don't bring me sums to add;
Well, multiplying's just as bad;
And, say! I'd rather not divide—
Bring me something I haven't tried.

—*St. Nicholas.*

"I CAN'T" AND "I'LL TRY."

"I CAN'T" is a coward with a very long face;
And with limbs that are shaky and weak;
Whatever the time or whatever the place,
You will know if you once hear him speak:
There's a drawl in his voice and a whine in his tone
That stamp him a coward abroad or at home.

"I'll try" is a brave one—so stalwart and strong,
With a bright, cheery manner and word,
Who feels he must conquer before very long,
And who thinks giving up most absurd.
So when anything difficult causes a sigh,
Just take my advice, and call in "I'll try."

PROF. J. H. THAYER, of Harvard College, has supervised a re-issue of Prof. Sophocles' scholarly "Greek Lexicon of the Roman and Byzantine periods," which has been for some time out of print.

TEMPERANCE TEACHING.

W.C.T.U. DEPUTATION INTERVIEWS THE
MINISTER OF EDUCATION.

SCIENTIFIC TEMPERANCE INSTRUCTION WILL BE GIVEN IN THE PUBLIC SCHOOLS—HON. G. W. ROSS EXPLAINS THE NEW REGULATION—"SHALL" AND "SHOULD" AGAIN—THE INSPECTORS WILL ENFORCE THE LAW—THE SUBJECT DECLARED TO BE COMPULSORY.

From the Toronto "Mail," Nov. 26, 1887.

A LARGE deputation from the Toronto W.C.T.U. Unions, accompanied by representatives from several of the other temperance organizations, waited on the Minister of Education yesterday afternoon for the purpose of receiving explanations as to the position of the subject of scientific temperance instruction in the public schools, as affected by the new regulation about to be issued by the Education Department. Those supporting the deputation were Messrs. J. J. McLaren, Q.C.; Daniel Rose, District Chief Good Templar; W. R. Watson, Independent Order of Good Templars; Wm. Munns, Royal Templars; and J. N. McKendry, Young Men's Prohibition Club.

Mr. McLaren introduced the deputation, for whom Mrs. McDonnell was the spokeswoman. She said their visit to the Minister might well come under the head of unfinished business, as it was a part of the work left over from the Provincial W.C.T.U. convention, which met at Napanee, and which was entrusted to them to finish with the department. The unions were deeply interested in the subject of scientific temperance instruction, and the deputation appeared before him with credentials from their past work. They hoped his answers would do much to clear up doubts which existed regarding the new regulation, and would also show the country that the department would see to it that the subject would be taught in every public school. Mrs. McDonnell then read the following questions, to which Mr. Ross replied categorically:

QUESTIONS AND ANSWERS.

1. Does the new regulation, regarding the full scope of which we are still somewhat in doubt, place the subject of scientific temperance instruction among the subjects set forth in the programme of studies prescribed by the Education department—as referred to under "Duties of Teachers," regulation No. 46, clause 4?

Mr. Ross—Yes. The subjects of temperance and hygiene are placed on the programme of studies, and the teacher is under the same obligation to teach scientific temperance as he is to teach any other subject—such as reading, writing, etc. I took pains in framing the new regulation that there should be no mistake as to that.

2. Under regulation No. 24 of the Education Department discretionary power is left with the trustees and the inspector under necessary circumstances to modify the programme of studies set forth by the department. In the event of this discretionary power being exercised for the purpose of excluding the subject of scientific temperance instruction from any public school, what action would the Education Department take in the matter? Would the Education Department deal with the exclusion of scientific temperance instruction in a similar manner to that in which it would deal with the exclusion of reading, writing or arithmetic, or any other subject on the regular programme of studies? For instance, where the money grant would be withheld for the omission of reading, would it be withheld for the omission of temperance teaching as set forth?

Mr. Ross—Under regulation 24 the trustees have no power to omit any subject from the school curriculum prescribed by the department. The regulation never intended that any subject prescribed by the department should be omitted by the trustees, nor is it intended that scientific temperance be omitted.

THE POWER TO MODIFY

is in the direction of exempting pupils, in certain circumstances, from parts of the curriculum or of the studies. If the inspector reports that scientific temperance instruction is not taught as it should be in any school, the grant would certainly be withdrawn. At least, so far as I am concerned, I would insist on such being done.

3. Will the subject of scientific temperance instruction be placed on a list of departmental examinations for public school pupils?

Mr. Ross—No. Not for public school pupils. I do not in the meantime propose to do so. There are various reasons why I think it would not be wise to do so. But I may state that every certified teacher must pass an examination in scientific temperance knowledge, whether he be a teacher for public or high schools.

4. Will the authorized temperance text book be placed on the list of books to be used by the pupils in the public schools in a similar manner to the text books in arithmetic, grammar and other school studies?

Mr. Ross—It is now in that position. But the use of a text book as a matter of law is not, nor has ever been, compulsory in the public schools of Ontario, in any subject; at the same time, where text books are used they must be authorized.

5. What machinery has the Education Department control of to enforce the use of authorized text books in the public schools, and how far would that machinery be applied in the case of the authorized temperance text book?

Mr. Ross—It is the duty of the inspectors to report upon everything affecting the efficiency of every public school in their districts. There is no means of knowing the regulations are complied with except by those reports. Should an inspector complain in the matter of temperance, and should the complaint be good, the grant would be withheld.

6. Has the new regulation been yet officially issued to the inspectors, and if not when may we expect its issue?

Mr. Ross—I have the last proof of the regulation by me; the regulation will be out in a few days.

7. Will the Minister of Education change the wording of the new regulation so as to substitute the word "shall" for "should," and so remove the doubts to which the regulation as it stands has given rise?

Mr. Ross—I would be quite willing to do so were it necessary, but it is not necessary to alter the wording. "Should" has been used in those regulations for twenty or thirty years. The same word applies to all subjects on the programme, and everyone should now know its meaning.

And now that I have answered your questions I will say that I owe the W.C.T.U.

A PERSONAL APOLOGY

for not promptly replying to their second telegram from Napanee. I believed the convention had risen before I had time to telegraph a reply. I hope, however, now that the whole subject has been made clear to you.

Mrs. McDonnell—I am still a little puzzled over the matter. You say no departmental examinations will be required, and yet you say scientific temperance instruction is on an equal footing with arithmetic or grammar.

Mr. Ross—All the subjects on the programme are not included in the departmental examinations. For instance, music is not a subject of examination, nor drill and calisthenics, and drawing was only recently made so.

Mrs. McDonnell—Do we understand that the subject is compulsory?

Mr. Ross—Yes, as compulsory as reading. But I suppose teachers will not hold themselves responsible for teaching it until the new regulation is in their hands.

Mr. McKendry—The deputation would like to know why scientific temperance is not a subject of departmental examination?

Mr. Ross—It is a subject of oral examination, just as reading, etc., is. Only some 10,000 pupils who desire to enter the high schools would be affected by a departmental examination, and we must consider that there are complaints at present that we examine in too many subjects. But if the subjects were properly taught, the mere examination would be of secondary importance.

Mr. McKendry—How are you to know whether the subject will be efficiently taught unless there are to be examinations?

Mr. Ross—An inspector visits the school twice a year with instructions to examine in every subject, and he will report any deficiency in temperance as in other subjects.

Mrs. McDonnell—Why not make it a subject of examination? We are very anxious that it should not only be taught from the second form up, but that it should be a subject of departmental examination. One value of such an examination would be that teachers would more earnestly teach the subject, knowing that it would meet any pupil desiring to enter the high school, at the entrance examination.

Mr. Ross—I have stated the reason, which seems good at present. No doubt the departmental examination asked for will come. I have placed the subject precisely on the same footing as any other subject on the programme, and I have no doubt the inspectors will carry out the regulation.

The deputation then withdrew.

HOW TO TEACH EXAMPLES IN
CARPETING.

BY S. A. WALTON, ONT.

PUPILS must first be taught how to find number of square feet in a floor, and how to reduce square feet to square yards. Show that if the carpet were a yard in width the number of square yards would be the number of yards of carpet required. But we shall take examples where the carpet is not a yard wide.

Required to find number of yards of carpet for a room 21 feet by 15 feet; width of carpet being 27 inches.

Draw diagram on blackboard to represent a square yard. Show that it is a yard long and a yard or 36 inches wide. A yard of carpet covers only 27 inches of width, leaving 9 inches. If a yard covers 27 inches, quantity required for remaining 9 inches is $\frac{9}{27}$ yard. The quantity required for each square yard of floor is $1\frac{9}{27}$ yard, or $1\frac{1}{3}$ yard.

Then in example given number of yards required will be $21\frac{1}{3} \times 1\frac{1}{3} = 46\frac{2}{3}$.

Give many more examples, and lead the pupils to see that we can get required number of yards by multiplying square yards in floor by a fraction of which 36 is numerator and width of carpet is the denominator.

This is easily understood by pupils, and it is better always to keep the numerator 36 and not reduce multiplier to lowest terms, as in some cases this cannot be done.

This is my plan, and I have found it to work well.

"It is those who see afar off that are infallible."
—Thring.

It is not possible to arrange a purely intellectual system of instruction, without a particle of moral training in it. Morality cannot be divorced from the teaching of arithmetic. It is absolute folly to teach that religion is one thing, and business or education is another. Read the Bible. This is right. The ten commandments. They are right. The Lord's Prayer. Nothing better. But all these are not religion. When work begins, then practical religion begins. An angry scowl on a teacher's face will knock all devotional feelings out of a school in less than the tenth of a second. Who would hear a preacher preach who was a saint in a pulpit, but a satan out of it. What is a teacher's moral teaching good for who keeps his morality between Bible covers? We want everything great and good in the school-room, but we don't want it assigned as an opening exercise. It isn't said that Christ's sermon on the mount was introduced with reading the Scriptures, singing and prayer. He went up into a mount, and when He was set His disciples came to Him, and He taught them. What taught them? His words? Yes, somewhat; but what would have been those majestic words without His life? Tell us, ye sticklers for long prayers made for a pretence, at the opening of a school? Children are taught by living, tangible objects. Sermons to children, good for anything, are almost as rare as orange trees in Manitoba. Let us have living, walking, talking, loving Christian actions in school teachers, and all else will take care of itself.—N. Y. School Journal.

For Christmas and New Year.

CHRISTMAS BELLS.

CHRISTMAS DAY! and the joy-bells ring
With a merry, merry swing,
Telling of the Saviour born
On the first glad Christmas morn—
Whisp'ring, "Sing as now sing we;
Raise your voices gleefully!
Sing! sing!
While we ring,
Raise your voices gleefully!

Noel, Noel; peal the bells;
Echo, too, the glad truth tells,
Clashing back from every hill
"Peace on earth, to men good will;"
Whispering, "Come with mirth and glee;
Raise your voices merrily;
Sing, Sing;
Raise your voices merrily."—*G. Weatherby.*

THE BLITHE NEW YEAR.

Sing me a song of the blithe New Year,
Of the blithe New Year, that cometh in view,
Let your voice ring out full loud and clear,
Sing! sing mayhap as the angels do.
Sing of a life with a higher aim
Than living for self, not for the world,
Let every note in your song proclaim
The banner of peace and hope unfurled!
Sing me a song where each rhythmic note
Shall picture life both noble and grand,
That song and words through all time may float,
And clearer grow on the farther strand.
If minor chords in the song shall blend
With rare sweet strains the while between
It is but what shall be to the end,
Those notes must come to each heart, I ween.
—*Cecil Hampden Howard.*

RING OUT, WILD BELLS.

"Ring out, wild bells," the radiant moon,
Fond stays her silver course to hear;
To-night, earth-tired hearts crave a boon,
"Ring out, wild bells!" and bring them cheer.

"Ring out, wild bells!" in tones of love,
While now the yule-tide fires burn low,
Ye breathe a message from above,
Ring out amid the falling snow.

"Ring out, wild bells!" the dying year,
Totters on the brink of time,
"Peal out, without a dread or fear,
"Ring out, wild bells!" his requiem chime.

"Ring out, wild bells!" a peace to those,
Who know to-night the hand of grief;
Who weep beneath the old-year's blows,
Ring out, wild bells!" a grand relief.

"Ring out, wild bells!" o'er the bridal spray,
Ring out above the fair young bride;
Let all your pealing raptures play,
"Ring out, wild bells!" let joy betide.

"Ring out, wild bells!" o'er icy form,
Where fond the parting tear is shed,
Let your sweet music calm the storm,
Ring out a glory for the dead.

"Ring out, wild bells!" a blessed vow,
Ring out above the new-born life;
May no dark shadows cloud that brow,
"Ring out, wild bells!" a truce to strife.

"Ring out, wild bells!" for young and old,
For those that choose the "better part,"
"Ring out, wild bells!" the greed of gold,
"Ring in," the pure and true of heart.

—*M. M. Hughes.*

School-Room Methods.

EXERCISES IN LANGUAGE.

I.

Justify the following:
(a) If he go. If he goes.
(b) He scolds you more than I. He scolds you more than me.
(c) The horse and buggy were sold yesterday. The horse and buggy was ordered for you.
(d) Can you name the attorneys-general of the United States? The attorney-general's report was correct in every particular.
(e) I will go if it is necessary. I shall go as soon as I have finished this.

II.

Correct where wrong and give reason:
(a) In unity consists the welfare and security of society.
(b) Every one must answer for themselves.
(c) Please send the book by return mail, I will send the money again.
(d) Everyone cannot understand a solution clearly at first explanation.
(e) Some virtues are only seen in adversity.

III.

Supply the ellipses in the following:
(a) This is the day he was expected.
(b) Oh for a lodge in some vast wilderness!
(c) Death is at all times solemn, but never so much so as at sea.
(d) Ye have heard that it hath been said, An eye for an eye and a tooth for a tooth.
(e) I care not what course others may take but as for me, give me liberty or give me death.

IV.

Reconstruct the following so as to express the intended meaning clearly:
(a) It's not just, I don't think.
(b) Distribute the flowers among Elsie and her four sisters.
(c) I wish I had a good cup of coffee.
(d) At the same time there are some defects which must be acknowledged in his *Odyssey*—Blair.
(e) Though Virtue appear severe she is truly amiable.

V.

Substitute other words for those italicized:
(a) Excuse me for differing *from* you on that point.
(b) The son wrote to his father that he had an *abundance* of money to meet his necessities.
(c) I *shall* be ready in ten minutes; wait *on* me.
(d) Thirteen years *transpired* since his last visit to Philadelphia.
(e) The teacher said that the conduct of the boys was very *aggravating* at times.

VI.

Criticise the following:
(a) The house was *empty* last month, the family having gone to the country.
(b) The furniture was sent to the auction room and the house is now *vacant*.
(c) An extensive view is *presented from the fourth story* of Fairmount Park.
(d) Bring me a *couple* of books from the library.
(e) Nature tells me, I am the image of God, *as well as Scripture*.

VII.

Use the following synonyms correctly in sentences:
(a) Brutish, brutal; secure, safe; healthy, healthful; trustworthy, reliable; custom, habit; enough, sufficient; answer, reply; peaceful, peaceable; boyish, puerile; relations, relatives; hard, difficult; ability, capacity; contagion, infection; avoid, shun; coerce, compel; confute, refute; convince, persuade.

VIII.

Write ten or more lines on the subject of "Literary Culture," use five different figures of speech.
Rewrite what you have written, using plain language instead of figurative.

NOTE.—Teachers cannot give their pupils too many tests in language work. They should have at least one exercise a week.—*Educational News.*

For Friday Afternoon.

ALBERT SIDNEY JOHNSTON.

BY MRS. MARY ASHLEY TOWNSEND.

THIS specimen of Southern poetry is capable of lifting the reader into the realm where the nobler emotions of our nature know neither north nor south, friend nor foe; but in sweet communion worship whatever is true and brave and good.—*Public School Journal.*

Muffle no drums, ring out rejoicing bugles,
Let banners flutter in exultant play;
To peace, to fame, to memories undying,
To deeds immortal consecrate the day!
Steady, men, steady; lo! a Presence passes—
Again on April's turf the flowers have blown,
And Shiloh's hero once again is with you—
The victory of victories his own!

Out from the shadow and the awful sorrow,
Out from the fire, the blood, and death, and pain,
Which steeped in crimson Shiloh's fateful Sabbath,
Your old Commander comes to you again.
Not with disordered ranks and trailing banners,
Not in the consternation of defeat,
But with the Star of Peace in silent splendor
Lighting the path for his illustrious feet.

Where blooms the eternal lily he has listened,
Far in the mystic Land of Destinies,
And heard the voices of the vanquished shouting,
And seen defeats merged into victories.
Steady, men, steady! soldiers of his banner,
And foes who watched his course with bated
breath,
Close ranks! touch hands! for only friends and
brothers
Meet here upon the Neutral Ground of Death.

He has not died. There is no grave for glory,
No shroud, no coffin, no imprisoning clay;
All that was mortal of him lies in ashes,
All that was best of him is yours to-day;
The valorous deed, the high, heroic spirit,
The courage, truth, simplicity and pride,
The moral stature, and the martial grandeur,
That, crypt, nor turf, nor marble e'er can hide.

He comes responsive to your calling bugles,
The echo of your well-remembered cheers,
Familiar voices, and the notes of Dixie,
The smiles of comrades and their welcoming
tears!
He knows again his tried and trusty soldiers—
However masked by time they now may be;
He knows again the beardless, boyish faces
That swelled his old command in Tennessee.

Veterans! ye gallant men of many battles,
Whose comrades slumber under countless sods;
Ye, who like heroes fought for what ye cherished,
And bore your hopeless overthrow like gods!
Your Chieftan joins you 'neath your country's banner,
There bids you rally till your latest breath,
And bear the old flag, ever undishonored,
On through life's conflicts to the gates of death.

Oh sound his name wherever valor marches,
Where heroes and where martyrs are enshrined,
Where fadeless laurels for immortal foreheads
By consecrative fingers are entwined.
Aye! let his name go ringing down the ages,
Write it in bronze across Fame's shining field;
A brave man's deeds belong to all the nation;
Then stamp his record on his country's shield!

Steady, men, steady; lo! a Presence passes,
Again on April's turf the flowers have blown,
And Shiloh's hero once again is with you—
The victory of victories his own!

AN extra number of the Riverside Literature Series (published monthly by Houghton, Mifflin & Co., Boston, at 15 cents a number), has just been issued, entitled "America's Authors and their Birthdays," by Alfred S. Roe, Principal of the High School at Worcester, Mass.

TORONTO, DECEMBER 15TH, 1887.

BUSINESS NOTICES.

WE direct attention to the advertisement, 16th page, of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and THE EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once.

WE will send the various premiums offered our subscribers, at the end of the month. These books are published in New York, and it would be very inconvenient for us to order separately. All orders received before Christmas will be forwarded to New York in one batch on Dec. 27th; and all orders received up to the expiration of the time, Jan. 31st, will be similarly forwarded thereafter. We again call attention to our clubbing and premium announcement. Preserve the paper containing it, as we shall not at present reproduce it. Did you write for a sample copy of the *Cottage Hearth*?

Editorial.

HONOR TO A CANADIAN POET.

EVERY true Canadian will wish success to the project which has been set on foot by friends and admirers of Alex. McLachlan, the Canadian poet. The object of the movement is to offer a tribute to genuine talent and worth, and at the same time to smooth the rugged pathway of the poet's declining years by lifting the heavy mortgage which encumbers his romantic farm, and threatens him with hardship and privation in his old age.

There can be but few of our readers who have not read with delight some of McLachlan's stirring verses, and felt the thrill of the true poetic fervor which pervades them. Though not a Canadian by birth, the best part of the poet's work has been done in Canada, and as the Hon. Mr. Ross observed, he has shown himself a true Canadian in sentiment. A well-attended and enthusiastic meeting was held in Toronto, on the 2nd inst., to do honor to the poet, and to give impulse to the movement. Rev. Principal Grant, of Queen's, presided, and appreciative and stirring speeches were made by the chairman, Dr. Daniel Clark, and Hon. G. W. Ross. Letters of sympathy were read from Sir John A. Macdonald, Hon. Alexander Mackenzie, President Wilson, and others prominent in public life or in literature. Miss Alexander delighted the audience with several readings from the poet's works, rendered with fine elocutionary skill and appreciation.

With reference to McLachlan's claim to rank as a Canadian poet, we cannot do better than to say, with Principal Grant, "He has given us true Canadian pieces, descriptive of Canadian scenery, Canadian birds and Canadian life, and the experiences of the Canadian settlers; and he has given to Canada something else than poems—he has given us his life, the life of a true, brave, honest man." We hope to hear of the early and complete success of the effort to make the tribute, so well-deserved, a handsome one.

CAN ENGLISH LITERATURE BE TAUGHT?

THIS is the caption of an article by Mr. T. Arnold Haultain, in the *Week* of December 8th, based upon an article with the same title, by Mr. J. Churton Collins, in the November number of the *Nineteenth Century*. Mr. Haultain's previous letter in *The Week*, copied in the EDUCATIONAL JOURNAL, has done good service in arousing attention to the subject of English as taught in the schools. The discussion of the related question in regard to the teaching of English Literature is no less timely.

It may be observed in passing, that, in the introduction to his article, Mr. Haultain leads us to anticipate quite different conclusions from those he actually and, we may add, logically, reaches. Setting out with some strong observations on the tendency to self-assertion and self-sufficiency, which he deems characteristic of our young Dominion, and which is particularly apparent in our educational system, he leads us up to the unexpected but gratifying conclusion that in our ideas and methods in regard to the teaching of English Literature, we are actually far in advance of England itself, seat of ancient learning and culture though she be. We may surely without arrogance congratulate ourselves that, so far at least as the best of our secondary schools are concerned, we have advanced a good stage beyond the point at which, according to Mr. Churton Collins, the critical treatment of English Literature still rests in England. In such critical treatment, we are told, Mr. Collins includes—"Verbal analysis, analysis of form and style, analysis of sentiment, ethic, and thought. . . . The mistake commonly made is to attach too much importance to the first, to deal with the second very inefficiently, and to neglect the third altogether. This is the result of one of the most serious deficiencies in our higher education. We have absolutely no provision for systematic critical training. Rhetorical criticism as a subject of teaching is confined to what is known in elementary schools as 'analysis.' Æsthetic and philosophical criticism is as a branch of teaching without recognition at all. The truth is they have been killed by philology."

As Mr. Haultain well observes, those generalizations are certainly not applicable in their comprehensive sweep to Canada. "Æsthetic and philosophical criticism have by us been by no means relegated to the insignificant places which Mr. Collins tell us have been their fate in

the British Isles." In proof he adduces, conclusively enough, a number of the literature questions set at the last junior matriculation, and second and third class teachers' examinations.

One can scarcely refrain from pointing out, not without a good deal of astonishment, a fact which seems to have escaped Mr. Haultain's notice, viz., that the improved methods which he commends, are characteristic of the secondary, rather than of the university schools. So far as we are able to learn, the old, dreary methods still prevail largely in the lecture rooms of our highest institutions of learning. The history of literature occupies the lion's share of the space which should be devoted to the literature itself. The teaching of the latter, in so far as it can be said to be taught at all, resolves itself largely into barren classifications of the figures of speech and other rhetorical devices. Æsthetic and philosophical criticism, as a branch of teaching, still receives but scant recognition.

As a correspondent points out, in the current number of the JOURNAL, this glaring deficiency is not confined to the State university. Queen's and other denominational colleges have unfortunately fallen into the same beaten track. Those higher institutions, which should be in the van as leaders of reform, are actually being led, or rather pushed forward by the secondary schools.

The error above referred to, of, if not actually mistaking the history of literature for the literature itself, at least allowing the former to usurp the place which rightfully belongs to the latter in courses of instruction, is a very common and a very grave one. By almost universal consent of modern educators, the inductive is *par excellence* the method in education. The old practice of beginning with a cut and dried system and working downward to facts and elementary processes, is virtually discarded in regard to almost every other branch of study. Why should it be permitted to survive in literature? What is wanted for the mass of students in our schools of every grade is such an acquaintance, real and at first hand, with the writings of our best authors, as will lead them to pursue their study with ever-fresh delight and growing profit, long after they have bidden good-bye to the school room. The natural method in this as in history, geography, and in fact all other studies susceptible of such treatment, is to commence from the here and the now, working outward and backward, with all the interest and the impulse derived from the recognition of the realness and freshness of the subject. We see no reason to doubt that under such a method, intelligently followed, nine out of ten of the active minds which are under the teacher's training in the schools could be led to such an enjoyment of good writing and thinking as would in a few years go far to drive the dime novel and the sensational weekly from the book-stalls, and replace them with cheap editions of the English classics, modern and ancient. Surely 'tis a

consummation devoutly to be wished." The history of literature, its transitions from era to era, much of the machinery of the so-called critical analysis, etc., could appropriately be relegated to the advanced stages of the university course. Even if the great majority should never learn half of the ingenious things which can be said about literature, the practical loss might not be so great as many are ready to imagine. Certainly it would be largely compensated for by the possession and enjoyment of the literature itself.

MANUAL TRAINING IN THE SCHOOLS.

In a late number we dealt with industrial education in its charitable aspects. The need of such institutions as the Mimico Industrial School, the Girl's Industrial Home, etc., is apparent and great, their work being most beneficent. The question of industrial training in the schools is, however, quite distinct.

There are two leading views, both of which are being, to some extent, reduced to practice in different countries, in regard to industrial training in its relation to public school education. The one deals with the matter as a purely practical one. It favors the introduction of such training as a direct preparation for particular trades, or other occupations. In England and elsewhere it is advocated as a substitute for the old system of apprenticeships which is now obsolete, or rapidly becoming so. It is claimed by those who favor this view and method that many lines of manufacture are passing from the hands of English mechanics into those of Germans, simply because of the superior training and skill of the latter, which is again a result of the German educational system, and that the only way to counteract this tendency to inferiority is to give to the children in the public schools a practical training in the various handicrafts. This will, it is alleged, take the place of the old-time apprenticeship, and enable the schools to send out a continuous supply of lads well on in the course which will make them the equals, in skill and intelligence, of the workmen of any other country. This system aims, in a word, to impart, not simply manual dexterity, but practical knowledge of specific lines of industry. Carried to its full extent it would turn out skilled mechanics, merchants, farmers, etc.

The other, and, to our mind, more tenable theory is that it is not the business of the public schools to fit their pupils for any particular trade or profession. In this country, whatever may be the case in England, the thing would be practically impossible. Under our democratic institutions any man may aspire to any occupation or position, provided only he has the requisite ability. Comparatively few have their future callings irrevocably determined for them in childhood or early youth. Very many, if not the majority, of those brought up in America hold themselves in readiness to turn from one pursuit to another as often as self-interest or changing circumstances may make it expedient. The conditions of industrial life, especially in

connection with manufacturing pursuits, are such, that some new labor-saving invention may at any moment render worthless the skill acquired by years of study and practice. Unhappy is the man who, under such circumstances does not possess sufficient versatility to enable him to turn at once to some other employment.

Not only on these practical grounds, but on broad, general principles it is argued that the public school should not attempt to teach specific trades. The schools, it is urged with much force, are supported by the whole people, and as a matter of simple justice, should confine their instructions to such branches as are of utility to the whole people, without distinction of class or occupation. If this principle condemns the strictly professional courses of our higher institutions so much the worse for those professional courses. "Let those who wish to fit themselves for any particular pursuit in life, manual or professional, do so at their own expense, not at that of the public," say the advocates of this view, with logical consistency.

Holders of this opinion, who approve manual training in the schools, do so on precisely the same principles on which they approve mental training. If the latter is necessary for the production of intelligent citizens, the former is equally necessary for the production of industrious citizens, and universal industry is no less essential to the national well-being than universal intelligence. On this principle the manual training which should have its place on the public school programme, is conducted not with reference to preparation for any special pursuit, but simply with a view to the development of manual skill, and the cultivation of the faculties of perception, judgment, etc., which are called into exercise in acquiring such skill.

This seems to us to be the sound and logical view of the matter. There may be and probably is little need for any special training of the kind indicated in the country schools. As a rule country lads and lasses have ample opportunity for learning to handle with skill the ordinary implements of rural and domestic industries. In their case the training of the physical organs and the perceptive faculties should take other directions. But in the cities the case is different. The average boy and girl in the city have small opportunities and smaller inducements to get this particular kind of training, necessary though it is for the full and symmetrical development of all the powers of the coming man and woman. Nor is there any natural antagonism between such training and that strictly mental culture which is supposed to be the peculiar work of the schools. On the contrary there seems good reason to believe that the former can be carried on, under a judicious arrangement, not only without detriment, but with positive advantage to the ordinary course of instruction. Beyond certain limits, which are narrow in proportion to the fewness of the child's years, the time spent in schools over books is worse than wasted. The rest, change, and relaxation needed can

be supplied, and are being successfully supplied in some large schools, by an intermixture of manual employments. After a reasonable amount of time given to these with zest and thorough enjoyment, the child returns with renewed vigor to his studies, and makes more real progress in them in the course of the day, than if the hopeless attempt had been made to keep his attention fixed upon them exclusively.

We have little doubt that the day is coming when a manual training annex will be thought an indispensable adjunct of every city school. The relation of such a training of the powers of the whole man and woman to the formation of habits of industry, and general good character, and so to the highest welfare of the state, must be obvious to every thoughtful mind.

Book Reviews, Notices, Etc.

OUR EXCHANGES.

VERY rich and handsome, with its covers of gold, symbolic of the wealth of its contents, is the Christmas number of *Scribner's Magazine*; Robert Louis Stevenson, Austin Dobson, Sarah Orne Jewett, and Edith M. Thomas are amongst the fourteen or more contributors.

OF *The Atlantic Monthly* for December, it is only necessary to say that it is up to its usual high mark, and will be sure to be appreciated by lovers of good literature. "Some Aspects of Pessimism," by Agnes Repler is a noteworthy article. "At Pinney's Ranch," by Edward Bellamy, a thrilling story with a psychological suggestion.

The Popular Science Monthly for December has for its frontispiece a fine portrait of John Jacob Baeyer. Among articles to which the scientific reader will first turn are "Science and Practical Life," by Professor T. H. Huxley, and "The Boyhood of Darwin," by himself, the latter being from advance sheets of "Life and Letters of Charles Darwin," by his son.

The North American Review for December comes to us richly freighted with seventeen articles from able pens, on topics of living interest. England's grand old man eloquent leads the van with "Universitas Hominum"; Rev. Dr. Field speaks "A Last Word to Col. Ingersoll"; Dr. Joseph Parker discusses "Dissent in England"; Jeremiah Quin discourses against "Sectarian Public Schools," etc.

The Woman's World, edited by Oscar Wilde, is a new and beautiful magazine, published by Cassell & Company (Limited), New York, London, Paris, and Melbourne. The number for December, the first number, is fine as a work of art, and repository of literature, as well as a treatise on the fashions for the ladies. The contributors are well-known in the literary world, some of them titled English ladies.

CASSELL & COMPANY announce a work which bids fair to be of interest to readers of almost every class. It is "Martin Luther: the Man and His Work," by Peter Bayne, LL.D. Dr. Bayne's sympathy will no doubt be found as great as his literary skill.

THE question as to the poet referred to in the opening stanza of "In Memoriam"—

"I hold it truth with him who sings
To one clear harp in divers tones,
That men may rise on stepping stones
Of their dead selves to higher things."

has now been definitely settled on Tennyson's own authority, by Rev. Dr. Gatty, Vicar of Ecclesfield, Yorkshire. Dr. Gatty says in reply to an inquiry in *Notes and Queries*: "The poet alluded to in the first stanza of 'In Memoriam' is Goethe. I know this from Lord Tennyson himself, although he could not identify the passage, and when I submitted to him a small work of mine on his marvellous poem, he wrote, 'It is Goethe's creed' on this very passage."

Teachers' Meetings.

PRINCE EDWARD COUNTY TEACHERS' ASSOCIATION.

(Picton Gazette.)

THE semi-annual convention of the Prince Edward County Teachers' Association was held in Shire Hall last Thursday and Friday, the 10th and 11th inst. Inspector G. D. Platt presided. The attendance throughout was quite large.

Mr. W. J. Osborne, delegate to the late Teachers' Provincial Convention, gave his report, dealing with general impressions rather than minute details. One thing which seemed to have made a deep impression on his mind was the fact that rural schools were not sufficiently represented at that convention, there being but three delegates from ungraded schools. Mr. T. F. Spafford gave an address on "Little Things in School Work." Many of his seemingly little things were of paramount importance, as on them, to a great extent, depends the teacher's success. Miss J. M. Gillespie gave a reading entitled, "The Use and Abuse of Examinations." Miss N. Hart then brought forward a class of her pupils, and, to the delight of those present, illustrated Prof. Holt's method of teaching music in the public schools. And, certainly, if we are to judge by the proficiency shown by her class, his method works like a charm. Miss Storey read a carefully prepared essay on "Perseverance." The subject of "Phonic Reading" was presented by Miss Rowe, who explained by the help of the blackboard her method of teaching reading by means of the "Look and Say" method combined with the Phonic method. R. F. Greenless taught an introductory lesson in grammar, employing the inductive method and showing its adaptability to the subject in hand. Dr. McLellan, Director of Teachers' Institutes, was present and gave two very interesting talks on the training of the language faculty. The Dr.'s talks were not only highly interesting, but instructive as well, and the teachers carried away with them much that will be of practical advantage to them in their daily labors. The doctor will be sure of a hearty welcome if, at some future time, he favors the teachers of this county with a visit to their convention.

ELGIN TEACHERS' ASSOCIATION.

(Condensed from St. Thomas Journal.)

THE semi-annual meeting of the Elgin Teachers' Association began at the Collegiate Institute this morning, the president, Mr. N. M. Campbell, in the chair. The treasurer's report was read and adopted. It showed a balance on hand of \$11.93. Mr. J. A. Harvey was to take up the subject of "Departmental Regulations," but instead read Bishop Cleary's scurrilous attack on our school system as it appeared in the *Globe and Mail*. A committee was appointed to draft a resolution of censure.

Mr. Ames took up the question of leaving off Euclid for third class by the department. After considerable discussion it was moved by Mr. Ames and seconded by Mr. Harvey, that the Minister of Education be requested to add the first book of Euclid to work for third class, or else in case that cannot be done, to leave the third book of Euclid off the second-class work—carried.

A paper on "Landon," written by Mr. Logan, Aylmer, was read by Inspector Atkin.

Mr. W. L. Wickett, Yarmouth Centre, presented a synopsis of Thring's work on education.

A paper on the "Action of Examinations," written by Principal Millar, St. Thomas, was in his absence read by Mr. Sheppard. The main object of the paper was the important one of pointing out that written tests are very imperfect, and should be supplemented by having the teacher's knowledge of the pupil utilized.

Mr. Hammond, Aylmer, followed with an account of his method of teaching history. He would refer to or read with pupils, works of poetry or fiction, touching on subjects taken up. In placing a subject before pupils he would insist on reasons being given for opinions or statements.

Miss Greeham, Alma College, read a carefully prepared paper on Roger Krauz's "Philosophy of Education." It pointed out the utility of the work to the teaching profession.

Mrs. Youman's made some few remarks on "Richardson's Temperance Text-book," and gave an address on temperance, in which she indicated the injurious effects of both alcohol and tobacco. A resolution was passed asking that the board of trustees in the county of Elgin be recommended to place Richardson's Text-book on the list of subjects taught.

Col. Parker followed in an address of about half an hour on reading. His views of reading seem to be that pupils, even very young ones, should be taught to grasp the idea of a sentence, and then give natural expression to it, without having forced upon their minds that they must pay due regard to pronunciation, emphasis, pauses, etc. The method he advocates would do away with stilted reading, such as one often hears from children, as it would also do away with the unnatural intonations and artificial stage gestures seen on the platform as well in the recitations of the young as of the older readers.

On Saturday Col. Parker gave an admirable address, replete with thought and eminently adapted to impress upon teachers the importance of their work, and the possibility of their realizing high aims.

Mr. Harvey gave a synopsis of Spencer on Education. One of the points brought out in regard to natural punishment gave rise to considerable discussion. Opinion seemed to prevail that the teacher should not copy the severity of punishment that nature metes out for certain offences.

Mr. J. A. Jones, teacher of music in St. Thomas Schools advocated the tonic-sol-fa system of music as the easiest for teachers to put to practical use.

Mr. Ames followed with a paper prepared by Dr. F. H. S. Ames on "Perez, first three years of childhood." No teacher could possibly hear the paper without going away with higher views of the importance to be attached to observing children and studying the minds.

Mr. Pritchard, New Sarum, gave a practical paper on spelling.

Mr. Silcox, St. Thomas, followed with a good paper on "Johounot."

Mr. D. D. Monroe, Southwold, handled second and third book literature in an able manner.

Col. Parker again addressed the teachers, pointing out and illustrating some of the laws of mental development. The committee on election of officers submitted the following report, which was adopted: President, W. W. Rutherford; Vice-president, J. A. Harvey, Cor. Sec., Miss L. Wyatt; Rec. Sec., S. Silcox; Treasurer, T. Leitch; Librarian, W. Atkin.

Strong resolutions condemnatory of the reported utterances of Bishop Cleary, and vindicating the character of the public schools and the modesty of Canadian women, were passed by the Association.

MEETING OF THE EAST MIDDLESEX TEACHERS' ASSOCIATION.

OCT. 20TH AND 21ST.

In the first discussion, "The new Text-book," Mr. McGinnis testified that his pupils had never before taken so much interest in grammar as since the introduction of the new text book on that subject.

Mr. Horton commended the grammar but condemned the Canadian part of the new history.

Mr. Wm. Houston, M.A., spoke on the teaching of English literature, as the best means of developing the aesthetic faculty. Avoid commentators and stick to the text. A poem must be studied as a whole work of art. Memorize gems, and collate parallel passages.

Mr. S. S. Jones in illustrating a lesson on geography amplified the lessons that can be drawn from the fact that on the Mexican sea-coast rice is raised; further inland, tropical fruits; then tobacco and maize, and on still higher table lands good wheat can be grown.

The Association spent a very pleasant and profitable half-day in the Kindergarten attached to the public school, in section No. 2, Westminster, a suburb of London City. Miss Evans, the com-

petent directress and her three assistants succeeded in presenting a very general and satisfactory exhibition of the opening and closing exercises, the play and nature songs and games, occupations and ring exercises.

In the evening, Mr. Houston showed the necessity of industrial education to the nation.

On Friday Mr. Dearnness presented a series of addition and other tables. He pronounced the addition table in the new arithmetic—an otherwise modern book—as antiquated. There need be only 36 facts taught and that in the following order, 1 and 1, 2 and 1, or 1 and 2, 3 and 1, 3 and 2, 3 and 3, etc. He recommended the use of drill tables written out ready for use on large sheets of paper.

Miss Watt dealt with the Teacher's Duties by Negation. What the teacher oughtn't to do to the pupils, to the people, on to himself. How to use the velvet glove of kindness or the iron hand of power was illustrated in several ways. (We published this interesting paper in last issue.—Ed.)

Mr. Houston took up philology practically. The proper use of the dictionary as a text-book should be carefully distinguished from the abuse of it. Words have changed their meaning; e.g. "let" used to mean "hinder" and "wench" was once a knight's term of endearment. The German practice of word composition such as "a much-to-be-regretted-occurrence" should be encouraged.

Mrs. White, a former East Middlesex teacher, now of Chicago, contributed a timely paper on "Language Teaching." People continually violate rules of grammar that they have committed to memory. Special oral and written exercises should be given daily having in view habituating pupils to the correction of incorrect expressions they are frequently hearing on the play-ground and in their homes. Sentences that are corrected ought to be used in several combinations orally and thereafter written and corrected again and again, to make the learners familiar with the correct expression.

Mr. Houston said oral spelling is useful only to test whether larger pupils remember the orthography of words formerly learned. The best means of teaching spelling is from dictation and the best sentences are those selected from the child's own conversation and compositions. In speaking of spelling reform he proved that "excede," "sucede," and "procede" are proper spellings.

Miss Geeson has a reading-desk in a corner of her class room on which she keeps "Treasure Trove" and "Our Little Ones" on file. The pupils read these on stormy days, often one reads for a group of listners.

Mr. Baker, of Wilton Grove, was called on to describe a co-operative association he had suggested to his pupils, and which had been very successful. This juvenile association takes cognizance of the games and outside business of the school grounds. It purchases balls, bats and wickets, illustrated papers such as Mrs. Geeson's pupils have, etc. It has at present accumulated a profit of \$16. The treasurer's books are carefully kept, regularly audited, all the pupils are shareholders, and decide the means of disposing of the profits at regular quarterly meetings. The chief source of revenue is from the sale of text-books and necessities to the scholars. These are purchased by the proper committee at wholesale rates and sold to the pupils at the regular retail rates. If a pupil has not money to buy a copy book he may give a note or joint note; every payment and receipt must be properly vouched for. He sees that the books, vouchers and all the papers connected with the business are kept scrupulously neat and clean.

Mr. Houston said that all the teachers' meetings he had ever attended he had never heard a more practical method of teaching the elements of bookkeeping and the nature of business transactions. Under prudent supervision such a plan would be productive of the very best results. Neither in letter nor in spirit does it contravene the regulation prohibiting the teacher to act as bookseller to the pupils.

In a discussion on the relative importance of the work in the several class rooms, Mr. Dearnness pointed out that two of his graded schools—London West and London South—keep their best assistants in the First-book rooms and pay them the highest salary.

Miscellaneous.

FUNNY ANSWERS BY JUVENILES.

FROM an article in *Chamber's Journal* we select the following specimens, to be added to the EDUCATIONAL JOURNAL'S anthology of brilliant answers to Examination Questions.

The vicar of a certain parish in Sussex was in the habit of giving religious instruction at the grammar school of the town. At the close of his series of lessons, he was wont to receive written replies on the subject matter. On being asked what a "laver" was, one answer was indited: "A laborer is a washing-vessel or bason;" the writer thoughtfully concluding, for the credit of his caligraphy, "George Juniper, forth class, wrote with a sprain thumb."

It is to be supposed that our next youth had heard that the eagle could gaze at the sun without winking. He wrote, however, in a rather redundant way; "The Romans never had flags but an eagle on their sticks, it is a noble bird, it looked up at the sun with its eyes open." Historians make a mistake in calling Christopher Columbus a Genoese—he was an Englishman, for, with the spirit of patriotism burning in him, a boy says: "The first Englishman who sailed round the world was by name cristoper Comlumbus."

A quiet and watery-eyed pupil transcribing, "These poor savages cannot be called the ancestors of the British people," was slightly in error when he wrote, "These poor sausages," etc. Being asked for examples of animals having coarse hair, one boy thought a Shetland pony. After a pause, another remarked that a pig, too, had coarse hair. But this was completely beaten by another boy, who rose to wind up the subject by stating that "hedgehogs and porcupines," he considered, "had the coarsest and stiffest hair of all."

A master having propounded the Darwinian theory that such birds as herons, storks, and the like owe their length of leg to the habit, extending over ages, of seeking their food in the water and constantly dragging their feet out of the mud, met a poser from a juvenile anti-Darwinian who requested to know, "How long will the legs of herons be in a few more ages?" A boy in the same division was heard shortly afterwards to give a malicious recommendation to another rejoicing in the sobriquet of "Stumpy" on account of his remarkably short understandings. He recommended Stumpy to "wear heavy boots."

In the course of a reading lesson, the word "sensation" cropped up, and the teacher asked what it meant. Receiving no satisfactory response, he attempted to elicit the answer by saying: "Come, boys, I'm sure you must know; it's something, for instance, which passes up your arms when you touch a galvanic battery. What is it? Well, my lad, I see you know." "Something we feel, sir." "Yes, that is very good," encouraged the questioner; "but I want the name for it." "Please, sir, I know," came an answer from another part of the class: "my mother caught one up our Tom's sleeve this morning!"

Another Cuvier has arisen. He is very young yet; but the time will come when he will take his proper place as the leading light among animal physiologists. In his essay on the horse he wrote only a bit, but that bit was good—it was concise, and to the point. The examiners showed the paper upon which the dissertation was written to one another and smiled approvingly at the little author. Young Cuvier had simply touched upon the subject in a geometrico-physico manner:

"*Essay on the Horse.*—The horse is a useful creature. It eats corn it is a sort of square animal with a leg at each corner and has a head at one end and a tale at the other."

The following is a sample of a young historian's acumen: "In 1839 the English had to stop the advance of Russia in India, and Suraja Dowla was made governor. In 1846 confusion again broke out, but the English government went out and stopped it. This led to the appointment of a secretary of state. It consisted of fifteen persons." Mathematicians will be surprised to learn that "a circle is a figure contained by a straight line." Students of geography may not know that "the Nile is the only remarkable river in the world. It was discovered by Dr. Livingstone, and it rises in Mungo

Park." Home influences appeared in the answer of a child, whose father was a strong teetotaler, to the query, "Do you know the meaning of syntax?" "Yes," was the ready reply; "syntax is the dooty upon spirits."

A lady asked one of the children in her Sunday-school class, "What was the sin of the Pharisees?" "eating camels, ma'am," was the reply. The little girl had read that the Pharisees "strained at gnats and swallowed camels." "In what condition was the patriarch Job at the end of his life?" questioned a teacher of the stolid-looking boy at the foot of the class. "Dead," was the quiet response. "What is the outward and visible sign in baptism?" asked a lady of her Sunday-school class. There was silence for some seconds, and then a girl broke in triumphantly with, "The baby, please, ma'am." "Do you know, mamma, I don't believe Solomon was so rich after all," observed a sharp boy to his mother, who prided herself on her orthodoxy. "My child!" she exclaimed in pious horror, "what does the Bible say?" "That's just it," he answered. "It says that 'Solomon slept with his fathers.' Now, surely, if he had been rich he'd have had a bed to himself." A teacher, in trying to explain to her scholars the meaning of repentance, used this illustration: "Suppose a bad boy were to steal an orange, and his good mother should catch him with it, and take him by the hand gently and tell him how wicked it is, and how very, very grieved she was; don't you think, now, that the little boy ought to feel sorry?" One of the scholars eagerly replied, "Yes, mum." "And why, Marmaduke?" "Cause." "Because why, Marmaduke?" "Because he hadn't et the orange befo' his ma catch him and tuck it away from him!"

"Did any of you ever see an elephant's skin?" asked the master of an infant school. "I have," shouted a six-year-old at the foot of the class. "Where?" "On the elephant, sir."

Correspondence.

THOSE EXAMINATIONS AGAIN.

To the Editor EDUCATIONAL JOURNAL.

SIR,—Though Mr. Haultain has been severely criticised—nay, even roughly handled—by your correspondents, he has done our educational system great service by exposing some of its defects. In corroboration of what "High School Master" expressed in the JOURNAL of October 15th, permit me to contribute some answers recently given by pupils in this high school, who are preparing for the third-class examination in 1888. They were, moreover, given after two months of painstaking teaching in but a small portion of the work. I think they prove that the faults complained of by Mr. Haultain lie at the door, not of the teachers of English in the high schools (as has been stated and refuted), but of the system, which, extending from "primary school to university," puts a premium on "cram." The public school teacher is judged solely by the number of entrance candidates he succeeds in passing, without regard to the age, circumstances, or development of his pupils. The high school teacher is likewise judged by the number of his pupils who pass the midsummer examinations, no consideration being taken of the time they have been under his tuition, nor of their advancement when they entered his classes. "Children in years and mental development" are sent to the high schools in September, or in January, and astonishment loudly expressed if at the ensuing midsummer examinations, they are not successful.

LITERATURE.—Selection—Burke, "On the attacks on his pension." Wily arts="quick wits," "wild arts," "rough arts;" inexhaustible fund of merit="eternal wealth," "never fading amount of knowledge;" grantees of the crown="persons to whom the crown may be left," "people who hover around the crown for royal favor;" general tenor="average standing;" gross adulation="light sarcasm;" "Burke completely tears the D. of Bedford to pieces."

HISTORY.—"The chief writers of the Plantagenet period were Shakespeare, Spencer, Milton, Goldsmith." In answer to the question: "Select three men from the Plantagenet Period,

whose lives are worthy to be studied, with reasons," there came:—"The three men are, Richard I., Edward II. and Richard II. Nothing of importance was done to their country to what there was in other reigns."

GEOGRAPHY.—The question, "Describe the physical features of India," called forth:—"India has a lovely climate; it is rich in its mines, fruits, etc.; it has good water privileges," and, "India is the shape of two triangles on the same base, the base being a range of mountains and the Ganges river." "Lucknow was where a terrible massacre took place between the natives of India and the British." "Genoa—birthplace of Napoleon Buona-parté." "Acre—Joan De Arc raised her army here." "Acre—noted for being the place where Sampson carried the gates of the city away." "Acre—Sampson took gates, or rather lifted them." "Africa has a connection of water from mouth of river Congo to mouth of river Niger, and by the water coming in from the ocean it is kept fresh."

In the junior form the following answers were received:—"The feminine of earl is earless, of lord is lordess." "French is a proper noun." "Egypt is the largest city of Africa, and also the most important country in Europe." "Infantry—A body of barefooted soldiers. Nearly every week equally absurd answers are given.

ENGLISH TEACHER.

A QUESTION OF TIME.

To the Editor of the EDUCATIONAL JOURNAL.

DEAR SIR.—As I esteem your paper very highly and derive much benefit from perusing it, I look eagerly for its arrival and search its pages carefully lest some delicate morsel should escape my notice. Sometimes, however, humble rural teacher though I be, I find statements that I cannot agree with. Among such are some of the assertions made in your last issue by G. H. Blackwell, under the heading, "The Teacher out of School."

How Mr. Blackwell finds "so much time" at the teacher's "disposal" is to me a mystery. It vexes me to hear other people speak of a teacher having so much time to himself, but when a member of "The Profession" makes such an assertion, it fairly takes away my breath. Where is this enormous amount of time to come from? Six hours every day, five days out of seven, we teach and hear recitations. My few years' experience teaches me that in a school of average size, two hours after or before the six are none too much in which to prepare work to put into the children's hands to do between the hours of nine and four; another hour is little enough time to "look over" literature, geography, history, &c., to be fully prepared for questioning and for presenting new ideas. That makes nine hours of genuine school work. Then, as every one will concede, a teacher must read for his own improvement. After he has devoted a reasonable amount of time to this, where is the super-abundance of time that is alleged to be at the teacher's disposal. Of course I cannot expect the gentleman to sympathize with the ladies who have to sew on buttons, sew up seams, &c., which helpless man, poor fellow, always finds some pitying lady to do for him. AN ADMIRING READER.

HILLIER, Nov. 28th, 1887.

Question Drawer.

WHERE can I get the first-class Teachers' Examination Papers? I hope you intend publishing them in the JOURNAL shortly.—P.F.S.

[We shall publish them as soon as we can, but owing to the constantly increasing pressure on our space, may not be able to overtake them for some time. They are printed specially by or for the Education Department, and spare copies can, we presume, be obtained on application to the Secretary of the Department.]

PARENT—"Who is the laziest boy in your class, Johnny?" Johnny—"I dunno." "I should think you would know. When all the others are industriously writing or studying their lessons, who is he that sits idly in his seat and watches the rest instead of working himself?" "The teacher."

Educational Notes and News.

MR. THOMAS O'HAGAN, M.A., has been elected a member of the Celtic Society of Montreal.

MR. W. H. VANDERSMISSEN, M.A., Librarian and Lecturer in German, of University College, has been compelled, by pressure of other duties, to resign the presidency of the Canadian Institute, to the regret of members of the Institute.

CLINTON High School having been enlarged and improved to meet the requirements of the Department, it was a week or two since formally erected into a collegiate institute. The Minister of Education was present on the occasion and delivered an address.

THE fine high school building which has been erected at Mount Forest, was opened with appropriate ceremonies, on the 19th ult. The building cost \$12,000, and is believed to be one of the best and most complete of its size in the Province.

THE Dutch Government has ordered 2,000 copies of Dr. Richardson's Temperance Lesson Book (translation) for circulation in the prisons of Holland. In each cell the prisoner finds with his Bible and hymn-book, or with his Roman Catholic prayer book, a copy of Dr. Richardson's book.

THERE is a language test in St. Louis, Missouri. Hitherto German has been taught in the common schools on wholly the same level as English, thus entailing a double expense, and inducing an annual deficiency which the commissioners have determined to bear no longer. Hence a decision that German should be taught separately at the cost of the parents. The Germans rebel against this measure, and are making it an out-and-out political issue.

THE Ontario Government is about to enforce the teaching of "scientific temperance" in the public schools. This will be another blow at the liquor traffic, for youths will be educated on the evils of drink in all its phases. Really scientific temperance education will teach young people the physical and mental decrepitude which follows the habitual use of alcohol. Without interfering with the morality or the sympathetic views of the question, this new departure will aim solely at showing the diseases which are caused by drink, how alcohol shortens life, induces paralysis of the brain and general debility. It is a move in the right direction.—*Montreal Star.*

AT its last session the County Council of Simcoe appointed Mr. J. Day inspector for North Simcoe. Mr. Day has, for the past two years, had charge of the Bradford Model School, which he has conducted with ability and success. His successor in that position is to be Mr. D. H. Lent, who has for two years had charge of the mathematical and science work in the Richmond Hill High School. Mr. Lent is, we understand, quite familiar with model school work.

PROFESSOR PIERCE, of Harvard University has made a statement of much interest to students. He says that there is a higher death rate for the first ten years after graduation among those who took inferior scholarships than among those who took superior ones. This may mean that the men who study hard at college acquire studious habits, and that studious habits mean work and steadiness after the college days are over, while those who do not work hard at college idle more of their time, keep late hours, and in the end make the two little fingers heavier than the loins of Euclid. Or, it may indicate simply that a strong constitution is a great aid in the race for university honors.—*Montreal Star.*

THERE is one American philanthropist, at any rate, who does not believe that charity begins at home, for he has according to a Tien-Tsin correspondent of *The North Chinese Daily News*, subscribed \$300,000 "for the founding of a university of learning" in China, and he wants other Americans to raise the amount to half a million. His aim is to educate the Chinese youth in the "higher branches of culture, learning, and science." There is some difference of opinion among the missionaries where this institution of culture and learning is to be situated. Some want it to be established in Nankin, and others think that Canton will be the best place for it. It is hoped that the future university will enjoy imperial recognition. We wonder what the Sand Lot patriots of San Francisco, and their sympathisers and imitators elsewhere will think of this project to impart the learning and science of the West to the already too enterprising Heathen Chinese.—*Ex.*

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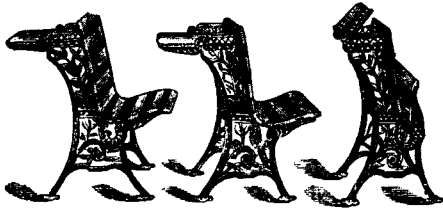
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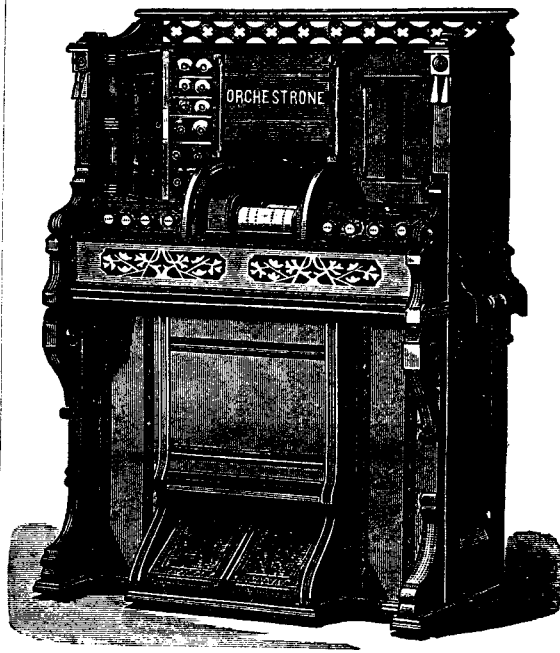
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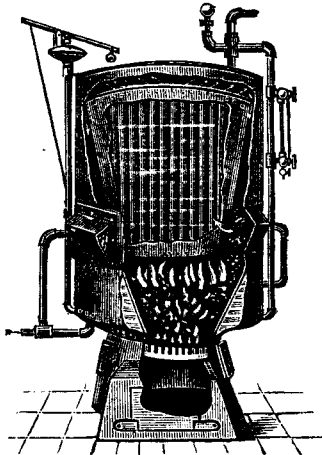
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