

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Continuous pagination/  
Pagination continue
- Includes index(es)/  
Comprend un (des) index

Title on header taken from: /  
Le titre de l'en-tête provient:

- Title page of issue/  
Page de titre de la livraison
- Caption of issue/  
Titre de départ de la livraison
- Masthead/  
Générique (périodiques) de la livraison

- Additional comments: /  
Commentaires supplémentaires: Includes some text in Latin.

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
12X	16X	20X	24X	28X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE CANADA

# EDUCATIONAL MONTHLY

AND SCHOOL MAGAZINE.

---

JUNE-JULY, 1886.

---

## EDUCATION OF TEACHERS.

BY PROFESSOR M. MACVICAR, PH.D., LL.D.

IN the last article a brief outline was given of the principles which should guide the teacher, the means he should use, and the qualifications he should possess to fit him to do his work efficiently. In this it is proposed to outline the elements on which he must work, and some of the general conditions under which his work must be performed. One of the chief objects in presenting these outlines is to indicate the necessity of a professional education upon the part of every properly qualified teacher. It will be noticed that in this outline, as in the former, no attempt is made to give an exhaustive analysis or discussion of the subjects presented. It is hoped, however, that enough is said to call attention to what should be thoroughly studied and understood by every person who occupies the responsible position of a teacher.

### MAN A COMPLEX UNIT.

1. *Man, in all educational processes, must be regarded as an organized unit, composed of body and mind united in such a manner that no one element of this complex whole can be developed, or in any way affected, without in some degree affecting the entire being.*

In view of this proposition the following should be carefully noted :—

(a) The popular classification of education into physical, intellectual, moral and spiritual, is very misleading. It attracts attention from the absolute unity of our being. It causes many to suppose that the process of education is actually separable into four departments, each of which can be carried on absolutely independent of all the others. Those falling into this error find it difficult to under-

stand why the Bible, which is the peculiar basis of spiritual education, should be a necessary factor of physical and intellectual education.

(b) The truth of the proposition is now generally accepted. Scientific observation and experiment establish beyond a doubt the power of what may be called the law of reflex action in the development of our being. Even common observation cannot fail to make apparent to all the general effects of the reflex action of mind upon body, and of body upon mind. It is an undeniable fact that diseases of the body may be induced either by deranged states of the physical organism, or by deranged states of the mind. Not unfrequently does the body become permanently diseased as the result of the reflex action of simply immoral thoughts upon the nervous system.

(c) The law of reflex action extends much farther than is usually supposed. It takes in the entire man. Not only does the body affect the mind and the mind the body in a general sense, but each organ of the body has a reflex influence over every other organ, and each faculty of the soul over every other faculty. There is a perfect interdependence running through the entire being. It is literally true, whether we refer to body or mind or the union of both, that "if one member suffer all the members suffer with it, or if one member be honoured all the members rejoice with it." In view then of the power and ever-operative nature of the law of reflex action, is it not clear that the body and intellect cannot be symmetrically developed independent of a corresponding and parallel development of the moral and spiritual nature?

#### THE BODY AND ITS ORGANS.

2. *The human body is composed essentially of two classes of organs,*

*known as the apparatus of organic life and the apparatus of animal life.*

(a) The function of the apparatus of organic life is to construct and to keep in working repair and order every organ of the body; that of the apparatus of animal life is to place the mind in conscious and mechanical relations to the body itself and to the external world. The apparatus of animal life is composed—1st, of the cerebro-spinal nervous system, which includes the brain, spinal cord, and the nerves connected directly with these centres known as the sensory and motor nerves; 2nd, the skeleton, which includes the bones, cartilages and ligaments; and 3rd, the muscles. These parts are united together in such a manner as to form two classes of devices, known as the sensory organs and the motor or mechanical organs.

(b) The body, viewed with reference to education, may be regarded as a structure containing a series of organs or machines—such as the eye and the hand—which constitute the instruments by which the mind performs its work. These organs or machines compose the apparatus of animal life. This is the only part of the body that can be educated. It possesses the power of adapting itself to the varying conditions with which the body may be surrounded, and to be impressed by these conditions, and hence has the power of forming habits.

3. *The healthy development or growth of the entire body is a necessary condition to the natural and efficient exercise of the sensory and motor or mechanical organs.*

(a) The healthy development of the body demands that healthful food be received into the system, in the right manner, at right intervals of time, and of the right kind, to supply, in proper proportions, the aliment required by nerves, muscles and bones.

On this point the child requires the closest supervision. It is natural for him to violate the conditions named, whatever may be the consequences to his physical constitution. He is controlled in what he receives into his system by present enjoyment; he consults not consequences, but taste. Hence he eats and drinks what proves most destructive to the health of his body. This whole matter, however, is almost entirely under the control of the parents. At first, when the child's tastes for food and drink are formed, they direct absolutely what should be used. Hence they are responsible for the unhealthy condition of the child consequent upon indulging tastes formed under their guidance.

(b) The healthy development of the body demands exercise and rest, supplied in right proportions to each other, at right intervals of time and under right local conditions, to produce the desired effect upon the organism. Each of these conditions are constantly violated. For example, over-exercise, in fits and starts, is quiet as common an evil in home and school-life as lack of exercise. Both in work and play certain organs of the body are injuriously taxed. In this connection it should also be noted that rest does not always mean entire cessation of activity. This, particularly with young children, simply irritates and sets in motion other destructive agencies. What they should have for rest is a change of activity calling into action a new set of organs.

4. *The sensory organs are the instruments by which the mind is placed in conscious relations to the various parts of the body itself and to the external world. They are usually known as the five senses.*

(a) The structure of the sensory organs should be carefully noted. Each is not a simple device composed exclusively of a group of special sen-

sory nerves. For example, the eyeball and the motor nerves and muscles by which it is moved, form each a part of the organ of sight. The position in the body, and the reason why each organ is so placed, should also be noted. The fact that the eye, the ear, the nose and the tongue are located in the head, and the touch spread over the entire body, is not a matter of chance.

(b) Each of the sensory organs, from its peculiar structure and position, is fitted to place the mind in conscious relation to only one class of phenomena in the external world. The eye connects the mind consciously with the phenomena of *colour*, the touch with the phenomena of *resistance*, the ear with the phenomena of *sound*, the nose with the phenomena of *smell*, and the tongue with the phenomena of *taste*. These simple classes of phenomena, and their necessary consequences and combinations, constitute all that can be known through the senses of the objective or material world.

(c) No one of the five senses can place the mind in conscious relation to the phenomena which belong to another sense. The cases commonly known as a substitution of one sense for another are only apparent not real. For example, it is supposed that a blind person can determine colour by touch. In this case, where the person has been born blind, he never can have any consciousness of colour. His apparent discrimination of colored objects is simply the result of his knowledge of the degree and nature of resistance substances give to the touch which are called blue, red and so on. Hence he can pick out the objects that are blue or red, and speak of them as such as freely as a person who is actually conscious of the colour. Another case, perhaps more to the point, is commonly cited, namely, determining extension by sight and touch. Here, it is true that

extension in a certain sense is given through each sense, but it must be noticed that the consciousness of extension given by the factor colour through the sight is always sharply distinguished from the consciousness of the same extension given through the sense of touch.

(d) Our consciousness of objects in the external world is produced by the actual contact of these objects with the sensory nerves; hence all of the senses operate precisely in the same manner as touch. That which produces consciousness through the eye, the nose and the tongue is as really in actual contact with the nerve in each case as that which produces it through the touch. For example, the consciousness of colour and of extension, at least in two dimensions, is caused by the actual contact of light with the optic nerve.

5. *The motor or mechanical organs are composed of the various devices in the body by which it is fitted to perform all kinds of mechanical work.*

(a) The body as a whole may be regarded as a complex machine, in which are located, at certain points, special devices or machines, composed of a combination of sensory nerves, motor nerves, bones and muscles, joined together and fitted to perform a special work. The feet, the hands and the neck are illustrations of these devices. The hand, for example, is so constructed that it is capable of forming, almost, an endless variety of mechanical connections with external objects, and hence capable of performing a great variety of work.

(b) The motor organs are all subject to the direction and control of the mind, and have the power of forming habits. Hence they can be educated or trained so as to perform the work for which they are intended in an easy and efficient manner. This

training should commence with the infant and continue through childhood and youth. It should receive the constant attention of both parents and teachers, as the strength and efficiency of the future man largely depend upon his ability to use efficiently the mechanical organs.

6. *The power and efficiency of the sensory and mechanical organs depend upon the formation of proper habits of work, and these habits can be formed only by actually training each organ in doing its own work.*

Habits of work are the products of time and persistent practice. Yet much can be done to help the child in forming habits by a proper regard to the simple demands of his nature. Those demands suggest that, in order to form good habits of work, his course of training should be arranged so that none of the following conditions are violated:

(a) The special exercises for each organ should comprehend the entire range of work for which the organ is intended.

(b) The organs should be exercised in such combinations with each other as will occur in using them in actual life.

(c) The activity of the organs called into exercise should not produce present or future pain or suffering.

(d) The activity of the organs at every stage of the work should be sustained by a present and prospective purpose.

(e) Present results should always be arranged so that they require continued attention and repetition, in order that their full value may be realized.

#### MIND AND ITS POWERS.

7. *The mind is constituted so that it has the power as a unit or indivisible whole of sustaining conscious and uncon-*

scious relations to entities and phenomena.

Regarding this proposition the following should be carefully noted :

(a) The mind is in no sense composed of parts which perform separate and distinct offices. It is the whole mind, for example, that perceives, that wills, that recalls what is past, etc.

(b) While it is the mind as an *indivisible unit* that perceives, that wills, etc., a clear and radical distinction exists between the nature of the mental energy exercised in perceiving and in willing; hence the conscious exercise of mental energy can be classified. This gives rise to the distinction called *faculties*. A faculty of the mind therefore means the mind as a *unit* putting forth a distinct kind of energy or activity, or the mind as a whole performing one kind of mental work.

(c) The power of the mind is manifested in two ways, namely: as an energy or activity and as a capacity or receptivity.

8. *Everything to which the mind, in the exercise of its power, either as an energy or capacity, can stand consciously or unconsciously related is included under one or more of the following heads :*

(a) Entities and phenomena pertaining to space and its contents ;

(b) Entities and phenomena pertaining to time and its contents ;

(c) Entities and phenomena pertaining to mind or spirit and its contents.

9. *The mind manifests its power as an energy or activity in eight simple forms as follows :*

(a) In perceiving, or being conscious of what is now and here ;

(b) In conserving, or retaining out of consciousness, knowledge or past experiences ;

(c) In reproducing, or bringing back into consciousness, past experience ;

(d) In representing, or holding up before the mind, all of which it is ever conscious ;

(e) In comparing, or recognizing, the differences and agreements between two or more objects of consciousness ;

(f) In desiring, or choosing, or preferring the presence of one kind of mental activity or passivity to another ;

(g) In willing, or originating, continuing, or changing any one or more of the activities of the mind :

(h) In deciding when, where, how, and for what purpose the active and receptive power of the mind *ought* to be exercised.

10. *The mind manifests its power as a capacity or receptivity in two forms as follows :*

(a) In the phenomena known as the *feelings* or as pleasure and pain ;

(b) In the phenomena known as habits.

#### PERIODS OF DEVELOPMENT.

Before outlining more minutely the constitution of the mind, and the principles and laws of physical and mental development, it is very important to have in mind a clear view of the general conditions under which these principles and laws must operate. Hence the following outline of what may be regarded as the three natural periods of human development is presented at this point, and should be carefully noted. For the sake of convenience these periods may be named the Period of Infancy, the Period of Childhood, and the Period of Youth.

#### 1 PERIOD OF INFANCY.

This period extends from birth to about the end of the seventh year, and is marked by the peculiar con-

ditions and changes set forth in the following propositions :

11. *The infant commences the solution of the problem of life with a body and mind inherited exclusively from his parents.*

(a) Each infant commences life with a physical constitution inherited from his parents. This constitution, and this alone, must be the starting-point of all physical growth. Hence this must determine and regulate, in the first place, the conditions, including the supply of food, with which the infant should be surrounded through the agency of the parent and teacher, to produce a healthy and vigorous physical organism.

(b) *It is now generally conceded by the best authorities that the infant inherits from his parents a wide range of aptitudes. At birth he is in possession of a definite individuality which distinguishes him from all other children. This individuality includes physical powers which necessarily develop a body containing the characteristic features of one or both parents. It also includes physical and mental power and aptitudes, which, as surely as in the case of the features of the face, when unrestrained will manifest mental power and produce a course of action containing the characteristic power and actions of one or both parents.*

(c) The infant commences life with an extremely plastic nature, capable of being moulded and directed almost as the parent or teacher may choose. This condition of things makes it possible to remove, largely, constitutional or inherited deformities, and to transform, if not to annihilate entirely, powers and aptitudes which, if left unchanged, would develop into a defective if not vicious character.

12. *During the first four years of the period of infancy, the child is dependent entirely upon the parents*

*for his objective surroundings and treatment; hence the following duties are imperative upon the parents.*

(a) The parent should furnish proper physical conditions for the healthful growth of the child's body. These conditions include at least the following: A proper supply, at right intervals of time, of nutritious food; an abundant supply of pure air; the free application of pure water upon every part of the body; clothing of the right kind to protect every part of the body from injurious exposure, and which admit a free and healthful exercise of all its organs; constant and judicious outdoor exercise, in which the feet, the hands, and other organs are actively used; and plenty of undisturbed rest and sleep. These conditions should be carefully supplied throughout the growing period of the child's life. But the absence of them during infancy, and especially the first four years, results in greater evil than at any other time. (b) The parent should furnish proper conditions for mental growth. These conditions include at least the following: Such contact with natural and artificial objects as will produce a healthful activity of all the senses; such help, in the form of example, as will lead the child to use words correctly in expressing his own actual experiences; such exercises and guidance as will enable him to form the habit of using his feet, his hands, his mouth, and other organs of the body in a proper manner; and such precepts and examples also as will cause him to exercise constantly his moral and spiritual natures.

13. *During the period of infancy the peculiar process of physical and mental growth that is going on demands special care in the treatment of the child.*

(a) About the end of the seventh year the brain reaches nearly its full

size, while the other organs of the body have little more than commenced their growth. The imperfect condition of the brain during this period, coupled with its rapid growth, unfits it for continuous work. In this connection it should be carefully noted that all physical as well as mental activity is the direct product of brain-work. Hence, to save the brain from over work, the greatest care must be taken to guard the child against undue physical as well as mental activity.

(b) Physical activity is the natural and necessary product of the growing process going on in the body, coupled with the endless variety of new experiences which contact with the external world brings to the child. Hence any course of treatment of the child, either in or out of the school which prevents unduly this activity, subverts a necessary condition of growth which will prove fatal to the natural and successful development of the body and of the mind. It is therefore clearly the duty of both parents and teachers to guide, not to prevent this activity.

14. *The period of infancy is mark'd by certain characteristics which should determine the course of the parent and teacher in training the body and mind.*

These characteristics include the following :

(a) The judgment, reason, will, or conscience plays but a very small part in controlling the child's actions. The activity, therefore, of the senses, and consequently of the mind, is the product of a condition of the sensory organs which may properly be called hunger. Sense-food is demanded, and must be had without much regard to kind or quantity. The child pursues in this the same reckless and indiscriminate course as he does in supplying the demands of the stomach. Hence the parent and

teacher must guide this intense sense-hunger, and furnish the proper conditions and surroundings for its healthful exercise and development.

(b) Inquisitiveness lies at the root of all mental activity. This powerful inherent tendency of our nature manifests itself in two forms; *first*, in constantly asking the question, *What is it?* and *second*, in pressing the question, *Why is it as it is?* The first is a demand for knowledge; the second for the principles and reasons of things. The child's inquisitiveness is almost exclusively of the first form, and is the natural product of the sense-hunger before mentioned. Unless he is blunted by unnatural treatment, he will insist upon knowing everything just as it is. He will continue to look at, to taste, to smell, to handle the objects that come within his reach, until they cease to yield him any more new sense-food. Then he will show the same restlessness and uneasiness which accompanies the lack of a proper supply of food for the stomach.

(c) The child's actions are aimless in the sense of not containing any plot or plan which reaches beyond what is now and here. In short, they are aimless in the singleness of their aim. The child literally complies with the precept, "Take no thought for the morrow;" hence the singleness and intensity of his activities. He loses himself entirely in what is now and here. If, for example, he is crying, he is all crying; if playing, he is all playing. This characteristic of child-nature, properly utilized by parents and teachers, acts as one of the most powerful elements in forming a simple, pure and strong character.

(d) Simple credulity is a natural condition of infant life. Everything is to the child what it appears to be. He is not disposed to doubt his senses, nor does he take any account of the endless variety of conditions that may

give a false colouring to what is present to the sense or mind. Also in making his own experience the measure by which he judges others, he necessarily takes for granted that the statements and reports of his seniors of experiences that lie beyond his, are of the same truthful character as his own. Hence he accepts of them without any questioning until, as he grows older, he establishes by unpleasant experiences their untruthfulness. When he reaches this conclusion a new condition of things breaks in upon him, and he gradually commences to doubt almost everything that has not been tested by himself. This process has its beginning in the period of infancy, is intensified in childhood, and reaches its worst form in youth. In view of the natural consequences of the abuse of this characteristic of infant-nature, it should be a fixed principle of both parents and teachers never under any circumstances to deceive a child.

(e) During this period each organ of the body is in the most plastic state.

Coupled with this there is intense physical activity and absolute singleness of aim. All the physical and mental power of the child is present in every separate course of action in which he engages. Hence the readiness with which his activities can be transformed into habits. The importance of this characteristic of infant nature cannot be overestimated. It is capable of being used for evil as well as for good. This is illustrated in the formation of what are known as loafing habits, including the awkward use of feet and hands and other organs of the body. But it is especially illustrated in the formation of habits of disobedience to parents and others having rightful authority, and of disrespect of law and of the just claims of superiors in age and in experience. Habits of this kind are largely formed during the period of infancy. Hence at this time neither parent nor teacher should fail to give proper attention to this element of the child's nature.

## FRENCH IN THE CLASS-ROOM.

BY W. H. FRASER, B.A., UPPER CANADA COLLEGE.

PROFESSOR GOODWIN, of Harvard, the celebrated Greek scholar, is credited with the remark that he would just as soon teach a dead student as a dead language. The observation is witty, and contains at the same time a theory of linguistic instruction. Now, Greek and Latin are the two dead languages most generally studied by scholars of the present day. Did the learned professor mean to say that his own task of teaching one of these languages is to be compared with the indisputably ungrateful and hopeless

one of instructing an extinct student? His words appear at first sight to express an extreme paradox. What he doubtless meant was that unless the method of a teacher is such as to make of a language to the learner a living reality, the expectation of result will be as utterly and dismally groundless as his clever saying implies, and that, indeed, whether the object be to inculcate one of the so-called dead languages, or one of the most actively growing idioms of our day. The words perhaps imply another truth: that it is probably more

difficult, but none the less indispensable, to make such an ancient idiom as Greek or Latin alive to the student as far as possible in the same way and to the same extent as may be done with, say, French and German. The teacher of any sort of language must soon realize in his experience how dull and unprofitable is all that falls short of Prof. Goodwin's ideal.

The average pupil will succeed in divorcing to a degree which is almost incredible the language proper from the elements of it which he is studying in his grammar and delectus. Confront the pupil reared on a diet of formal grammar and translation with some simple expression like, "*Vidistine librum meum?*" or "*Avez-vous vu mon livre?*" even after he is sound on each word as to theory, even after he has translated dozens of similar expressions into English, and you may be not a little taken aback at the blank look which will overspread his features. Yet to be able to understand such expressions, and to be able to use them to express thought is really to *know* the language to that extent. It is not denied that a great deal of what the natural scientists call "dead work" must be done, hard and uninteresting in its way. I do not advocate the teaching of language in schools by any unconscious or parrot-like method; principles must be mastered, and details of inflection and grammar must be committed to memory, but that is only part of the work.

It is neither a new nor a brilliant observation that any literary study of a language which aims at less than expressing the thought of the student in it, or which achieves less than an ability to do so proportionate to the effort expended, is study misdirected just in so much as these objects are not attained. It might be objected that such a system would

leave out of account a study of the masterpieces of literature. By no means. It includes them, insisting only on the fact that to comprehend and appreciate them fully the reader must first know a great deal of the language. You cannot appreciate Shakespeare without first knowing English, nor can you appreciate Molière without knowing French. Both these authors may be made a means of inculcating English and French, but this is a subordinate use. If you are to enjoy their literature as such, you must first have thought and uttered and heard a great deal of English and of French.

The object of this paper is, however, not a full discussion of the general principle, but rather to suggest in a brief manner, and without any attempt at an exhaustive treatment, the place and value of some of the various class-room exercises as contributing to the definite aim of acquiring French as a language, and not as an exercise in analysis or a means of deciphering into English the thoughts of French literature.

There is no doubt that the prospects of success of many a promising pupil have been blighted by the method of arrangement of the ordinary French grammar, and by the conscientious belief of the teacher that it is a matter of duty to go through with it straight from cover to cover. When a year has been passed in the minute details of article, noun and adjective, and the pupil finally arrives at the verb, without which he cannot express consecutive thought, his ardour is apt to be somewhat cooled. This is wrong. The verb is of great difficulty in any language, but it is of corresponding importance. It is, so to speak, the bone and sinew of the language, its framework and strength. With the verb and pronoun mastered, the other parts of the sentence will fall into line very much

of their own accord. The lesson should comprise some verb every day until the pupil is proficient in it, and even afterward—just as the musician practises his scales—the knowledge of the verb must be revived. A most useful practical exercise is to throw the verb into the interrogative form in short sentences, and to require the pupil to reproduce in his answers successively all the forms. Indeed, this exercise of compelling the pupil to frame an answer to questions, however simple, is of great value in initiating him into the habit of expressing thought in the language he is studying.

What proportion of time and effort should be spent on written exercises is an important and practical question. *Written exercises should be mainly for preparation at home.* No lesson should be passed without at least a few sentences in writing—English into French—the very best which the pupil can produce both as regards correctness and style generally. The hour of the recitation, however, is too precious to be spent on what requires and should receive a good deal of time. Hence the exercises in the class should be almost entirely oral, and that too in the fullest sense of the word—books closed both in translating from French into English and from English into French. This requires more effort both on the part of class and teacher, but it is labour well expended. It is not only a constant training in the sounds of the language, but it demands a higher sort of intellectual exertion—more grasp and range of mind than the process of working on the printed page. Besides, the teacher need never fear that with a course of such training his pupils will not be able to pass satisfactorily any written examination to which they may be subjected. In fact almost the only written exercise of the class, apart from occasional test examinations, should be dictation.

This is of more importance in French than in most languages. The French themselves attach great importance to it in their schools. They hold that he who can write to dictation correctly knows the language. French is expressed by an exceedingly delicate series of sounds, difficult to distinguish both in the utterance and in the hearing of them. The method of phonetic representation, too, is, to say the least, a worthy rival of the English. The number of homonyms is enormous. A dictation exercise is quickly done and easily corrected, and is one of the best methods of training ear and eye.

Suppose a teacher put in charge of a class which is to pass an examination within a given time. A text-book is to be translated, and a certain definite knowledge of grammar is required together with a little composition, often wrongly supposed to be more ornamental than useful. Now the chances are that, under these circumstances, the class is obliged to go immediately to work and by a slow and painful process to translate the text-book into English. And what does the result amount to? Often, at least, to a capacity to turn the book into indifferent English, with no appreciation of it as a work of literature, and with the very meaning of the words impressed upon the mind merely by their position on the printed page. Reverse this. Let the translation go very slowly at first. Devote attention to an outline of the grammar, especially the verb, let the pupil turn a great deal of English into French, and let him become to some degree familiar with the idiom. When he has acquired some facility in turning English into French, or in forming little sentences of his own, the translation of the text will not present much difficulty. It is true that it requires some courage to adopt this method. The apparently enormous task of translating the book is always looming up, but

with the necessary preliminary knowledge of the language acquired in composition, the translating will become a pleasure and will be quickly done.

It is often asked whether it is possible, or, if possible, is it worth while for a university man to acquire a speaking knowledge of French. I should like here to record a most distinct and emphatic dissent from the position assumed by an educational contemporary that, "With the practical purposes of the modern languages a university man has little to do." A university man who, at the end of his course, cannot speak and understand the languages moderately well, has much to be ashamed of. Still, there are other aspects of language which rightly claim attention in the university lecture-room—philology, a critical study of the literature, etc. Besides, the practical difficulties apart from want of time are great, diversity of capacity and attainment in the classes especially so. The speaking knowledge of the language, or that which leads directly to it, the training of the ear and tongue, and the habit of turning the thoughts into French, are work for the school-room. The circumstances are favourable in every way. The pupil is at an age when the vocal organs are plastic and the ear quick. It would be a dull boy who, with one or two years of oral exercise such as described, would not have acquired some capacity for expression and a taste for it, which is just as needful. By a speaking knowledge is, of course, not meant the pitiful jargon which a tourist might pick up from a dialogue-book, but a conversation amenable to the laws of grammar, pronunciation, accent and idiom. Such a facility in place of being of subordinate importance is indispensable. It is not the sole object of study by any means, but it is essential to a proper study of phonetics, language and literature. Let the exercise be begun early in the

school, let it be followed up in the university as occasion permits, and let the student lose no opportunity for further practice. If all this is done there will be fewer examples of the discontented student graduating with an evanescent optical knowledge of what can in the nature of things be only partially learned by the eye.

The material or subject matter which is to form the basis of exercises, composition, etc., is of course very varied. It will be found, however, that most progress will be made if the words employed in the exercises and examples are as concrete and familiar as possible. It is not necessary that the sentences used to illustrate a rule or an idiom should be quotations from some of the French classics. The higher knowledge of our own language, which enables us to understand and appreciate the best literature, rests on a very broad basis of knowledge of facts and things of every-day life. So it is with French literature. It is impossible to arrive *per saltum* at a just appreciation of it without traversing the intermediate stages of the language.

Another point, which the teacher must decide for himself, is to what extent he is to aid his pupils, and to what extent they are to work independently of him. This is something which is of more importance in the study of language than in other studies. Shall the method consist mainly of examination on work prepared, or shall the teacher himself assist the class in the preparation of work? If half the recitation were spent in going over the new lesson and in showing the pupil how to learn it, and if the other half of the hour were given to examining on the previous lesson, the labour of teachers and pupils would be most pleasantly lightened. This will not absolve the pupil from his responsibility, but it will instruct and direct his effort. It is a method of instruction which now

prevails largely in the leading European universities, and which leads to most encouraging results.

Such are some of the aspects under which the study of French may be considered. There is much more that might be discussed did space permit; but, granted that French is a useful

subject of study, which probably no one doubts in these days, those who teach it must remember that if their teaching is to be a success, they must take care to have an ideal sufficiently high to avoid the failure of those who can succeed in killing even a living language.

---

## THE PROBATION OF THE TEACHER.

BY J. M. HARPER, M.A., PH.D.

IT is a little too late in the day for any one to think of advancing arguments in favour of a Normal School training for those who propose to assume the charge of a school for a longer or shorter period of their lives; and more particularly is this the case when one is addressing a constituency like Ontario, where the Normal School system introduced by Dr. Ryerson has been further developed by the organization of Model Schools in every section of the country. But all the provinces of Canada are not so far advanced in this respect as is the province of Ontario. They have their Normal Schools, it is true, but some of them still suffer their elementary schools to remain in the hands of untrained teachers; and as *THE MONTHLY*, in its extending influence, finds its way now to every province of our common country, it may not appear altogether out of place, while reference is being made in its columns to the probation of the teacher, to reassert how necessary it is that every teacher should pass through a period of preliminary training for the work he proposes to undertake.

The Normal School is the first pledge of the New Education; and those who have witnessed how time and energy are often wasted in school by a young teacher from lack of skill

and experience need not go far to find the strongest argument in favour of such an institution. A machinist has to serve an apprenticeship of five or six years before he can be legally recognized as being competent to build a machine, or to take charge of it when it has been built; and, however some of us may shrug our shoulders at argument by analogy and its uncertainties, we cannot, in this instance, escape the inference that a preliminary professional training is much more necessary for those who have to deal, not with machines, but with human organisms—with those complex mental activities which are ever provoking in the child mental development or retarding it. The argument is conclusive even when no greater complexity of skill is demanded of the teacher than the mere tact to conduct a school with the usual attention to discipline and order; and who will say that it does not become irresistible when the responsibility of mind acting upon mind during the process of school-work is duly taken into consideration? Yet no argument, however strong, is unassailable. Even at the present time in some parts of Canada, men are to be found declaiming against Normal Schools and their expense. These men maintain that there is no necessity for such institu-

tions, and base their antagonism upon the fact that untrained teachers are often known to become more successful educators than other teachers who have passed through a Normal School experience. But the *vice versa* of such an experience is none the less true, and hence the statement as an argument is of no avail. It is a mere catch-penny fallacy used mostly by those politicians who are ever ready to die in favour of retrenchment. Training is experience, and it matters little how teaching experience is gained in as far as its effects subsequently appear in school-work. But the question of time is always a matter of importance. Five years' honest work—experimenting work, in a school—may do for a teacher what a preliminary Normal School training may do. By daily experimenting with the organisms in his charge, the young instructor may attain to some definite knowledge of the *how* and the *why* in matters pertaining to mind expansion, and he may be proud of his discoveries. But after all, his discoveries are much the same as the discovery of America made a hundred years after the death of Columbus. His discoveries have been the common property of the world since the days of Pestalozzi; and he naturally becomes discouraged when he begins to realize in his own experience that there is nothing new under the sun. In a word, had such a teacher been fortunate enough to attend a series of practical illustrations of the methods by which the culture of the human mind may be promoted on the basis of its own nature, he would undoubtedly have saved himself and his pupils much inconvenience, if not pain. In view of the discoveries he has made all alone by himself, he certainly can claim to be a true teacher, and in the power of the teacher, as much as in the enactments of the State, lies the hope of educa-

tional progress. But *Præceptor nascitur* is a principle too narrow for the utilities. The average teacher is not born full of enthusiasm with his work. That enthusiasm must be excited within him by outside influences; the first stage of his progress as a teacher must begin with the Normal School, where he becomes imbued with a sense of the importance of education as an art founded upon true scientific principles.

From the Normal School and its success has sprung the Institute or Local Teachers' Association. In some instances, the latter has been organized under circumstances, political and personal, which have prevented young persons from undergoing a course of professional training and instruction at a Normal School, with the view of preparing themselves for the work of teaching. Where there is a dearth of trained teachers, as there is in the provinces of Quebec and Nova Scotia, the Institute provides the only available remedy, until the Legislature thinks to pay for and enforces the training of all teachers. But while the absence of Normal School training may necessitate the organization of Teachers' Institutes, where untrained teachers may associate with trained teachers, or with those who already possess a matured experience of school-work; yet the Normal School is none the less the origin of the Institute. As soon as the young teacher begins to understand that mere scholastic attainments, without experience in the art of imparting instruction, are of minor importance in raising him to the rank of a successful teacher, he becomes more and more anxious to add to his professional experience by associating with his neighbour teachers, in order to collect, from their conversation and advice, hints which may guide him in his experiments with child-nature. Anxious to succeed in his school, and to raise himself in

his profession, if profession it may yet be called, the true teacher, with the light of progress upon him, lends all his assistance to perpetuate the influence of the local association of teachers. Perhaps there is born within him the ambition to be its president or secretary, and no one will say that the ambition is an ignoble one, or is likely to interfere with his progress as a true teacher. There is nothing of the Trades' Union about the organization. At the meetings, weekly or monthly, the daily routine of school-work can be freely investigated by men and women in love with their profession. Discussion leads to experiment, experiment to system, and system to success. To have opinions and to know of a certainty that they are not mere whims or prejudices, adds to the strength and influence of the conscientious teacher. Better to have the chaff of a method driven away by the friendly advice of our brethren in council than to have it choking the minds and intellects of our pupils, until at last the dust flies in our own faces. Through the Institute the teacher begins to realize his responsibilities, feels that he is not standing alone, that irrespective of the indifference and even the complaints of the parent, his methods are the right methods. When he has reached this point, he is not far from the honest pride which may yet raise the teacher's calling to the rank of a profession equal in power and glory to the other learned professions. Indeed, in every true teacher there is to be found the germ of such a pride, born of the desire to speak well of the work in which he is engaged. Without such a pride in greater or less degree, he may be compared to the man who starts in life without an ideal. The something lacking within him has to be provided for, and, ere long, we find the teacher, who does not possess a true professional pride, as-

suming a false pride as he struts amid the difficulties and anxieties which beset his fellow teachers, or as he sneers at their efforts to overcome them. Magnifying his own difficulties into arguments against the competency of the system under which he labours, he soon loses sight of that honesty of purpose which lies at the bottom of all success, and at last falls into decay both as a teacher and as a citizen. The Teachers' Institute is no place for such Pharisaism of intellect or rather of ignorance. Within its circle there is room only for honest sympathy with the teacher's work and mutual encouragement, since it is through such sympathy and encouragement that the teacher reaches out towards the position of the workman who fights the battle of destiny, to fail or succeed as others may be pleased to think, but, at least, with a sense of gain to himself, from an honest endeavour to realize the ideal within him. What the Normal School is to the student-teacher, the Institute is to the practical schoolmaster in harness. It forms a kind of training school, in which the teacher is now master, now student, imparting instruction and receiving it, giving assistance and finding it, and which thus tends to widen his knowledge of the full scope of his work, as it leads him to understand more and more clearly what can and what cannot be done during the school-experience of the average intellect. To the Institute the authority of logic is the only authority which ought to be admitted. It is a mutual improvement society, and when authority thinks to approach within its precincts, its official trappings with all its rules and regulations ought first to be laid aside. Only on such terms can discussion be free, or the judgment of the teacher properly matured; only on such terms can its usefulness be perpetuated by a true consensus of thought and feeling. In

a word, the purpose of the Institute is to bring the teacher out of the narrowness of those theoretical ruts into which our educational machinery often runs. To the system it gives breadth and an upward tendency, and to the teacher himself it gives versatility and confidence. There is an art of teaching which some one has defined as the lessening of the number of repetitions for a given effect; and the trained teacher, after studying and discussing methods new and old, within and without, but more particularly within the pleasant circle of his neighbour teachers, is far more able to make an intelligent use of them than is the teacher who is feeling his way in school at every step, and has at the outset of his career, in some country district perhaps, only the light of nature to guide him. The teacher who has not specially prepared himself for his work by a careful study of methods, who has few means at his disposal to gauge the strength and weakness of individual pupils as well as of a whole class, must often be at a loss in his efforts to interest or to rouse the flagging interest of his pupils. And where can such an investigation of methods be more pleasantly pursued than in the Teachers' Institute? it may well be asked. There the teacher can learn of the methods themselves, and there he sees how the driest subject may be elucidated by the most interesting of lessons. There he comes in contact with the specialist, with the teacher who is said to have his hobby; and out of the very intensity of the hobbyist's enthusiasm, he learns much that he can reduce to practice. The man with a special method is a benefactor to his kind. Out of his strength, weakness in others may take of the activity of strength. Touched as with a live coal from the altar of the specialist's enthusiasm, even the hum-drum teacher may be encouraged to see be-

yond the mist of his indifference to progress in school-work, and may eventually be led to understand why a teacher ought to be more than a teacher if he would wish to be a true man.

But beyond the Normal School and the Local Institute, another step has been taken in nearly every country to raise the teacher and his calling to a higher position of respect and influence. Every system of education, framed with a healthy impetus towards true educational progress, must of necessity protect the interests of the agent or agents, through whose energy the system is to be productive of practical results. In the zeal of the agent lies the true development of the system; and an education law that, either in the spirit or the letter of its enactments, fails to recognize the teacher as a progressive responsible agent is founded more or less on a delusion. To make a man a mere machine, and at the same time a useful machine, has long been proved to be an utter impossibility; the imperfections of humanity, but more especially that element in human nature which craves for the excitement of experiment, renders such an attempt a foregone absurdity. The imperfections of the teacher may be excoriated by a constant supervision; by means of time-tables and volumes of regulations, his work may be mapped out in such a way as to tax his powers to their utmost; penalties may be held over his head restraining the waywardness of his originality; in a word, a well defined groove may be cut out for his daily guidance by government departments and sub-departments; but while all this care and watchfulness may build up for itself a record in columns of marvellous statistics, or may tend to adorn with facts and figures the annual homilies of superintendents, and inspectors, and departmental officers, it will certainly be

ineffectual in making the teacher a successful teacher, or a successful machine. A teacher, to be a successful teacher, must be a practical man, and to be a successfully practical man, he must have a freedom in his work, partly defined as it may be, in order that he may be able to exercise the natural gift within him which urges him to advance. He may be controlled, but in being controlled, his personality should not be repressed. Though, to some extent, amenable to the State, he ought not to be bound hand and foot by the red-tape of statecraft. As it is with society in general, so is it with teachers in particular. The differentiation of men's peculiarities is the strength of human nature; and it is this principle which the General Association, in the untrammelled exercise of its highest functions, has to recognize, if it proposes to express its full influence in the matter of protecting the teacher's interests. The consciousness of weakness is the first incentive towards union. To co-ordinate weaknesses is to develop strength, and it is by this process of co-ordination that teachers, met in council and protected by the organized sympathy of their co-labourers, may hope to attain to that position which is the legitimate ambition of all true men, namely to be useful to the full extent of their powers, and to be re-

spected as members of a self-respected and progressive guild. From necessity this function of the Teachers' Association has in many Provinces been suspended, and yet in others it is in full exercise with the most beneficial effects. THE MONTHLY has given no uncertain sound in its advocacy of the teacher's rights; and some of its latest utterances point to the birth of a movement among the teachers of the whole of Canada, which may eventually lift the teaching calling to a higher plane among the professions. The time seems to be ripe for the organization of a general convention of the prominent educationists and headmasters representing the various provinces of the Confederation. Many arguments in favour of such an organization will suggest themselves at once to those who have not made the calling "a stepping-stone to something better." *If this paper were not too long already,* a more definite advocacy of the project of a Dominion Teachers' Association might be entered upon. The suggestion, in the meantime, is presented for the consideration of the teachers in every part of the country. Such an organization cannot be realized in a day, and yet we may be tempted to give our reasons in the next issue of THE MONTHLY why teachers should not lose sight of the project.

---

## MODERN LANGUAGES AT THE UNIVERSITY.

BY W. H. VANDERSMISSEN, M.A., OF UNIVERSITY COLLEGE, TORONTO.

SO much has been said of late with respect to this department and its proper standing as a branch of the University curriculum, that perhaps a few words on its history and present position may not be uninteresting to the readers of THE MONTHLY. In

attempting to deal with the subject I leave out the English branch entirely, with which the Committee referred to below had nothing to do.

Modern Languages, though added to the curriculum, I believe, at the same time as Natural Sciences, may

be considered the junior subject of the course. The curriculum of this department in my own student days treated them simply as a branch of *belles-lettres*, with a small spice of philology in the shape of Cornwall Lewis's work on the Romance Languages, the course in German entirely ignoring this important matter.

The curriculum of 1880, which has just expired, made an important advance in this matter by introducing, at my suggestion, Schleicher's "Deutsche Sprache" as a text-book in German, and Deaz's "Romance Grammar" for French and Italian.

When the present curriculum was being prepared, the Senate took a new departure, which was based on the soundest possible principle, and attended, as it deserved to be, by most satisfactory results. They appointed an advisory committee, consisting of the three lecturers in Modern Languages, Mr. Keys in Italian, Mr. Squair in French, and myself in German, together with two teachers of experience, Mr. George E. Shaw, of the Toronto Collegiate Institute, and Mr. W. H. Fraser, of Upper Canada College, to consult with two of their own number, Prof. Galbraith and Mr. Houston, both distinguished honor-men in the department.

This committee met very constantly and unweariedly week after week for several months. There was much diversity of opinion at first among the members on many points; but moderate and open discussion before long showed that there was real harmony underneath this diversity.

As the senior member of the committee (all the members having been pupils of mine) I took the liberty at the outset of our deliberations of stating at some length my own views as to what should be the nature of a Modern Language course as a branch of University study, worthy to take

equal rank with other departments. No subject, I held, has any right to appear on a University curriculum, unless it be treated in some way as a branch of universal science in the highest sense. The study of any language, ancient or modern, may fulfil these conditions in two ways: the language in question may be treated either in respect to its literature, as a phase of the mental development, either of the human race as a whole, or of a particular nation, *i.e.*, as a branch of psychological science; or with respect to the language in its narrower sense, as a branch of physical (philological) science. The University, I argued, was bound to give every student the opportunity of laying the foundations of knowledge in both these branches, so that he might be able in his post-graduate studies to devote himself at will, either to both branches, or to one of them specially,

Having laid down this general principle, I next proceeded to show how, in my opinion, it might be carried out. All the student's time, from the High School to the end of his Second Year, should, I held, be applied to the mere acquisition of grammar and vocabulary. The texts set for matriculation should be moderate in quantity, so as to leave plenty of time for grammar exercises and composition, and, with respect to matter, of such interest to junior pupils as to lighten their drudgery within legitimate limits. With this end in view, I proposed Grimm's "Märchen" as a German text—for which, I believe, every teacher and learner of German in the Province is grateful. In the First and Second Years the amount of reading prescribed should be still moderate (less than on the old curriculum), with the same view of giving time for composition and translations from English into French and German, but of increasing difficulty as to matter.

While the student's attention ought to be chiefly directed to the acquisition of the language pure and simple, the history of literature should not, I held, be altogether overlooked. A knowledge of the general outlines of French and German literature is therefore required in the First Year, and a more detailed acquaintance with a particular (modern) period in the Second Year.

In the Third Year the student should be introduced for the first time to the study of the various languages from the earliest stages of their development, not by requiring of him a mere knowledge of paradigms and lifeless grammatical forms, but by studying them as living organisms in the productions of authors of these early periods. The study of literature should be taken up concurrently with this, in such a way as to ensure an actual study of the leading authors of a particular period in specimens of their chief productions, in quantities sufficiently large to secure this object, yet not large enough to be burdensome, and not at secondhand in a textbook of literature.

Any one may satisfy himself by reference to the prospectus of studies that the plan outlined above is carried into effect in the present curriculum. While claiming to have first suggested this scheme in its general features, I most gladly acknowledge that it would have remained very imperfect in many details but for the valued suggestions of my colleagues.

Mr. F. H. Sykes, of Port Perry, in an article in the January number of this journal, entitled "English in High Schools," seems to be under serious misapprehension with regard to this matter. He attributes to Mr. Squair "and an earnest little body of thinkers gathered round him" the "revolution which has ensued, which to-day is about to crown its (by the way, what's?) success with the adoption by

the University of a course," etc. At first sight, I thought this was a compliment to the committee I have referred to above, though the mention of the junior member as the nucleus of the "earnest little body" was a little surprising, and Mr. Squair would, I feel sure, be the last to put himself in this false position. But from what precedes this remark I infer that the "little body" in question was "the moderns class of '83." Now, their "organized protests" were not in any way whatever a motive force in the committee. The committee never heard of them. Mr. Squair certainly never mentioned them; but, like all the other members of the committee, contributed his fair share towards carrying out the trust reposed in us by the Senate, that we should make the Modern Language course worthy to rank with the other branches of University study.

There is one feature of this course which was subsequently agreed to by Mr. Squair and myself jointly as to French and German, viz., the study of one leading author (or rather, two in French—Molière and Victor Hugo, and one in German—Goethe) in the Third and Fourth Years. Whatever may be the case in French, the German author is one eminently worthy of special study, and the work (as limited by the suggestions of the College Calendar), is not excessive.

The Chancellor of the University, in his last convocation address, made a reference to the present Modern Language curriculum, expressing the opinion that it was "perhaps a little too ambitious, having regard both to the strength of the teaching staff, and to the capacity of the learner." I am happy to say that the results of the late examinations in German do not corroborate the Chancellor's apprehensions as regards my own department, at least in the latter respect. The answers of the candidates in the

third and fourth years, were fully up to the mark of past examinations, and the proportion of honours awarded in the different classes quite as large as under the old curriculum last year, at the college examinations conducted by myself.

With respect to the other aspect of the questions, viz., the strength of the teaching staff, it seems to me that it is the first duty of the government to remedy any deficiency that may exist in this respect. It is very true indeed, that three underpaid lecturers, who are obliged to eke out their living in other ways, find it very hard to overtake the work, though I think I may venture to say we use our best endeavour, and not without success. But if Modern Languages are entitled to any place as well in the university

curriculum, justice to the other departments requires that those who graduate here shall rank in scientific attainments with those graduating in other branches. This requirement is amply met by any one who shows fair proficiency in the curriculum as it now stands. If the quantity of texts prescribed is excessive, it can easily be reduced; indeed I have already made some suggestions in this direction to the Senate, in regard to my own department. But the inadequate equipment of the staff should not be an excuse for keeping one graduating department below the level of the others, and sending forth students with the stamp of university honourmen, who are not worthy, in point of scientific attainment, to rank with their fellows.

---

## LANGUAGE TEACHING.

BY PUBLIC SCHOOL INSPECTOR.

ONE of the charges frequently made against our Public Schools is that pupils leave them without being able to express their thoughts, orally or on paper, with any degree of facility and correctness; unable to write a letter, and unfamiliar with the most common business forms. Unfortunately, as regards a great number of our schools, the charge is true. Even in our best schools, a comparatively small amount of effort is expended in the development of the power of expression. In the average rural school the poverty of language betrayed by the pupils in their class exercises is very marked.

Technical grammar, as a means for training children "to speak and write the English language correctly" and easily, has been tried and found wanting.

It was folly to look for any other result from the method pursued. What has it been? During the first years of the child's life, when his mind and nature are in their most impressive condition, make either no attempt to develop and train his powers of expression or do the work in an unsystematic, haphazard manner. In short, allow the child to acquire bad habits of speech, let these habits become hardened, and *then* make an heroic attempt to free him of these habits. In the teaching of penmanship, the same stupid course has been pursued. Need we wonder that grammar is associated in the minds of the masses with pedantry and lack of practical, business, common sense?

Correct habits of speech can only be formed by talking orally, or with the pen or pencil. In this matter we

have been trying for generations to teach violin-playing by talking about it, by investigating and reasoning. What is needed with little children is *practice* and not *reasons*. This *practice* must, however, be under the direction of intelligence and skill. For language teaching to primary classes, *teachers*, not mere lesson assignors and recitation-hearers, not mere keepers of order, pedagogic policemen, are a *sine qua non*. Properly conducted language lessons should be one of the most interesting and attractive, as well as useful of school exercises. Throughout the land there is a rapidly-growing desire to teach this subject as it should be taught. How should language teaching to first classes be conducted? is a question that is engaging the attention of very many. To help our young readers to a correct solution of the difficulty we cannot do better than reproduce the following admirably suggestive article from the pen of that friend of the children, Francis W. Parker, in the *Practical Teacher*.

DEVICES FOR TRAINING CHILDREN TO TALK WITH THE PENCIL.—DESCRIPTION OF ACTIONS.—The pencils are sharp, slates clean, and the children ready. Teacher: "Now, children, I want you to say with your pencils just what I do. [The teacher sits down in a chair.] Please tell me what I have done." Should not allow pupils to tell orally what has been done, as this would lead all to write the same sentence. Have each pupil see the act and describe it originally. While the pupils are writing, the teacher should look at the work, erase mistakes, and be ready to write any word that the pupils cannot spell. Have pupils who have written correctly read their sentences. Encourage originality in expression. One pupil will write, "You sat down," another, "You sat down in a chair," "The teacher sat down," "Miss Smith sat down." Do not permit sameness of sentences.

ACTIONS may be made an almost inexhaustible means of sentence-writing. All forms of sentences may be developed. Power of quick and accurate observation may be cultivated by this device. A skilful teacher may discover a line of development from a

simple sentence to sentences with simple modifiers of subject and predicate to compound and complex sentences. Actions suggested: Sit in a chair; stand up; walk; walk slowly. Pupil: Miss Smith walked slowly. Walk fast; pick up a pin; write a word on the board; write on a slate; go out of the room; rap on the door; come into the room; bow, and say good-morning. draw a picture on the board; point to the clock; sing, laugh, run, etc.; take out your watch, look at it, look at the clock, and then put the watch in your pocket; open the window and look out; shut the window; draw the curtains.

THE QUESTIONS MAY BE CHANGED from "What did I do?" to "What am I doing?" "What have I done?" Allow a pupil to perform and a , and have the class describe it. Have two or three pupils consult together, plan what they will do, and then do it, the class describing the act as before. Have pupils listen for two or three minutes, and tell what they have heard.

TELLING THE POSITIONS OF OBJECTS.—Put a hat on a box. Write the question on the board, "Where is the hat?" and have pupils answer it with their pencils. Put the hat on the table, on a desk; hang it on a nail or peg; put it on a boy's head. Put a box on the table, under the table, near the table. Pupils will write the sentences: "The box is on the table," "The box is under the table," "The box is by (or near) the table." "Where was the box?" may be asked. Put more than one object of a kind — blocks, for example — in a box. Scholar: The blocks are in the box. Take them out. "Where were the blocks?" "They (or the blocks) were in the box." Show a stem with leaves and flowers. "Where is a leaf?" "A leaf is on the stem." "Where are the leaves?" "The leaves are on the stem." "Where is the flower?" Take the leaves off of the stem. "What did I do?" Walk to the window. "What did I do?" Go out of the room. "What did I do?" Enter the room. Show the difference between "in" and "into." Walk across the floor. In this way nearly all the prepositions may be taught. Have pupils tell with their pencils when things are in the room and in the yard. "Where is the clock?" "Where is the desk?" "Where is the door?" "Where are the windows?" "Where are the pictures?" "Where is the blackboard?" "Where is the maple tree?"

USE OF PICTURES.—Every teacher should have a large collection of pictures. They can be cut from illustrated papers, magazines, old books, geographies, etc. Buy some cheap card-board, cut it properly, and

paste the pictures on it. Another way is to paste pictures upon stout manilla paper, and arrange in the form of charts. Wall pictures may be used. For purely sentence writing (the present work) wall pictures are preferable.

WRITE ON THE BOARD THE IDIOMS THEY HAVE LEARNED IN READING.—That is —. There is —. There are —. Those are —. I see —. Teacher: Tell me with your pencils one thing you can see in the picture. "That is a boat." "There is a girl." "I see a tree." You may allow them to add "in the picture" at first. Write on the board, "Where is the —?" "Where are the —?" "The boat is on the water." "The boat is on the pond." "The boat is tied to a post." "The fishes are in the water." "The hat is on the girl's head." Question: "What is the — doing?" "The boy is feeding the fishes." "The girl is looking at the fishes." "The fishes are swimming in the pond." "What would you do if you were there?" "I would ride in the boat." "I would watch the fishes." "What kind of a — is that?" "That is a large boat." "That is a large tree." "The girl is small."

TAKE ANOTHER PICTURE.—"What has the —?" "The bear has a stick in his paws." "The girl has a basket in her hand." "How many — are there?" "There are six children." "There is one man." "There is one house." "What are the — doing?" "What kind of a — is it?" "Where have the — been?" "Where do you think they are going?" "What do you see in this picture?" "I see a boy and a girl." "I see some birds." "What is the — doing?" "The girl is carrying some sticks." "The boy is drawing a waggon." "The birds are flying." "Where are they going?" "Why do they carry the sticks?" "Where did they get them?" "Whose waggon is it?"

USE OF OBJECTS IN LEARNING TO TALK WITH THE PENCIL.—Give each pupil, or, better, have them find for themselves, a plant with leaves and flowers. Teacher: Please tell me one thing you can see in the plant. The pupils will write readily one sentence. Teacher: Now, write something else. While the children are writing, the teacher should watch the work of each child so far as possible. The main purpose is to

get pupils to see for themselves with the least possible suggestion. Teacher: I am afraid you did not see much, James; look again. You see something, Martha, try again. If a pupil sees something he cannot name, tell him the name and write it on the board. Avoid the continuous use of the same idiom, *i.e.*, the plant has —. Get all the variety in idioms possible. Most, if not all, questions will be asked by the objects, and the investigations will grow into a system, if pupils are *not forced* into one from the first. Do not foreordain what the child must see and say, but let the God-created foreordination act as it will under the right conditions, and then follow; thus both child and teacher will learn.

LET EACH PUPIL HAVE A LEAF.—Teacher (writes on board): Tell me one thing you can see in the leaf. Now, one more thing; read your sentence, John. Who can see something that no one has seen? Take two leaves and compare. Teacher: Tell me one thing that you find alike in both leaves, two things, three things. Tell me one thing that you find different; two things. Take three different leaves and compare them, then four, and so on. Teacher: To-morrow morning I want each one of you to bring in a flower, and we will talk about it with our new tongues (pencils).

EACH PUPIL WITH A FLOWER.—Teacher: Tell me one thing you can see in your flower. Step by step each pupil may be led to see all the parts, and write, sentence by sentence, what he sees. The words leaves, stamens, petals, corolla, pistils are developed. Take two flowers and compare them, then three flowers. Every discovery gives zest for the next.

PUT A STUFFED BIRD BEFORE THE PUPILS.—Teacher: Tell me one thing that you can see (looking over Mary's shoulder). You have good eyes, Mary; you may go to the table and see something more. Richard, your eyes are not good. The difficulties of seeing are generally entangled in the mechanics of telling (writing, spelling, punctuation, capitalization). A properly graduated development of this power—step by step—sinks the expression into the automatic, and gives the child perfect freedom to observe. Introduce new words—technical terms—just as fast as the object calls for them, etc.

It is a good thing to fail sometimes. It has the effect of an electrical shock, starting the life-currents into new activities. But let us take care that these falls be "falls upward," and that new grace and wisdom are the fruits thereof.

A TEACHER needs three things for enjoyment in his profession—some leisure; a little surplus of money to be devoted to such ends; a true and liberal education, extending far beyond the range of school subjects. *London School Journal.*

## A PILGRIMAGE TO SINAI.

BY ISABELLA BIRD BISHOP.

IT was a striking change from the jabber and clatter of the Cairene Streets to the silence and decay of Suez, and from the green fields and redundant crops of the Nile valley to the yellow sands of the desert, and the intensely blue waters of the sea misnamed Red. From the balcony of the P. and O. Hotel I looked on the golden sands which lie heaped up against the walls of Suez, on the blue waters of the Gulf of Suez, just crisped by the north wind, with their brilliant shallows and yellow sandbanks, and the violet channel which leads into the Suez Canal. Below the hotel two Arab boats were rising and falling on the tide. A few hours later, except where the violet tint denoted deeper water, the head of the gulf was in most places only knee-deep. Not far from this spot, at all events, the host of Israel encamped, and it was reasonably supposed by Pharaoh that "the wilderness had shut them in." For their encampment lay between the high range of the barren African hills and the barrier of these blue waters. It was the first time that I had stood on the actual track of Scripture history, and the prospect of a pilgrimage through the wilderness of the wanderings opened gloriously before me, dignifying even the commonplace preparations for the desert journey.

On my first visit to Suez I had ascertained that the journey to Sinai and back might be accomplished by a lady alone without any real risk; and the director of the P. and O. hotel, and Mr. Andrews, the P. and O. superintendent, had so kindly furthered my wishes that when I returned

I found that Sheykh Barak, four camels, four Bedouin Arabs and one Arab servant for myself were already engaged, and that I was to start on the following evening. My reason for taking a servant only and not a dragoman was that I preferred freedom both as to my equipments and manner of proceeding *en route*; and Hassan, the servant, besides knowing a very little English, was quiet and fairly trustworthy. I took one baggage camel, a riding camel for myself, one for my servant, and one for the sheykh. I hired a large tent for myself and a small one for Hassan; a mattress, blankets and cooking utensils were lent me at the hotel, and as a luxury I took a folding chair. Disregarding the suggestions of Murray's handbook, I reduced my stores to a minimum, taking only two tins of condensed milk, two of cocoa and milk, some raisins, some flour, a pot of raspberry jam, some rice, and some Liebig's extract of meat, having found by considerable experience that such diet is amply sufficient for the support of the strength while leading an open-air life. A white umbrella, a washing-basin, a goatskin filled with Nile water, a lamp, and a canvas roll containing clothing completed my equipment, and I lacked nothing. My books were a Bible, Murray's handbook and "The Imitation of Christ"; and, in case of need, I took some brandy and a few simple medicines. Sheykh Barak signed a contract arranging for my journey to Sinai and back and my safe conduct, the route being only partially specified. Eighteen days were allowed for the journey, includ-

ing a halt of four days at Sinai. The contract stipulated for tobacco and coffee for the Bedaween, and the hire of the four camels and the escort came to £16. The whole cost of the expedition, including backsheesh, was £28. It might have been somewhat less with a dragoman, but I had the advantage of being my own mistress. Eight sheykhs of the Towarah Arabs have arranged to undertake the escort of travellers in turn, so that the unseemly strifes which used to be the worry of travellers are now at an end, and no journey is safer than the one through the desert. The British consul, with official caution, dissuaded me from going alone, but even his objection consisted chiefly in the risk of my being detained on my return in the quarantine camp in the unsavoury company of the Mecca pilgrims; and I may say here that my journey was accomplished without one alarming incident.

AIN MUSA, April 7, 1879.

This is truly delightful. Early this morning the sultry weather changed. The wind was and is north; and the shaded thermometer, which yesterday stood at 91° in the shade, to-day only reached 72°. Yesterday evening and this morning were spent in making my final preparations, and in getting the food, etc., reduced to a minimum. At 2.30 p.m. the Sheykh Barak, Hassan, my servant, three gentlemen connected with the P. and O. Company who have kindly undertaken to see me safely started on my journey tomorrow, and I, left Suez in a large Arab sailing-boat with all my "gear" on board. Blithely it sped over the rippled waters of turquoise blue, its great red sail nearly crimson in the sunlight; blithely the blue waters laved their golden margins—so blithe and beautiful it all was that I forgot that the "waste howling wilderness" stretched almost infinitely in all direc-

tions. There, on the right, were the high hills of Africa, red and orange, fiery and blasted-looking; and on the left rose-coloured ranges, with violet shadows in their clefts, all outlines sharp, distance obliterated. It was glorious; and the keen, life-giving air helped me to intense enjoyment of it. Depositing the gentlemen on the Asiatic side, we sailed for nearly two hours down the gulf, and then moored at a rude pier, where a boat was discharging goatskins full of water, looking like drowned and swollen pigs, and two camels were being loaded with the same.

Leaving Hassan to the slow process of getting the baggage under way, I walked the two miles to the Wells of Moses alone. The first strange sight that I saw was four camels being driven at a lumbering canter down the narrow pier. These were my "travelling equipage," and I looked at them with dismay, for being so lean and bodiless, they looked as high as elephants, and there are no scaling-ladders in the desert. The Wells of Moses lay straight ahead, visible for many miles by the blackness of their palm and tamarisk groves against the golden sand. It was golden indeed when I landed, but long before the walk was ended it was crimsoned by the sinking sun, and so were the swelling sandhills and the broken ranges beyond them, while the very air was rosy. The bold hills of Africa glowed like incandescent rubies beyond the bright blue water, while Suez, faintly seen at the head of the gulf, suggested human life. The air was intoxicating, and purity itself. Physical life even was "worth living." When I was about a mile from Ain Musa, I saw that a large Arab caravan, with a number of armed Bedaween, was encamped round the wells, so I sat on a stone and waited for my escort.

The beauty of the sunset increased.

I could not help standing up now and then for the almost childish pleasure of seeing my long shadow lie in purple on the crimsoning sand. I had thought that in many lands I had seen every effect that sun and atmosphere could produce, and that the sunset over the Libyan Desert, seen from the mosque of Mahomet Ali, had exhausted the last possibilities of novelty; but nature has no end of surprises, and this sunset by the Gulf of Suez differed from all others. The historical atmosphere is altogether new likewise. It is no longer that of magnificent but semi-barbaric kings who now "lie in glory, every one in his own house," of a power and grandeur which have hardly left a trace upon the world of to-day, except in tombs and their contents, but of a pure theocracy ruled by Him "who liveth and abideth forever." It is of Him and His purposes that these desert sands are eloquent. And how real the Pentateuch has already become! These swarthy Bedaween, with their untamed walk and expression, their wild look of freedom, their high foreheads and hawk-like noses, are the children of "our father Abraham," and Sarah's entreaty to him, "Cast out the bondwoman and her son," might have been spoken in yonder tent.

I have no special interest in the vexed question of the actual localities occupied by the Israelites throughout the forty years, and have no bias towards any one of the rival crossings of the Red Sea, but it was most fascinating to sit on the crimsoned sands and be perfectly sure that either somewhat higher up or lower down the pillar of fire guided the host of Israel from the land of bondage to the freedom of the desert. As I looked across to the magnificent range of the Gebel Attâka (now looming darkly in the moonlight), with the wide opening of the traditional exodus, the

broad, blue sea of the traditional passage, with the traditional landing almost on the spot where I landed, and to the sandy shoals to the north in front of modern Suez, I knew that there could be no mistake that Moses led forth the twelve tribes from the green Nile valley and the stately cities of Egypt, past the "Mount of Deliverance" and across the Red Sea, to this level desert, where the taskmaster could reach no more, and that on Gebel Attâka they looked by just such a moonlight as this on the night of the "heaping of the waters." To how many travellers have the same reflections occurred in the same place, and yet they come with all the magic of novelty to me?

April 8.

My large tent was soon pitched on the rolling sands near the seventeen wells, surrounded by date-palms and tamarisks, which are called the Wells of Moses. A fire was made, the camels and the Bedaween lay down round it, and I dined with the three gentlemen in a sort of caravansera, an Arab room full of sacks, dirt and fleas. Our meal, eaten by the light of one guttering candle, was not appetizing, but the desert air is there. As I crossed the sand to my tent the moon was shining brilliantly through the palms and silvering the sands, and the red firelight lighted up the swarthy faces of the Ishmaelites and the uncouth forms of the camels with all their heaps of gear, the whole grouped with the inevitable picturesqueness of the East. I find my tent very comfortable, and slept all night, in spite of the severe cold; but the shiverings which came on in Cairo, with nausea and curious pains, though modified, still continue, though my friends assure me that I shall lose them in the pure desert air.

*Ain Hawarah* (Marah).—This is my third night in the desert, and I am sitting in my "tent door in the cool

of the day"—or what should be so, for the sun has sunk behind the African hills. The air, however, is close and hot, and I am overcome with fatigue. I rose before daylight at Ain Musa. The sunrise was scarcely less beautiful than the sunset. I went round what is in fact an oasis—tanks of brackish and unclean-looking water, surrounded by a number of small and shaggy date-palms, enclosed by some ruinous fences and walls, which give shelter to a few people who take care of the trees. By eight the tent and baggage were on the baggage-camel, and, sending the animals on, my friends and I walked for the first two miles; and, on overtaking the camels, they returned to Suez, and I began my solitary pilgrimage. My beast is a saddle-camel, quite young, and not completely broken; it occasionally shies, and for a few yards afterwards breaks into an agonizing trot. It does not lie quiet while I mount it, but two or three times, just as I have been getting on, it has jumped up with an angry roar, and has taken the combined effort of several Bedaween to make it lie down and keep down. I have now travelled on saddle-horses, pack-horses, mules, asses, cows, elephants, and a camel; and, though the fatigue of sitting ten hours daily on a camel's back is very great, and its slow, swinging gait is wearisome and painful to the muscles, it is not nearly so bad as I expected—not worse, I think, than an elephant, and not so bad as a Japanese pack-horse. I am riding on the ordinary pack-saddle, which rests on the top of the hump. On either side are attached two large goat's-hair sacks, full of maize, Arab clothing, etc. Then there are some cushions, a cooler of water, my travelling-bag, umbrella, etc., so that there is a tolerably flat and cushioned level over three feet wide on which I can change my position; for part of the day I sit with my feet over the front

of the saddle, supported by two rope loops, and at times change and sit altogether in the middle of the erection or with my feet over the side. A Bedaween leads the beast with a rope, and it strides on hour after hour at the rate of two miles an hour.

The routine is invariable. At 7.30 a.m. Hassan brings me a pint of water for washing. At eight I go outside my tent, pitch my folding chair, and take my breakfast, which consists of a cup of chocolate with condensed milk and a bowl of rice. While I eat the tent is folded up and the baggage-camel is loaded, roaring horribly all the time, and turning his long neck from side to side as if he were appealing from injustice. Sheykh Barak, like his kinsmen, has been down to "buy corn in Egypt," and his camel likewise carries a load. When all the burdens have been adjusted, a process which involves much shouting and apparent quarrelling, the camels are driven off, and I usually walk as far as I can to lessen the tedium of the day. The rolling sands of the Libyan Desert, with their ankle-deep toil, have no place here.

All this region looks like the level beach of a sea. The Red Sea must have covered it at one time. It is hard sand and gravel, and as easy to walk upon as a gravel walk. When I can walk no farther my camel, with much difficulty and many oburgations, is made to lie down. Hassan stands at one side and the sheykh on the other, and with Hassan's help I attempt to take a flying leap into the middle of the saddle. Sometimes this is successful the first time, and if it is Hassan puts an arm in front of me and the sheykh puts an arm behind me, and the dreaded moment arrives, which I am more cowardly about each time. The camel, with a jerk which might dislocate one's neck, jumps back on his knees, nearly throwing me backwards, then another vio-

lent jerk brings him to his haunches, and would throw me over his head but for Hassan's arm, then the forward movement is arrested by another jerk which sets him on his four legs and leaves me breathless on the lofty elevation of his hump. This process is reversed as one dismounts, and is repeated six times daily! But things are not always so comparatively smooth, for just as I am prepared to spring the brute makes a snarling lunge with his teeth either at me or his driver, or just as I am half up jerks himself up on his four legs and the whole process has to be gone over again. Yesterday I had just touched the saddle when by a rapid movement he threw me off sidewise, and this morning jerking himself up before I had clutched firm hold of the saddle, he threw me over his shoulders and bruised me a good deal. After being mounted the caravan straggles in single file, Hassan bringing up the rear, my camel being led, and then for four or five hours we crawl over the burning, glaring sand. I now understand what is meant by "As a hireling earnestly desireth the shadow." At 8.30 a.m. the shadow of my driver is fully eight feet long, and as the morning wears by it shortens to something a little over two feet; then I know that noon has come. The camels halt, and if there be a rock which casts a shadow Hassan lays a blanket in the shade for me, and while the Bedaween smoke and sleep for an hour, I read the Scripture account of the wanderings, and lunch on a cluster of raisins. I am learning a deep sympathy with the Israelites, and their unbelief and murmurings become more intelligible as the days go by. How terrible must have been the trudge through this "waste howling wilderness," how bitter the regrets for the green valley of the Nile, how weary the barren sands, how terrible the burning heat! Better

than all do I understand the simile, "the shadow of a great rock in a weary land." To-day on the parched plain no rock was found to give shelter in the heat of noon. There was but a big stone about two feet high, under the lee of which the Arabs scraped a big hole into which I crawled and lay down, screened by a blanket laid over my double umbrella. The sand was burning even through my clothing.

After this halt the baggage-camel and the sheykh start early, so that I may find my tent pitched when I arrive at the camping-ground, and I, with Hassan and my driver, follow. Then come five exhausting hours over the blinding, burning sand, and oh! how eagerly I watch the driver's lengthening shadow growing, growing, growing, till it slants surely twenty feet across the sand, and then in the distance I see my white tent, and soon the day's toils are done. The camels are turned loose for a short time to browse upon such scanty herbage as exists—gray and bitter—some species of artemisia, the tamarisk and the acacia. The Bedaween make a fire of the dried camel's dung which they have picked up on the way, to which is added a little charcoal which they have brought from Egypt, at which they boil their coffee and roast their maize; and I take my supper, which consists uniformly of a cup of Liebig's extract and a basin of stirabout with a little raspberry jam. The camels are then brought in and made to lie round the fire, looking like "wrecked ships." The Arabs talk and smoke, then putting on their goat's-hair cloaks, lie down to sleep outside their camels; Hassan retires into his small bell-tent, out of which his feet protrude; and the time that it is quite dark the camp is quiet, till the grunting and roaring of the camels at daybreak awake me.

I find these Bedaween very inoffensive. Hassan is a city Arab, a tall,

fine-looking man, with the harassed melancholy look which seems habitual to his race. He dresses well in a white garment, with a coloured silk girdle, over which he wears a burnouse, and his turban is of striped yellow silk. He knows hardly any English, but attends on me well, and things go very smoothly. Sheykh Barak is a handsome young man, with truly Ishmaelitic features and the look of scorn which these desert rangers wear. He makes a courteous salutation morning and evening, and helps me to mount and dismount; as he strides over the sand with his long, elastic stride, his "loins girded" and his matchlock gun slung behind, he looks a true son of the desert—born to a heritage of freedom. The other Bedaween are swarthy, lean, wiry men, about the middle height, quiet and well-behaved, as, for instance, they never hang about my tent or stare at me. Each man is dressed in a single, girdled cotton garment, which has once been white, a whitish turban, and a pair of hide sandals.

These men are so lean that if their arms and the calves of their legs were not muscular one would call them emaciated. They never wash—regarding ablutions as a sinful waste of a scarce gift of Allah—and their shining skins have a whitish scale upon them in consequence. Their persons, their clothing and their gear swarm with vermin, and their chief occupation during the noonday halt is the solemn search for these. The goat's-hair sacks which are on my camel contain some of their clothing, and my sufferings from the vermin which seize upon me soon after I have mounted are indescribable. The irritation produces fever. These Arabs, though Mohammedans, never apparently say any prayers—at all events, they do not observe the hours of prayer. They have many traditions concerning places in the desert in connection with the heroes of Hebrew history, and have a great reverence for Moses and Aaron. And these are the children of Abraham!—*The Leisure Hour.*

---

## NOTES FOR TEACHERS.

**DANCING AS PHYSICAL TRAINING.**  
—Dr. Crichton Browne has had a good word to say for dancing. In a recent lecture before the Birmingham (England) Teachers' Association, he insisted on the importance of a timely training and discipline of all motor centres, so that advantage may be taken of the superior plasticity that characterizes them during their period of growth. He spoke of the value of the educational training in this way of the hand-centers of to-be artisans, of the different kinds of muscle-work, and in regard to dancing said that if taught at the proper time—that is, very early in life—it "may discipline large groups of centres into harmonious

action, enlarge the dominion of the will, abolish unseemly muscular tricks and antics, develop the sense of equilibrium, and impart grace and self-confidence. Every day," he continued, "we may detect in the conversation or carriage of persons we meet painful evidences of the neglect of dancing and deportment in the rearing of the young."

**LIFE IN NEW GUINEA.**—The Rev. J. Chalmers, a missionary, recently visited the country west of Maclatchie Point South-Eastern New Guinea. He found the people generous and hospitable. They are certainly cannibals, but only as concerns their ene-

mies. Sorcery and superstition have their home among them. In a *dubu*, or sacred house, which Mr. Chalmers describes as the finest he has ever seen, two large posts, eighty feet high, support a large peaked portico, thirty feet wide, while the whole building is one hundred and sixty feet long, and tapers down in height from the front. A large number of skulls of men, crocodiles, cassowaries, and pigs ornament it. The human skulls are those of victims who have been killed and eaten by the tribe; and they speak of this kind of food as the greatest luxury, and think those are fools who despise it. The whole district from Orokolo to Panaroa is one great swamp, and the villages are all surrounded by muddy water. Canoes are a necessity in making morning calls. Bridges of logs or trunks form the streets, and the roads are more easily traversed barefoot than in boots. The houses are really well built, and in front of many of them are small gardens, raised ten feet from the ground. To make these gardens, a well-built platform is covered with soil, in which flowers and tobacco are planted and cultivated.

THE AIM OF CULTURE.—The aim of true culture should be not alone to build up a true intellect; but through it to build up as perfect an inner being as possible. Culture brings forth the man fully grown, well formed, rich blooded, firmly knit, alive all over. We are thus led up to the point whence we can see culture as nothing less than the very task of the church upon earth. Culture blossoms into character. The modern apostle of culture himself tells us that conduct is three-fourths of life. Three-fourths of the energy of a true culture must go to the shaping of conduct, to the forming of character. The intellect blossoms into character, and character flowers into religion. It is the know-

ledge of God to which all noble studies lead us. Every glimpse into a truth is a vision of God. Every discovery is a revelation. It is true that culture and religion have been at variance, but that is the fault of a feeble conception of both. . . . Religion is learning that its mission is to fashion a perfect manhood—a task of education, which is to be realized only by leading forth all the powers and faculties and instincts of human nature, and guiding their growth toward a harmonious wholeness. Culture is learning that its function is to be discharged only when books make men; when the intellectual life blossoms out into the moral life, and the moral life flowers into the religious life; when knowledge opens into wisdom, and wisdom bows its knees in worship of the infinite truth and beauty which are one with the eternal goodness.—*From a Sermon by Dr. Heber Newton.*

HOW TO TREAT INATTENTION.—In the November *Institute*, "M. T." asks: "How shall I treat inattention?" As this is a question of importance to every teacher, I wish that it may receive many replies through the open-letter department of the *Institute*. May I be allowed to give briefly my views of one side of the question?

A pupil must be taught to exercise his attentive faculties in school, as he will be *obliged* to exercise them in later life, i.e., by *force of will*, even though it may not afford him the novelty and variety of a trapeze performance. Children in our schools are never too young to exercise, in an appropriate degree, this will-power, and any education which neglects such development is unfitting, rather than fitting, for the realities of life. The first step toward this mental self-control is bodily self-control. Until a class has learned to keep reasonably

attentive attitude, mental attention is impossible. The point I wish to make, then, is this: Be sure the physical restraint is never too long nor too severe, and then *require* an attentive attitude. This will, without doubt, necessitate some discipline. Why not? Life itself is a discipline. What is there in character worth having that is not discipline? Blessed indeed is the man or woman who has been taught by the wise, kindly discipline of early years, the power of self-control!

The essential difference between work and play, or recreation, is in the degree of restraint exercised. Work, whether in school or out, implies restraint imposed by self or by others. Play implies, in a greater or less degree, the removal of such restraint. If every child born into this world would take to work as a duck to the water, how beautifully some of our theories would apply! Yes, let us make our lessons absorbingly interesting, when possible; but if we find, as we certainly shall, that it is *not* always possible, let us remember that the pleasure of work is oftener found in its results than in its process of accomplishment.

HOW TO EXALT THE TEACHER'S ART.—“Teaching as a Business”—that is, why is it not a profession?—is the title of a paper which was read by C. W. Bardeen before the National Educational Association at its last meeting. One reason why teaching is not a profession lies in the way school boards are made up; another, in the fact that so large a proportion of incompetents are applying for positions, not forgetting the highest ones.

It is not strange that, with such persons obtruding themselves, the teacher is looked upon by such boards as we have as “an impracticable man, useful enough to take care of boys and girls under rules established by lawyers, doctors and business-men, but unfitted for participation in any of the serious work of the community.” Mr. Bardeen, in looking for a remedy for the low state of the business, holds that it should not be thought to depend upon higher salaries or pensions for retired teachers, or fixed tenure of office—the teacher, if matters were in a proper condition, should be no more anxious about his annual re-appointment than the bank-teller or insurance president, who is sure of it so long as he is this side of the St. Lawrence! But teachers should discriminate among themselves in favour of the most competent, should be men among men, should see to it that the differences in the results of good teaching and poor teaching are proved, and emphasized, and illustrated, and should labour to have the work of superior teachers recognized and secured. The average school board is a checker-board, where the only important consideration is that the square be covered, with a button, if the real piece is not at hand; it should be like a chess-board, where, “when a knight falls to the carpet, you do not replace him by a pawn, a rook, or a bishop; and you will make almost any sacrifice to retain your queen. One of these pawns may sometimes be a queen, but not till by long probation and many steps of progress it has won its position in the queen’s row. There should be a queen’s row in teaching.”

## A LITTLE TALK ON A GREAT SUBJECT.

TO one who is removed from any bias of personal feeling or preference that might result from active participation in the administration of education, but who yet looks thoughtfully and lovingly at the subject, there are certain side-lights visible, which throw into relief defects not always plain to closer and more interested observation. The magnitude of the task before him, and the zeal which urges towards its accomplishment, often blind the teacher to a sequence of cause and effect that is comparatively plain to the layman. What might, therefore, under the circumstances, appear like gratuitous interference on the part of one who has no professional right to speak upon this all-important topic, may win its own pardon here, and be taken, as it is offered, in a spirit of kindly suggestion, rather than of criticism.

Since we have narrowed the idea and sentiment of the word "education" simply to mean mental training, we have lost sight, to some extent, of that broader signification which includes discipline of character, and the formation and regulation of habits and principles in the individual. Inside the schoolroom, every moment is occupied in the attempt to gorge the child's mind with abstract scholarship, unconnected with the real wants and real purposes of life. There is no time left to influence either morals or manners, except in the most desultory way; and we produce as a result a set of endowments not of the highest order—nay, which are sometimes even a hindrance and clog to the progress of society. We prepare natures which are quick to perceive, without being strong to reason; which are intellectually sharp, but morally unformed; which are capable of expend-

ing courage and address in seizing a selfish advantage, but not able to exercise the same qualities for the higher use of helpfulness to humanity; and which are, in so far, below the proper standard of honourable life and action. In a country which is already over-practical, and which is in danger of becoming more so through sheer excess of temporal prosperity, we feed the child's soul on facts and statistics, ignoring the claims of healthy imagination and of divine faith. As a consequence we generate a race of materialists; or if, in spite of coldness and neglect, fancy and feeling stir at all, it is to revel in mistaken and visionary ideas, or to embrace, with the strength which belongs to any perverted natural force, superstitions and fallacies, instead of aspirations. There is no country on the face of the earth that is such a hot-bed for the propagation of dupes and quackeries as America. There could be an immense modification of this tendency, in the discipline of the school-room, if the danger were once recognized and the fact admitted. There could be a thousand breaks in the mechanical framework of dry data and bald truths, which would allow warmth and life to permeate the structure; there could be a thousand ways in which by precept, by example, by encouragement, the dormant capacity for generosity, for unselfishness, for nobility of purpose and of use, that is in every child, could be roused to action and trained to take its part in rounding and elevating existence. After all, it is character we want, not attainments. The absolute number of pages in history, of problems in mathematics, of idioms and accuracies of language, which the pupil takes with him from the doors of the school-house, is of little conse-

quence compared with the rectitude of principle, the inspiration of honesty and temperance, the thirst for higher aims, the contempt for low and degrading standards, which should be the inalienable right of every youth on the threshold of life. I know that in theory this leaven which is to vivify the otherwise crude mass of humanity is supposed to be introduced through the home discipline or the church teaching. But in what proportion of homes has the good seed which is to bear this fair harvest been itself planted and nurtured? In the average household, troubled for many things; with a nervous or a careless mother; with an over-worked, business-harassed father—both reared in the same narrowness of intellectual forcing, and the same nonconformity to the broader principles of action and thought—what time or what heart can there be, to encourage and direct the young, eager, questioning souls that are putting out tendrils of growth in every direction? Or in what proportion of churches do the one or two hours a week devoted to theological dogma, or even to solid religious training, come down to the practical capacity of a child's intelligence, and mould its metaphysical teaching to the needs of real life and every-day experience? Into this unoccupied space the teacher comes as mediator. The halo of love and homage which the unspoiled eyes of the child weave around him lights the way for obedience to, and interest in, his every suggestion. Habits are not yet formed, prejudices have had no time to root, errors do not occupy, like tares, the ground fresh for sowing. The little word about conduct, the honest explanation of vice, the clear warning against temptation, are ready to carry weight and conviction, and to become incorporated with that strongest of all foundations—the unconscious mind before it knows the why and wherefore of its own con-

victions. The meaning of brotherhood, the might of helpfulness and unselfishness, the importance of honesty, the beauty of truth, can be placed then upon a firm basis from which no after-struggle can shake them. So with the sanctity of cleanliness and temperance, the impurity of low and degrading habits, the occupation of leisure with wholesome and elevating recreation so that neither time nor inclination are left for the Satan of idleness to devour. I am still positively sure that the wickedness of dram-drinking and the filthiness of the tobacco habit are to be combated by the teaching and the spirit of the school-room, more than by all other influences put together. It is explanation that is needed; it is a truthful presentation of facts, with the moral stimulus of trust in our boys' intelligence and honour, that we want, instead of denunciations or preaching. And I know by personal experience that the fair and unbiassed statement of the risks to bodily and mental development incurred in smoking or drinking, laid plainly before the uninfluenced mind of the child, is a tenfold stronger safeguard than the lash of punishment or the bar of prohibition. What we need is the strong sense of judgment and principle which shall control appetite—not the weak compromise with virtue, wherein safety rests only in fear or in flight. There is need of remodelling in our public school system on many points; but on none more than this—that the high-pressure gauge, which only measures advancement by the pages of textbooks, should be broadened into a more generous set of requirements, showing training of heart and hand and sense, as well as of memory and cold intellect. We cannot afford to ignore personal habits, nor peculiarities of temperament and disposition, nor opportunity for instilling the larger precepts of humanity with the lesser

teaching of pedagogy. Twenty years hence, when the children of to-day are beginning to be the force of the world, it will not be the number of text-books they galloped through, nor even the absolute knowledge gained from them, which will form the controlling influence in their lives and in the welfare of society. It will be the

habits of thought, the force of character, the cleanliness of purpose which make, now and then and always, the strength of the man and the glory of the woman. And it is precisely these qualities that are tacitly ignored in our public school system at present.—M. E. B., in *Journal of Education*.

## SCRIPTURE LESSONS FOR SCHOOL AND HOME.

### NOTES FOR TEACHERS.

#### NO. 7. SAMUEL.—PART I.

To read—I Sam. i. ii. (parts).

I. **THE VOW MADE.** (Read i. 9-18.)—Another story of time of Judges. Tells of birth of the last and greatest Judge. Who was his father? Elkanah, of tribe of Ephraim—husband of two wives. Where did they go every year? Kept appointed feasts in Jerusalem. Story takes to one particular day. Whole family have finished worship in Tabernacle—have made their offering—had their meal—Hannah, the childless wife, leaves the party—steals back to the Tabernacle by herself—there gives way to grief. What is her special cause of sorrow? She has no child—is taunted by her husband's other wife. So she tells all to God, who cares for all sorrows. What else does she do? Makes a solemn vow. If God will give her a boy, he shall be dedicated to God's service all his life.

Who sees her thus weeping and praying? What mistake does Eli make about her? Admonishes her for what he supposes to be drunkenness. But when sees mistake at once corrects it, and joins in prayer with her and for her. What a good and kind old man!

II. **THE VOW KEPT.** (Read i. 19-28.)—People often in trouble make vows and then break them.

Not so Hannah. God heard her prayer—gave her a son. What name did she give him? (Samuel means "asked of God.") His name would always remind her of her prayer. Another year comes round. Again the party goes up to Jerusalem. Who stays behind? Women not obliged to go, so Hannah waits for another year—till she can take the child. Keeps him at home some time. At last takes him up—stands again before Eli—tells her tale—reminds him of her prayer and vow—she is come to keep it. So she gives up the child to the priest—thus "lending" him to the Lord. What a solemn day for her and the little boy! First parting of mother and child—and such a little child—about two years old. But he is given into the Lord's charge by the hand of his servant Eli, and she can trust Him.

III. **THE VOW BLESSED.** (Read ii. 18, 19, 26.)—A picture here of the child ministering before the Lord. Notice his dress—a white linen loose robe (ephod) tied with a girdle. This the usual robe of Levites ministering in the Tabernacle. Samuel being specially dedicated as a Nazarite, evidently treated as a Levite. How eagerly would look forward to yearly Feast of Passover—for whom would he see then? Nor did Hannah forget him—made him a new coat each year. Can picture his mother dress-

ing her little boy herself—coming each day of the seven days of the Feast to see him—watching his growth, and hearing a report of him from Eli. How was she blessed in herself? God gave her fivefold for the child given to Him. How was she blessed in Samuel? He grew in favour with God and man—blessed himself, and a blessing to others.

LESSONS. (1) *Sympathy*. Eli first wept with Hannah, who wept and then rejoiced with her in her joy. So all are told to. (Rom. xii. 15.) 2. *Prayer*. Nothing too great or small to ask God for. 3. *Keeping of vows*. Warning to those who break. (Eccles. v. 4.)

TEXT. *I called upon the Lord, and He heard me.*

No. 7. SAMUEL.—PART II.

To read—1 Sam. iii.

I. SAMUEL'S WORK. (Read 1-3.) Point out how Samuel in his childhood much resembles Jesus Christ—he grew in favour with God and man. (Compare ii. 26, and Luke ii. 52.) To-day another resemblance. One scene in both lives only told between infancy and manhood—both connected with Temple. Samuel learned God's will about Eli, and Christ learned God's will from the doctors.

Can picture the child Samuel ministering in the Temple (or rather Tabernacle—Temple not built till reign of Solomon). His work to trim the sacred lamp with its seven branches in the Holy Place—also to open the doors for the priests to enter. (Verse 15.) Probably also waited upon Eli in all possible ways. Seems to have liked his work, done it with diligence—regarded it as a holy work done for God.

II. SAMUEL'S VISION. (Read 3-14.) Long time had passed since God had spoken to His people.

Daily prayers and sacrifices—Sabbath and yearly feasts kept up, but no voice from heaven—no inspired teacher like Moses and Joshua in constant communication with God—telling His will to people; at last silence broken and a message comes. To whom? To this child. Notice the circumstances. Night—old priest Eli asleep—doors of Tabernacle closed for the night—child Samuel finished his work—gone to bed too: Hears a voice—jumps up at once—runs to Eli—finds he has not called him—thinks it a mistake—lies down again; same thing happens twice over. At last Eli perceives who has called him. What does he bid him say? Samuel had heard of God—worshipped God—but never yet had direct message from God. But he says what he is told. What was God's message? Alas! one of anger against Eli's house. His sons had behaved very wickedly—had done great sins, and brought worship of God into contempt. What ought their father to have done? But Eli did not punish them. So God rebuked him by this child, and Himself punished his sons.

III. SAMUEL'S MESSAGE. (Read 15-21.) Some children take pleasure in telling bad news—exult over another person's punishment. Did Samuel? No; was very reluctant. Still, when pressed told whole truth—kept back nothing. Would be a sad day for Eli—sad also for Samuel to hear how the friends and playmates of his childhood were to be cut off.

LESSONS. (1) *Instant obedience*. How many would get up instantly in the night, three times in succession? In higher way God calls. By voice of conscience. Happy those who always obey *its* voice. (2) *Truth*. Must never conceal the truth, however painful to tell.

TEXT. *Speak, Lord, for Thy servant heareth.*

## EDITORIAL.

To all who have been teaching the past year, our advice is that they make the proper use of the holidays, viz: to cease regular attendance on any school whatever; read, study, but be free. Return in September freshened for another year.

THE *New England Journal of Education*, in noticing the lively attention paid by this magazine to the question of more tangible union amongst teachers, asks: "After organization would striking and boycotting be in order?" We have not given the slightest indication of recommending any such course as our esteemed contemporary alludes to; rather the very opposite. But we would be pleased to have active support and co-operation of the *Journal of Education* in agitating this important measure in the interests of education and teachers. It is one question.

## UNEXPECTED.

THE Baptists have decided at their May Church meeting to prosecute the college work at Woodstock with greater vigour than ever. Dr. Rand, one of the professors of McMaster Hall for the past year, has been appointed Principal, and the Hon. Senator McMaster has agreed to transfer to the Woodstock College the handsome endowment which he had promised to a college in Toronto, in the event of the completion of the confederation of colleges. The new Principal, upon accepting the position of trust and responsibility, stipulated that he and the college should be left untrammelled by any conditions of

development, even to the establishment of a university in connection with the Baptist denomination in Canada. The *Canadian Baptist* considers the confederation scheme dead. It may be so, but we beg to add at the present, that confederation of colleges is not essentially grouping all the colleges of a country in one town or city. This may be an element, but it is not the essence—the Province of Ontario is a large room.

## THE UNACKNOWLEDGED PROFESSION.

THE complaint, the world over, by the teacher is that he has not a voice, directly or indirectly, in saying who is or who is not to teach; that the supply of teachers is unduly stimulated by the Government, thus lowering the salary to such a degree that it is impossible for a man to live respectably and continue teaching. It goes without saying that the teacher is not paid a fair wage in comparison with other workers, either of brain or hands. In this Province the late Chief Superintendent of Education feeling it to be his duty, no doubt, in order to counterbalance the anomaly of the State's interference with the rights and privileges of teachers, as citizens, in the preparation of teachers, devised and carried out to completion a scheme for the superannuation of teachers. But unfortunately, as it seems to us, this benevolent scheme has been abolished by the Ontario Government under the lead of the present Minister of Education; thus giving to the country a broken system, stimulating unduly, as we said above, the supply of teachers, and withdrawing the aid they were entitled to from

the State. The Government, by its policy, compels a man, when he is in possession of his highest powers, both physical and mental, to live from hand to mouth, and thereafter turns him off, with more inhumanity than an intelligent farmer would his worn-out horse. If the Government intends to continue the plan which has prevailed hitherto in regard to the education of teachers, then unquestionably righteousness demands that a radical change should be made, and that without delay, in the treatment of teachers, either while in the service of the country or upon retirement.

Is Ontario prepared to shoulder the disgrace of ill-requiting her servants in order that politicians may have a few more thousands to spend on manipulating votes, and paying useful runners, or to swell the size of the provincial surplus? Seeing that the case is so, the members of the unacknowledged profession are casting about for the formation of a union amongst themselves for mutual co-operation and more effective work as educators in the development of the country. Every society or body of workers, of whatever class, have found or feel the necessity for the most efficient doing of their part in the community, to have well-defined and well-understood laws and rules for their protection and guidance in the performance of their public duties. Certainly, if any body of men require such aids, and profit by such understandings, teachers, to say the very least, require them as much as any other class in the body politic.

Hitherto, teachers have devoted themselves to suggesting and carrying out changes in the school law, joining together to improve themselves in technical knowledge. No body of workers, we do not even except the clergy, have so unselfishly given their time and money to the country as

teachers have. What is the result? This, that teachers *per se* have no consideration extended to them; that many of the best men are compelled to give up teaching for some more lucrative employment; and the salaries of those who remain are kept at starvation point. For some years past matters with teachers have been going from bad to worse. First, they were deprived of their representation on the Council of Public Instruction; second, the Chief Superintendency was abolished; third, the pension scheme was destroyed. Such is part of the bill of encouragement which the powers that be have passed for the benefiting of the "army of light" in Ontario. We commend the consideration of it to our fellow-workers. It seems to us that the profession of the clergy affords teachers more information, as to what their aims should be, than any of the other professions. A couple of years ago the Presbyterian Church in Canada "resolved that every one of its ministers serving a congregation should at least have \$750 per annum and a manse (house)." The Church, under the lead of its clergy, entered into the matter with spirit and great earnestness. The result is most gratifying; the object set before the Church is virtually accomplished. We say well done. And we ask ourselves the question: why should teachers be the only body of men who have their hands tied and a lock put on their mouths by the State, so that they are perfectly helpless in a question of this kind?

What shall masters ask for, or what do they wish to formulate as a statement of their aims? After some thought on the matter we venture to suggest the following general points:—

1. Incorporation.
2. An influential voice in determining who are to be teachers.
3. Mutual benefits; as in the past

so in the future. Continued vigilance in promoting the best interests of education, and likewise those of educators. The whole question rests with the teachers themselves, if they be true to one another and earnestly

enter into the matter, victory will be theirs, though the fight may be long and doubtful, but if they be indifferent or supine the end can easily be forecast.

"Let us arise and build."

## SCHOOL WORK.

### MATHEMATICS.

ARCHIBALD MACMURCHY, M.A., TORONTO,  
EDITOR.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1896.

First Examination.

ALGEBRA AND TRIGONOMETRY.

Examiner—J. W. Reid, B.A.

1. Solve the equations,

(a)  $x + y + xy = 11$ ,  $x^2y + xy^2 = 30$ .

(b)  $\frac{y^2}{x} = a$ ,  $\frac{xz}{y} = b$ ,  $\frac{xy}{z} = c$ .

2. To complete a certain work A requires  $m$  times as many days as B and C together; B requires  $n$  times as many as A and C together, and C requires  $p$  times as many as A and B together; compare the times in which each would do it; and prove

$$\frac{1}{m+1} + \frac{1}{n+1} + \frac{1}{p+1} = 1.$$

3. If  $a : b = c : d$ ; shew that

$$a - c - (b - d) = \frac{(a - b)(a - c)}{a}$$

$$\frac{1}{a} + \frac{1}{d} = \frac{1}{b} + \frac{1}{c} + \frac{(a - b)(a - c)}{abc}.$$

4. When is a series of quantities said to be in Geometrical Progression?

Find the sum of such a series.

Prove the rules for reducing the various kinds of decimals to vulgar fractions.

5. Given  $x$  and  $y$ , the 1st and 2nd terms of an Harmonical Progression, continue the series, and write down the  $n$ th term.

There are 4 numbers, of which the first 3 are in Arithmetical Progression, the last 3 in

Harmonical Progression; shew that the 1st : 2nd = 3rd : 4th.

6. Define the trigonometrical ratios of an angle, and investigate the different relations existing between them.

If  $\tan A = \frac{1}{2}$ , find the values of the other relations.

7. Determine the angle  $A$  from the equations

(a)  $2 \sin A = \tan A$ .

(b)  $\tan A + \cot A = 4$ .

8. Prove the formulæ:

$$\sin(A \pm B) = \sin A \cos B \pm \cos A \sin B$$

$$\sin(A - B) \sin C + \sin(C - A) \sin B + \sin(B - C) \sin A = 0.$$

9. If  $A$ ,  $B$  and  $C$  are the angles of a triangle, prove  $\sin 2A + \sin 2B + \sin 2C = 4 \sin A \sin B \sin C$ .

10. With the usual notation for the sides and angles of a triangle, prove

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

$$\frac{\sin(A - B)}{\sin C} = \frac{a^2 - b^2}{c^2}$$

11. If  $s = \frac{a + b + c}{2}$  prove that the area of

the triangle whose sides are  $a$ ,  $b$ ,  $c$ , is  $\sqrt{s(s-a)(s-b)(s-c)}$ .

Shew that the same area is also equal to  $\frac{1}{2}(a + b + c) \tan \frac{1}{2} A \tan \frac{1}{2} B \tan \frac{1}{2} C$ .

First and Second Examinations.

LATIN AND GREEK GRAMMAR.—PASS ONLY.

Examiner—Geo. H. Robinson, M.A.

1. Decline in combination, *ille celebrator*; μέγα βασιλεύς.

2. Give the gender and genitive singular of *Tiburn*, *popaver*, *nix*, *scutis*, *tigris*; *ἄρ*, *ἀνωγέων*, *γραῦς*, *ὄρξ*, *ἔρις*.

3. Compare *male*, *maledictus*, *exgenus*, *saepe*; *μέγας*, *μέσος*, *εὖνους*, *μάλα*, *εὖ*.

4. Give the numbers in Latin and Greek words from two to five inclusive, in cardinals, ordinals, distribution, and numeral adverbs.

5. Compare the inflexions of the verb in Greek and Latin, noting points of resemblance and difference. In how far is the Latin verb inflexion deficient?

6. Give the principal parts of *haurio*, *seco*, *fræo*, *frango*, *seco*, *ψάλλω*, *τρέπω*, *ψηφίζω*, *θνήσκο*, *ἴστημι*.

7. Define and illustrate the various modes of expressing purpose in Greek and Latin.

8. Translate with syntactical notes:

- (a) *O puer ut sis vitalis metus.*
- (b) *Odi te qui semper acerbus sis.*
- (c) *Curatus inequali tonsore capillos.*
- (d) *τοῖς οἷοις ἡμῶν χαλεπὸν ἐστὶ.*
- (e) *ὅπως μὴ ταῦτα αὐτῷ δώσεις.*
- (f) *χώρους ἂν εἴσω.*
- (g) *μὴ πρὸς σε θεῶν.*

9. Translate into Latin:

- (a) It is all over with the state.
- (b) He has performed the work, which he undertook to do to my satisfaction.
- (c) Sixteen years after the fall of Carthage.

10. Translate into Greek:

- (a) Nicias said that he was General.
- (b) He wished both his sons to be present.
- (c) Xenophon began his speech as follows.

### MODERN LANGUAGES.

Editors: { H. I. STRANG, B.A., Goderich.  
W. H. FRASER, B.A., Toronto.

### EXERCISES IN ENGLISH.

I. Classify the phrases in the following, and give their relation:

The saved stood on the steamer's deck,  
Straining their eyes to see  
Their comrades clinging to the wreck,  
Upon that surging sea.

And still they gazed into the dark,  
Till, on their startled ears,  
There came from that swift-sinking bark,  
A sound of gallant cheers.

II. Change the following simple sentences to complex or compound:

- (a) Having no hope of averting the issue, he relaxed his efforts.
- (b) At the mention of his name the excitement increased.
- (c) What were the conditions of his withdrawal from the contest.
- (d) In the absence of the secretary it was impossible to proceed.
- (e) Alarmed at not hearing from them, he telegraphed to his brother.
- (f) Taking advantage of the confusion, he succeeded in making his escape.
- (g) They will judge you by your speech and conduct.
- (h) I doubt the propriety of taking such a step in his absence.

III. Express the meaning of each of the following in at least two other ways, changing the language and construction as much as possible:

- (a) A dark house is always an unhealthy house.
- (b) Lake Superior is the largest body of fresh water in the world.
- (c) Plants cannot flourish without sunshine.
- (d) There is scarcely a function of the human body that is not harmed by alcohol.
- (e) Pitcher plants are among the greatest curiosities of the vegetable kingdom.

IV. (a) Change the following from *direct* to *indirect* narrative:

A fox that had lost his tail in a trap was not pleased that his companions should have tails while he was tailless. So he called them all together and said, "Look at me, I am not burdened as you are with a long bushy mass that serves no purpose except to clean the ground behind you. You will never beat me in a race as long as you bear this burden, and I do not bear it. If you are wise you will no longer wear these useless weights; and I can show you how to cut them off in a moment."

- (b) Change from *indirect* to *direct*:

The younger foxes listened admiringly, and were all of them ready to cut off their tails. But a wise old fox got up, and said that that might all be true, but Mr. Tailless had not told them how he came to cut off his tail, and there was some reason to suspect that a trap had had something to do with it. At all events he had not found out while he had a tail that it encumbered him.

V. Paraphrase :

(a) The hand of commerce was designed  
To associate all the branches of mankind ;  
And if a boundless plenty be the robe,  
Trade is the golden girdle of the globe.  
Each climate needs what other climes  
produce,  
And offers something to the general use ;  
No land but listens to the common call,  
And in return receives supply from all.

(b) Art thrives most,  
Where Commerce has enriched the busy  
coast ;

He catches all improvements in his flight,  
Spreads foreign wonders in his country's  
sight ;

Imports what others have invented well,  
And stirs his own to match them, or excel.  
'Tis thus, reciprocating each with each,  
Alternately the nations learn and teach ;  
While Providence enjoins to every soul,  
A union with the vast terraqueous whole.

VI. Resolve each of the following into a series of short simple sentences :

(a) All these lakes are now traversed by steam and sailing vessels, which ply in every direction and, by connecting canals and rivers, are year by year developing the vast resources of the country.

(b) Once when I was sailing in a fine stout ship across the Banks of Newfoundland, one of those heavy fogs which prevail in those parts rendered it impossible to distinguish any object twice the length of the ship ahead of us.

(c) It was known that I had been a soldier in the British Army, and I could not therefore go to the rear, while the men with whom I had shared the danger of the previous part of the day, were now confronting a danger immeasurably greater.

VII. Combine each of the following groups into a single sentence :

(a) She followed his directions. She availed herself of the protection of a large

shield. She had placed the shield against the window. She watched the movements of the besiegers. They were making preparations to storm the castle.

(b) He was putting off in a boat for the rock. Just then a friend spoke to him. This friend had been anxiously watching the condition of the lighthouse for some time. The lighthouse was in a bad state. It could not last long. The friend suspected this. He mentioned his suspicions to him.

(c) Here they received a visit from a chief. He tried to dissuade them from going farther. He otherwise showed a friendly disposition. He presented Cartier with one of his own children. This was a girl seven years of age. He afterwards came to visit her. His wife accompanied him. The visit was made at St. Croix. The French were wintering there.

VIII. Divide into clauses, and tell the kind and relation of each of the subordinate ones :

(a) And when her leaves, *all crimson,*  
*Droop silently and fall,*  
*Like drops of life-blood welling*  
From a warrior brave and tall ;  
*They tell how fast and freely*  
Would her children's blood be shed,  
*Ere the soil of our faith and freedom*  
Should echo a foeman's tread.

(b) We shall see presently that it has been so crushed and altered by *being buried deep* in the ground that the traces of leaves have almost been destroyed, though people who are used to *examining* things with the microscope can see the crushed remains of plants *in thin slices of coal.*

IX. Analyze :

(a) *Armed* with these powers the company *shortly* afterwards established a fort at the mouth of the river *for* the purpose of *trading* with the natives.

(b) *With* offerings of devotion,  
Ships from the isles shall meet,  
*To pour* the wealth of ocean  
In tribute at his feet.

X. Parse the italicized words in VIII. and IX.

XI. Use the following words and phrases correctly in sentences :

Different, raised, laid down, neither of

them, less than, respectively, successively, easy enough, if he was, Mary and her, more than me.

XII. (a) Indicate the pronunciation of the following words:

Unique, vicar, respite, florid, nothing, Danish, Thames, schism, saliva, rendezvous, jugular, yacht, sonorous, tour, strychnine.

(b) Indicate common faults in the pronunciation of Tuesday, grievous, shriek, often, overwhelm, walking, wood and iron, depends insidious, nominative.

XIII. Which is correct?

Three pair (pairs) of stockings. The public is (are) invited. He gave three days (day's) (days') notice. I told him to fetch (bring) it next day. The Reverent (Reverend) Mr. Smith. He is a boy whom (who) we have reason to believe will do well.

XIV. Distinguish: Be careful in copying (to copy) this. He will (shall) hear of this. Councillors and counsellors. Attended by (with). Continual and continuous. Are you going (coming) to the meeting? Are you (aren't you) going to the meeting?

XV. (a) Form nouns from secret, endure, able, judge, preserve, impose.

(b) Form adjectives from courage, passion, effect, ruin, speech, geometry.

(c) Form verbs from real, bright, domestic, go, hold, simple, calm.

XVI. Classify the following verbs as *strong* or *weak*, giving the reason in each. Write, build, fall, pay, feel.

XVII. Give three examples of each of the following.

(a) Nouns having no plural.

(b) " " " singular.

(c) " " " same form for singular and plural.

(d) Nouns having two plural forms.

(e) " " " two meanings for one plural form.

XVIII. Prepositions and conjunctions are both connecting words. What is the fundamental distinction between them?

XIX. Should *person* be classed among the inflections of the noun? Give reasons for your answer.

XX. 1. turning a verb from the active to

the passive form what changes take place in the sentence? What advantages are there in our having a passive form?

XXI. Correct errors in the following, giving your reasons:

(a) They found that the river had raised and overflowed its banks.

(b) Probably not one in twenty know how it was done.

(c) He went in the house and laid down on the sofa.

(d) No better method ever has or ever will be tried.

(e) He does not write as good as he used to.

(f) He had neither a grammar or dictionary.

(g) Take care lest he finds you doing that.

(h) I expect it was her that done it.

(i) I don't know as I shall have any further need for it.

(j) It was decided by a large majority that the next meeting would be held at Hamilton.

(k) We give a written guarantee that if a cure is not affected by the use of these medicines that we will refund the money.

(l) If you have hair of departed relatives make them up into hair bracelets, chains and rings at W.'s.

(m) They will soon see that it is preferable to live as a farmer than to starve as a barrister.

## CLASSICS.

G. H. ROBINSON, M.A., TORONTO, EDITOR

BRADLEY'S ARNOLD.

BY M. A.

Exercise 37.

1. In hoc principe nihil sordidi erat, nihil turpe, nihil humile; parum doctrinae, ingenii satis; rerum peritiae aliquantum, eloquentiae non nihil; multum prudentiae, probitatis plurimum ac constantiae. 2. Et tot patris tui meisque aequalibus nemo illo laude et ob-servantia fuit dignior. 3. Uter vestrum plus detrimenti, plus damni, reipublicae attulerit difficile est dictu; spero confidoque brevi fore, ut utrumque scelerum poeniteat. 4.

Nihil nobis reliqui fecit Fortuna, nisi aut cum dignitate moriamur aut cum ignominia vivamus. 5. Infelicissime pugnatum est; de tot nullibus pauci supersumus; ceteri aut occisi sunt aut capti, ut vehementer verear ne de summa re actum sit. 6. Hominem illius similem ubi gentium inveniamus? Tot ejus virtutes longum est vel enumerare vel verbis exsequi: qui utinam hodie adesset. 7. Tanto sanguine haec nobis victoria constat, ut dubitem equidem utrum victores an victi plus detrimenti acceperint.

## Exercise 42.

1. Mithridates, qui uno die tot cives Romanos trucidaverat, alterum jam et vicesimum annum ab eo tempore regnabat. 2. Hirundines mensibus hibernis hic quoque abesse videntur; ego certe nequam quidem his viginti diebus vidi. 3. Tertium ac tricesimum agens annum excessit vita; quum nondum triginta haberet annos, tantas res gesserat quantas nemo eorum qui aut ante eum aut post regnaverunt. 4. Fames fit in dies gravior; quotidiano labore fatigatis eruptiones, quas ad hunc diem nocturnas diurnas que fecimus, mox intermittendae erunt; nostrorum adventum diem de die expectamus. 5. Ad calendas Iunias mihi se praesto fore pollicitus est; his decem annis ne semel quidem eum ad tempus adesse cognovi. 6. Abhinc propetres annos neminem me unquam dixi, qui fratrem tuum vel virtute vel ingenio superaret; sed hoc biennio severior is in dies fieri atque asperior videtur, nec tanti jam eum facio quanti antea. 7. Viginti fere post diebus quam ab India redierat patrem tuum vidi; ingenii ejus vim nondum aetas hebetaverat, in provecta aetate illis sex mensibus exercitui praefuerat, et jam tum magistratum petiturus fuit. 8. Temporis errore deceptus plus sex menses te Athenis fuisse putavi. 9. De hac re satis jam dixi, nec diutius vos retinebo; abhinc sex menses potui plura dicere.

## THE CLASS-ROOM.

DAVID BOYLE, Editor, Toronto.

WE have been requested by a teacher to answer the following questions:

## ODE TO DEJECTION.

1. Stanza v. Explain—

(a) "Which, wedding nature to us, gives in dower

A new earth and new heaven."

(b) "The sensual and the proud."

2. "My path was rough." How?

3. Explain "timorous leaves," "frenzy," "tender lay," and "small thoughts."

4. "My friends." Who?

5. What does Coleridge symbolize by the storm?

## ODE TO DEPARTING YEAR.

6. Explain—

(a) "Thy robe inscribed with gore  
With many an unimaginable groan."

(b) "His eye wild ardours glancing."

7. "Spirit of the earth." Who?

## ODE TO FRANCE.

8. Explain: "Wizard's wand," "dimmed thy light," "damped thy flame," "drunken passions," "woven dance."

## YOUTH AND AGE.

9. Parse first word.

## ANSWERS.

1. (a) Joy, by which Coleridge means the happiness arising from consciousness of sincerity of purpose and purity of heart, enables us to enter into sympathy with nature—weds nature to us—so that looking upon God's works from a new view-point we see, as it were, "a new earth and new heaven."

(b) Those that are sensual and proud, those that seek the gratification of selfish desires.

2. His career at school and college had been filled with trouble, and many of his darling hopes and literary ventures had miscarried.

3. "Timorous leaves," leaves timidly issuing from the ground or stem; "frenzy," madness; "tender lay," sweet song; "small thoughts," little inclination.



such as : older and elder, healthy and wholesome, " there is " and " there are."

*Insist on neat, legible writing, and complete sentences. One mark off for every mistake in spelling.*

1. Put the following into a properly constructed letter written by Mary Kelby to her cousin Gerty Fendon ; arrange it in three paragraphs, punctuate and put in the capital letters :

Date the letter to-day from your own Post Office.

my dear cousin mother received your letter this morning we are glad to know that uncle george is getting better. in reply to your question mother wishes me to write that to remove rust spots from clothes she saturates the part with strongly salted juice of lemon and spreads it where the sun will shine on it mildew stains when similarly treated with citrate of lemon will generally disappear mother will write herself on Saturday we are all well i write this note in haste that it may be in time for the mail good bye from your  
[30.]

Of the 30 marks 10 are for correct arrangement of date, introduction, margin, paragraphing, subscription. Count 1 off for every error in capitals ; 2 for every error in division into sentences and paragraphs ; 1 for every error in punctuation, and three for every misspelled word.

2. At Thorndale last Saturday Roger Gray paid Walter Adare \$20. Write the receipt.  
[12.]

3. Supply letters or words instead of the apostrophes in : (2 marks each.)

(a) 'Tis some poor fellow's skull.

(b) Don't say "won't" to me.

(c) Didn' you find that plant by the water's edge? [12.]

4. Ask this question in your own words :  
Seek'st thou the plashy brink

Of weedy lake, or marge of river wide,  
Or where the rocking billows rise and sink  
On the chafed ocean's side? [12.]

*To the Water Fowl—BRYANT.*

5. A subscription was taken up in behalf of the boy in this picture. It was large

enough to pay the expenses of giving him a college education. From this hint, and what you can infer from the picture, try to construct his story. [34.]

#### HYGIENE AND TEMPERANCE.

Time, 1½ hours.

*Limit of Work.*—Respiration, Circulation and Digestion.

1. What is meant by good ventilation?  
[5.]

Why is it necessary to health? [5.]

How is it provided in this school room?  
[5.]

Give rules for ventilating sleeping room.  
[5.]

2. All the blood, pure and impure, must pass through the heart.

What is the impure or venous blood? [5.]

Whence does the heart receive the impure blood, and what does the heart do with it?  
[5.]

Why do we breathe? [5.]

3. Why is it important that food should be thoroughly chewed? [5.]

Why do we need variety of food, or why is it better to live on bread and meat and potatoes than to diet on bread alone? [5.]

Why does exercise give us appetite for food? [5.]

4. Why is it so hurtful to take alcohol just before setting out on a very cold journey?  
[7.]

How does alcohol affect the brain? [7.]

*Count 60 marks a full paper.*

#### DRAWING.

Time, 1½ hours.

1. Draw (a) eight parallel horizontal lines one inch long ; and (b) an equilateral triangle with the base to the left, and over it another equilateral triangle with equal base to the right. [8.]

2. Dictation drawing :

(a) Draw a square, side one inch ; draw its diagonals, trisect them ; through the points of trisection draw lines to form a square. [6.]

(b) On each outside of the first square

draw another square; join the upper right hand angle of the top square with the lower left hand angle of the left square; similarly join all other opposite angles of outside squares; complete each as in the middle square. [10.]

3. (a) Print "The Ontario Readers" from the front cover of your reading-book. [6.]

(b) Copy the shield and crown on the back cover of your reading book. [12.]

(c) Stand your book, open about two inches, on its end on the floor, with the front cover towards you and make a drawing of it. [15.]

4. Draw to a scale of one foot to an inch, a window sash  $1\frac{1}{2}$  inches deep on top, on other sides 3 inches deep, containing two panes each 18 in. by 39 in. (No value for this unless drawn to the scale.) [12.]

Count 60 marks a full paper.

### ARITHMETICAL PROBLEMS.

By Leo. B. Davidson, Head Master Public School, Ste. Marie.

1. Along a certain street 5 miles long there is placed a telegraph pole every 50 yards, and a telephone pole every 40 yards. How many of the telephone poles might serve as telegraph poles? *Ans.* 45.

2. John has 12.5 times as much money as Henry, and James has 9.25 times as much as Henry; John has \$16.25 more than James. How much has Henry? *Ans.* \$5.

3. In driving to town a farmer observes that the front wheel of his waggon makes 88 revolutions more than the hind wheel. The former is 10 feet in circumference, and the latter is 12 feet. How far does he drive? *Ans.* 1 mile.

4. A house and lot cost \$2,000.  $\frac{2}{3}$  of the value of the house bears the same relation to  $\frac{3}{4}$  of the value of the lot as 4 bears to 5. Find the difference in value between the house and the lot. *Ans.* \$400.

5. A 30 gallon keg is  $\frac{2}{3}$  full of wine  $\frac{2}{3}$  pure.  $\frac{1}{6}$  of the mixture is drawn off and its place supplied by water. What part of the mixture is now wine? *Ans.*  $\frac{2}{5}$ .

6. A can do a work in 6 days and B in 7 days. After working  $1\frac{1}{2}$  days they are as-

sisted by a boy, and the work is thus completed in  $1\frac{1}{2}$  days. If \$8.96 be paid for the work find what each should get.

*Ans.* A, \$4.34; B, \$3.72; Boy, 90 ct.

7. A man has 3 hours 20 minutes at his disposal for rowing on a stream that runs 2 miles an hour. Suppose he can row 5 miles an hour in still water find how far up the river he may pull in order that he may be able to return within the given time.

*Ans.* 7 miles.

8. If money be worth 8 per cent. simple interest, how long will it take \$99.99 $\frac{1}{8}$  to amount to five times itself? *Ans.* 50 yrs.

9. A building lot with 20 feet frontage is sold for \$400. If land be worth \$17,424 per acre find the depth of the lot. *Ans.* 50 ft.

10. A reservoir is 20 feet 8 inches long, by 10 feet wide. Find how many inches the water in the reservoir will sink if 1,291 $\frac{2}{3}$  gallons be drawn off. 1 cubic foot water = 1,000 oz. 1 gallon water = 10 lbs.

*Ans.* 12 inches.

### EDUCATION DEPARTMENT, ONTARIO.

MIDSUMMER EXAMINATIONS, 1886.

*Second Class Teachers.*

ARITHMETIC.

Examiner—J. C. Glashan.

Value—16 marks for each question.

1. The men employed in a certain factory numbered three less than twice the number of women employed in it. The men received \$1.55 per day, the women 85 cents per day, and the total weekly wages amounted to \$469 80. How many men were employed in the factory? *Ans.* 39.

2. A and B agree to share the profits of a certain transaction in the proportion of \$11 to A for every \$7 to B. In connection with the transaction, A has received \$960 and paid out \$470, and B has received \$1,370 and paid out \$330. How much must B pay to A to settle the accounts of the transaction? *Ans.* \$445.

3. M and N starting at the same moment from the same place, and in the same direc-

tion, walk around a circular track,  $M$  at the rate of  $8\frac{1}{2}$  yds. to every  $5\frac{1}{2}$  yds. by  $N$ . At what point of the track will  $M$  first overtake  $N$ , and how many rounds will each have then made?

*Ans.* (1)  $\frac{1}{2}$  distance round track; (2)  $2\frac{1}{2}$  and  $1\frac{1}{2}$  times.

4. At an election the successful candidate received  $\frac{2}{3}$  of the total number of votes cast, and had a majority of 832 over his rival. Of the total number of electors in the constituency  $\frac{1}{5}$  did not vote. How many electors were there in the constituency?

*Ans.* 4,096.

5. Between 1871 and 1881 the county of A. lost 24.73 per cent. of its population by deaths and removals, but during the same time it gained 42.41 per cent. by births, etc., the percentages being reckoned on the population in 1871. In 1881 the population was found to be 26,478. What was it in 1871?

*Ans.* 22,500.

6.  $A$  sold  $\frac{1}{2}$  of his goods at cost and the remainder at a loss of 25 per cent. on cost. Had he received \$25 more for them than he did, he would have gained 25 per cent. on the whole cost. Find that cost.

*Ans.* \$60.

7. Find the difference between the discount on the 10th Sept. at 8 per cent. on a bill for \$128 drawn on the 3rd Sept. at 3 months, and the interest at 8 per cent. for the same time on the proceeds. (In reckoning the discount include the three days of grace, but no other charges.)

*Ans.* No difference.

8. The length of the sides taken in order of a quadrilateral field are 20 rd., 21 rd., 21 rd. and 22 rd., and the angle between the first and second of these sides is a right angle. Find the area of the field to the nearest square rod.

*Ans.* 439.2.

9. One-half of a ball of lead 3 inches in diameter is melted down and cast in the form of a right circular cone 3 inches in height. Find the diameter of the base of the cone.

*Ans.*  $1\frac{1}{2}$

## ALGEBRA.

Value—10 marks for each question.

1. Divide  $x^3 + 1$  by  $x^{n-1} + 1$ .

$$\text{Ans. } x^{2.3^{n-1}} - x^3 + 1.$$

2. Simplify

$$1 + \frac{z}{x+y-z} + \frac{y}{z+x-y} + \frac{x}{y+z-x}.$$

$$\text{Ans. } \frac{4xyz}{(x+y-z)(z+x-y)(y+z-x)}$$

3. Resolve into linear factors—

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

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

*Ans.* (a)  $2abc(a+b+c)$ .

$$(b) (a+b)(b+c)(c+a)(a-b)(b-c)(c-a)$$

$$4 \quad 1) \frac{2x-y}{2a+b} = \frac{2y-z}{2b+c} = \frac{2z-x}{2c+a}$$

$$\text{show that } \frac{x+2y+3z}{x+y+z} = \frac{4a+38b+47c}{21(a+b+c)}.$$

5. Prove that if  $x^3 - qx + r$  have a square factor then will  $\left(\frac{q}{5}\right)^3 = \left(\frac{r}{4}\right)^2$ .

6. Solve the simultaneous equations—

$$\frac{2x+3y-4z}{x+5} = \frac{3x+4y-2z}{5x} = \frac{4x+2y-3z}{4x-1} = \frac{x+y-z}{6}$$

$$\text{Ans. } x=5, y=4, z=3.$$

$$7. \text{ Solve } \begin{cases} x^2 - xy = 11x + 4, \\ xy - y^2 = 11y - 8. \end{cases}$$

$$\text{Ans. } x=4, \text{ or } -\frac{1}{3}.$$

$$y = -8, \text{ or } \frac{1}{3}.$$

8. Eliminate  $x$ ,  $y$  and  $z$  from the equations

$$x-z = a(x-y), \quad \frac{1}{x} - \frac{1}{z} = b\left(\frac{1}{x} - \frac{1}{y}\right), \quad x^2z = y^2.$$

$$\text{Ans. } a^3(1-b^2) = b^3(1-a^2).$$

9.  $A$  walking along a road passes  $B$ , but finding he has lost something turns back and meets  $B$  2 hours after he passed him. Having found what he lost, he overtakes  $B$  again 3 hours after he met him, and arrives at his destination one hour later than he would have done had he not turned back. Compare the rates of walking of  $A$  and  $B$ , assuming them to have been uniform throughout the whole time.

*Ans.*  $A$  goes as far in 4 hours as  $B$  in 5;  $A$ 's rate is to  $B$ 's :: 5 : 4.

CONTEMPORARY LITERATURE

GERMAN SIMPLIFIED. Especially intended for self-instruction. By Augustin Knoflach. New York: A. Knoflach. Toronto: David Boyle.

This is a concise grammar of German, divided up into a series of twelve small pamphlets varying from fifteen to twenty pages. It may be used in schools and colleges, but is especially designed for self-instruction. Hence the author has introduced numerous exercises and careful explanations of difficulties, together with questions upon grammatical points. Directions for study are also added at the end of each lesson; and each number is accompanied by a key to the previous one. The system is well calculated to assist and encourage those who are endeavouring to acquire some facility in the language without the aid of a master.

EXERCISES IN FRENCH SYNTAX, WITH RULES. By G. Shays, M.A., Assistant Master at Marlborough College. Second edition, revised and enlarged. Rivingtons, Waterloo Place, London, 1886. pp. 138.

The above is an elementary treatise on French Syntax, with copious exercises; the rules are given clearly, and too much is not attempted. Perhaps a little more attention might have been given to the partitive relative, and it would certainly be desirable to cease using the phrase, "partitive article," there being, as it has been pointed out, no such thing. In his preface the author says: "I have assumed, on the part of the learner, a fair knowledge of French accidence, and some acquaintance with the commoner grammatical terms of syntax, and I have aimed at reaching the point at which the translation of ordinary straightforward pieces of English ought to be manageable."

At the end of the volume is a selection of short easy pieces of continuous prose to be turned into French.

SCHOOL ARCHITECTURE AND HYGIENE. By J. George Hodgins, M.A., LL.D., Deputy-Minister. pp. 135.

THE MONTHLY has pleasure in speaking favourably of this hand-book, which cannot fail to be of assistance to school trustees and others. In the course of some twenty chapters, nearly all the information required on the subject of school architecture is clearly given, also plans, designs and illustrations.

THE MCGILL COLLEGE SONG BOOK. Compiled by a committee of graduates and undergraduates. Montreal: J. L. Lamplough. pp. 159.

A capital book, containing many good songs—English and French. The compilation committee and the publisher are to be congratulated on producing a book already so popular and of such neat and tasteful appearance.

THE COMPLETE WORKS OF WILLIAM SHAKESPEARE. By the Rev. W. Hudson, LL.D. Ginn & Co., Boston.

This edition of Shakespeare's works deserves to be, and is likely to become, the most popular one in America as a school text-book. Dr. Hudson has spared neither pains nor labour in his critical and historical introductions to the plays, in the notes upon the text that accompany them at the foot of the page, and in the critical notes that follow, to make Shakespeare thoroughly intelligible to the modern reader, and at the same time to put into the hands of students a thoroughly reliable and comprehensive text-book. The learned editor has confined his attention mainly to interpreting his author rather than to criticising the character of his work, and so far his efforts are instructive rather than educative. Where so much has been done well it may seem invidious to find fault, but we confess that the lack of genuine literary criticism, except what may be quoted from Coleridge and others, renders Dr.

Hudson's work incomplete. There has been too great a tendency of late in the preparation of our text-books to deal with the dry bones of our literature and neglect its spirit. If Dr. Hudson had taken more frequent occasion to direct attention to those parts of his author which display his superlative genius, as well as to expose his faults, he would have added largely to the value of his work to both the ordinary reader and the student.

---

**SOUTHEY'S LIFE OF NELSON.** Edited by W. E. Mullins, M.A., Assistant Master at Marlborough College, London: Rivingtons. 2s. 6d.

We are sorry that through an oversight we have allowed this volume to lie so long on our table unnoticed. Like all the rest of the firm's "English School Classics" that we have seen, it is well got up and attractive in appearance. The notes, while not very numerous, are to the point, and serve, with the aid of several illustrations, to make the narrative clearer and more interesting, especially to non-nautical readers. Only the last three chapters of the *Life* are required by the university curriculum, but meantime we do not know of any other available school edition, and this has the advantage of giving pupils a chance to read the whole life, which they will be none the worse of doing.

---

**A PRACTICAL METHOD FOR LEARNING SPANISH.** By General Alejandro Ybarra. Ginn, Heath & Co., Boston, New York and Chicago, 1884. pp. 319.

This is an attempt, and, we have no doubt, a successful one, to give the learner a certain grasp of the Spanish language, without a study of formal grammar. "I have," says the author, "only attempted to teach my pupils to speak and understand readily the language they studied before entering upon the study of the grammar and the reading of more difficult books, which they can afterwards do with much more pleasure." There are fifty lessons, and the Spanish and English are given in parallel columns. It would, we think, be useful for those studying without the assistance of a master.

Macmillan & Co., London and New York.

**THE GLOBE READINGS.**

- I. The Task and John Gilpin. With Notes.
- II. The Lay of the Last Minstrel and the Lady of the Lake. With Notes.
- III. Marmion and the Lord of the Isles. With Notes.
- IV. The Heroics. By Charles Kingsley.

Volumes belonging to this series have already been favourably reviewed in these columns, and the foregoing numbers are too well-known to make any extended review necessary. The notes are adapted for the use of young pupils. It is to be regretted that the print is so small in some of the series.

---

**IN MEMORIAM.** pp. 218. Paper, 25 cents. A pretty pocket volume, beautifully printed.

---

**A HISTORY OF GERMAN LITERATURE.** By W. Scherer. Translated by Mrs. F. C. Conybeare. Edited by F. Max Müller. New York: Charles Scribner's Sons, 1886. In two volumes.

Students of German literature will welcome the appearance of a translation of Prof. Scherer's valuable work, which in Germany has received such a distinguished position. The books in English on the same subject, which present themselves to our mind, are so dry, so crowded, so unattractive, or so frivolous even, that it has seemed as if the subject precluded the possibility of agreeable treatment. We believe the present volumes, which unite originality with attractiveness, will supply both the student and the general reader with just such an outline as they have been waiting for. The translator, too, has performed her part exceedingly well.

---

**THE ART GALLERY OF THE ENGLISH LANGUAGE.** By A. H. Morrison, Toronto: Williamson & Co.; pp. 282.

Our readers are not unacquainted with the author of this book. He is a valued contributor to the pages of this Magazine. Let our readers get the volume before setting out on their holidays, and we promise them a rare treat while reading it. It contains many valuable hints for acquiring a knowledge of

our mother tongue. It gives us the more pleasure to commend this book because the writer is a teacher of English in one of our Collegiate Institutes.

---

PUBLIC SCHOOL HISTORY OF ENGLAND AND CANADA. By G. Mercer Adam and W. J. Robertson, B.A., LL.B.; pp. 200. Toronto: The Copp, Clark Co. Price 35 cents.

The intention is that this history should take the place of two histories now in use in the Public and High Schools of Ontario. Nothing need be said in regard to the qualifications of the authors; for each is, in a different way, well prepared for the task undertaken. There are several points in favour of this history: Cheapness, taking the place of two, good paper, good printing; in the whole get up, first class workmanship.

---

THE TRINITY OF EVIL. Rev. Canon Wilberforce, M.A. Toronto: S. R. Briggs, the Willard Tract Depository. In language that is strong and plain, the distinguished author treats of Infidelity, Impurity and Intemperance under the above title, showing how that one who would live the better life must fight for himself and others against the sins. Here is no glossing over of guilt, nor, on the other hand, is there any fanatical and intemperate zeal. The book is a valuable one, especially to young men.

---

The *Eclectic Magazine* for May is a readable and attractive number, containing articles on a great variety of topics, as well as poetry and several short stories, of which "The Picture of that Year" from the *Gentleman's Magazine* is perhaps the best. Among the authors represented are Huxley, Sir John Lubbock and James Bryce, M.P. Teachers will be specially interested in Mr. Bryce's article, "The Relations of History and Geography," and in the one which immediately follows it, "France under Richelieu."

*The Critic* is always of the greatest assist-

ance to editors and all engaged or interested in literary pursuits. Its book reviews and its remarks upon literary topics are trustworthy and valuable.

Five profusely-illustrated articles on various subjects appear in the *Century* for May, including a pleasantly written chapter on "American Country Dwellings, an instructive historical and descriptive sketch of the "Flour Mills of Minneapolis," and a war paper by the late Gen. McClellan. Among the other numbers are "Hawthorne's Philosophy," and short poems by Bessie Chandler, Robert Louis Stevenson, Sidney Lanier, and others. Fiction is, as usual, well represented, while "Topics of the Time" and "Open Letters" will perhaps command more attention from thoughtful people than any other part of the magazine.

The month of buds and blossoms brings an appropriate number of *St Nicholas*, in which poetry, stories and articles are pleasantly interspersed. "Lord Fauntleroy" continues to be a universal favourite, and "The Dogs Have Their Day," in a number of anecdotes, while songs and music are not forgotten.

The *Overland Monthly* for May is a spring-like number, containing several studies on public questions and some noteworthy local sketches. Among the stories is a terrifying comet story, dated in the year 1902.

Among other good things in the *Atlantic Monthly* for June may be found an important article on "Honoré de Balzac," by Mr. George Frederick Parsons, of the *New York Tribune*, also an able critique entitled "James, Crawford and Howells," in which these three gentlemen get their deserts.

The series of articles on the "Great American Industries" now appearing in *Harper's Monthly* may well be read with attention and carefully preserved for reference. That on "Sugar" is by no means the least valuable of the series, and is only one of the many attractive features of the June number.

Poetry and pictures, as well as stories and

religious articles, are provided in abundance for the readers of the *Quiver*. A new story, by Edward Garrett, entitled "The Stranger Within the Gates," is a welcome addition, and will probably add to the circulation of this favourite magazine. The author's views on both sides of the "servant girl question" expressed by the characters in the story (who, as usual, are drawn to the life) will be carefully read by many people

RECEIVED.

"Report of the Superintendent of Public Instruction of the Province of Quebec for the year 1884-5."

"How to Teach Penmanship in Public Schools." By J. L. Burritt. pp. 62. 60 cents. Syracuse, N.Y.: C. W. Bardeen.

"Life and Adventures of Baron Trenck," being No. 13 of Cassell's National Library,

---

### NOTES.

THE July-August number of the Magazine will be issued the last week in August.

"SOME looked-up relations in the country for whom they suddenly remembered that they had a particular affection."—*Dickens*.

"BREAKINGS up are capital things in our school days, but in after life they are painful enough." (Pickwick Papers).

THERE is to be a meeting in Steward's Hall, corner of Yonge and Gould Streets, at two o'clock p.m., on Monday, 9th August, for discussion anent the formation of a "union" amongst teachers. Mr. David Boyle, 353 Yonge Street, who takes a lively interest in the subject, would like to hear from those favourable to such a project.

WE have received from the publishers,

Messrs. Appleton & Co. of New York, a copy of the author's edition of Mr. Sully's valuable work on Psychology. We trust that the sale of the author's edition will be very large.

MESSRS. W. STAHLSCHMIDT & CO., Preston, Ont., have forwarded a splendid exhibit of school and other desks under the care of the Ontario and Manitoba Educational Department, to be displayed at the Colonial and Indian Exhibition in London, Eng. Great credit is due this well known firm for the enterprise shown by them in their line of business. They contemplate extending their trade to Australia and South Africa. As a Canadian firm, we wish them every success in their ventures.

---

### BUSINESS.

If you know your subscription to have expired, renew it at once. \$1 per annum is the subscription price, and there is not a teacher in Canada who cannot afford to pay that sum for a good educational paper.

Notify THE MONTHLY at once of change of post office, always giving the name of old office as well as the new.

THE MONTHLY will not be discontinued to responsible subscribers until ordered to be stopped. Bills will be rendered from time to time, and prompt payment of the same will be expected.

Subscribers wishing to introduce THE MONTHLY to their friends can have speci-

men copies sent free from this office to any address.

Our readers will observe that special attention is given to examination papers in this Magazine; in many cases hints and answers are given, and for several papers solutions have been furnished to all the questions. We hope subscribers and others will show in a practical way their intelligent appreciation of the valuable work done by the editors of the different departments of THE MONTHLY.

Bound copies of this Magazine in cloth can be had from Williamson & Co., King Street West, Toronto, for \$1.50 per copy.