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The Educational Journal.

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

Subscription, \$1.50 a year.
In advance.

TORONTO, OCTOBER 15, 1890.

Vol. IV.
No. 11.

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✻ Editorial Notes. ✻

PROFESSOR NETTLESHIP, a distinguished English educator, says in a recent volume: "To say nothing of such writers as Hood and Dickens, English literature is singularly rich in good works of fiction. Could not two hours a week in elementary schools be spared, say from the analysis of sentences, or the geography of Siberia, for the reading aloud by the masters to their classes, of writers like Hood and Dickens?" The suggestion is a good one. Happily the "Friday afternoon" arrangement in our schools gives a good opportunity for carrying it out. We hope a part of the time is thus utilized by many of our teachers. There is no good reason, however, why the reading should be confined to novels. There is a wealth of the best literature which, if well read, could be made equally interesting to children. The tastes thus formed would in many cases elevate the whole future lives of the children.

WE have had occasion more than once to observe that the brilliant specialist is not, as a matter of course, the best teacher. A writer in the last number of *The Week* has some good observations upon this point. He is of opinion that "Canadian Universities do not suffer so much from lack of scholarship in their professors as from lack of those qualities which fit men to impart instruction in a clear and methodical manner. There is ground for the opinion that in the selection of a professor greater anxiety is often displayed in securing a 'double first,' or a senior wrangler, than one who, though of less brilliant parts, may

from his habits of thought and general bent of mind, far outstrip his more brilliant rival, so far as a power to train the minds of students or create a thirst for knowledge is concerned." We are glad to see that some, at least, are beginning to realize that teaching power is one of the first qualifications to be looked for in a teacher.

AN animated discussion took place at a late meeting of the Toronto High School Board, on a motion for the abolition of prizes. It was truthfully urged by the supporters of the motion, that prizes are a premium on natural ability rather than on industry, and that they foster the system of cramming, which is one of the worst enemies of true education. The point was also well taken—it is indeed but a corollary of the prize-giving system—that the introduction of competitive written examinations is most hurtful. The motion did not carry, but the debate is one of the signs of the times. The end of prize-giving on the basis of the results of competitive written examinations is drawing near. In the course of the discussion, Mr. William Houston, M.A., who is a member of the Board, stated that the Jarvis Street Collegiate Institute is the only school of the kind in the Province which keeps up the system of giving prizes. If this is correct—and the authority is reliable—the country is farther advanced in the reform than we had supposed.

THE tendency towards the establishment of private schools in the United States, is shown by statistics to be strong and growing. Referring to the many teachers in the High schools who feel their limitations and long for more freedom in teaching, the *N. Y. School Journal* says:—"As a practical point, it is well worth the thought of teachers who wish to be independent, whether they might not better open their own schools. Very few well managed private schools fail." The time is not yet, we fear, ripe for a very large development of the private school system in Canada, but it is coming. Many a born teacher in both Public and High schools chafes, we have no doubt, under the restrictions and limitations by which he is fettered (we do not say these are unnecessary), and could do much better work if free to carry out his or her own ideas and methods. Private schools are helpers, not rivals of the State schools. Many of the latter would be much the better for the presence and competition of good voluntary schools.

THERE is sound philosophy in the following paragraph which we clip from the report of an address delivered by Prof. F. M. Roof, before the Alabama Educational Association:—

"The oft-repeated, but never answered question, 'What can be done with the bad boy?' may yet find a solution in this (industrial) Educational work. The bad boy, the fidgety, mischievous, incorrigible terror that cannot sit still or let any one else who is near him, that tries the soul of his teacher as thoroughly as that of his mother's slipper;" (execrable pun!) "this is the boy who glories in industrial work, and brings up the best results. Give him something to do, no matter what; he can do almost anything but sit still. Turn him and his jack-knife loose, and this happy combination, with a little direction, will introduce manual training into the Public school faster than two of your good, sleepy boys can carry it out. He is only bad because he is full of misdirected energy. As Dr. Woodward has aptly said, 'He has no natural appetite to destroy; he destroys because he cannot create. He can destroy without being taught how; but how to build, how to construct, how to create, he does not know; then he requires instruction, training, and they yield the greater pleasures.'"

WE are glad to learn from a circular sent out by Mr. J. J. Kelso, who is well and favorably known in Toronto by reason of his practical interest in charitable and humane enterprises, that the formation of a Boys and Girls' Aid Society in this city is contemplated. The work of these Societies is to rescue homeless, neglected or abused children, and receive juvenile offenders (by legal commitment, or otherwise), who are in danger of being sent to prison; to provide for such until suitable homes or employment and guardianship are found for them, and to continue a systematic oversight of their condition and treatment; to maintain a day school, a sewing school, reading rooms, library, baths, and a class in music. Lodging and board are furnished at a nominal charge to working boys and girls who are without homes in the city. We wish such a movement every success. There is just now a tendency in certain scientific quarters to lay, as we think, undue stress on the influence of heredity in determining the character and life history. Inherited characteristics and tendencies are real and often potent forces to be overcome, but we have great faith in the power of training, if only commenced at a sufficiently early age. The work of child-saving is not only the noblest of philanthropies, it is also one in which the harvest of good results from seed sown is largest and surest.

* Special Papers. *

A PLEA FOR HIGHER EDUCATION.

WE do not think we can do better for our readers in this department than to give them the latter half of Sir Daniel Wilson's eloquent address at the annual Convocation of Toronto University. Having given an interesting and encouraging history of the benefactions which the University has received during the year from liberal and sympathetic institutions, firms and individuals in almost all parts of the world, and having glanced at the still existing needs of the university, the eloquent President refers to the Educational requirements of our young Dominion, "only now entering on the occupation of the vast territory out of which is to be fashioned a greater Britain, worthy of the Motherland through whom its title is derived" and proceeds:

How much yet remains for us to do in the very initial stage of development is shown by the conclusion arrived at by Dr. George Dawson, after years of exploration, that there is still an area of fully five hundred thousand square miles east of the Mackenzie river, lying within the line of the great fertile belt, of which as yet we know less than of the interior of Africa. The teeming populations of the Old World look with longing eyes to this land of promise, with its millions of acres needing only willing hands to make them yield golden harvests. The student of history turns with eager expectancy from ransacking the buried records of decayed monarchies to survey a virgin continent on which the British colonist has already sketched out prospective States—the Saskatchewan, the Alberta, the Keewatin, the Assiniboia and the Athabaska—of the twentieth century. It is on those who are now in training in our universities, and being equipped and armed by high culture and wise discipline for the work that lies before them, that, in no small degree, it will depend whether or not the sanguine dream of the philosophic idealist shall be realized, and—

There shall be sung another golden age,
The rise of Empire and of Arts:
Inspiring history's illumined page
By wisest heads and noblest hearts.

The opening up of this vast wilderness as a new centre of civilization gives a practical significance to the widening of the intellectual horizon and the expansion of knowledge in so many unlooked for aspects. In whatever light we view it, the practical importance of higher education, as a grand factor in material progress, becomes ever more apparent, and the economic value of applied science is already so universally appreciated that scarcely any limit can be set to the demands for ampler services. And while we are looking with sanguine eagerness on this birth-time of our own Western domain, the old East is waking up to a new life, and testifies its sympathy in the trials of our own university. Europe and America are paying back their debt to the birth lands of letters and civilization. Schools and colleges are being planted in British India, and letters and science receive a hearty encouragement in Japan, at the very time

when the recovered tablets and inscriptions of Babylonia and Egypt disclose evidences of an Eastern civilization dating fifteen centuries before the Christian era, and startle us by their novel elucidations of sacred and profane history.

But while the East is brightening with a new dawn, and the Old World seems everywhere awakening to a sense of the practical value of intellectual culture, even in its most recondite aspects, it is with a sense of amused wonder that our attention is challenged by a sudden outbreak of disparagement of higher education from sundry very dissimilar quarters. Man has once more plucked of the Tree of Knowledge, and it proves, as of old, to bear both good and evil fruit. Knowledge comes, but wisdom lingers, and instead of fostering it till it attains its later fruitage, not only crafty statesmen and selfish speculators, eager in the pursuit of gain, denounce the popularization of education; but some, whose own example is the best evidence of its worth, are found preaching a gospel of ignorance as the panacea for the age. The Czar of Russia is credited with the assertion that education lies at the root of Nihilism and all its attendant troubles. Bismarck, we are assured, traces the industrial discontent and the world-wide social revolts of which Germany has its full share, to the same source; and high ecclesiastical authorities greet with like monitory warnings the ever-widening diffusion of knowledge. That an outcry against the mischievous diffusion of knowledge should reach us from Russia, and find a sympathetic echo in the breast of Germany's astute and imperious ex-Chancellor, need not surprise us. But it is impossible to see without regret a tendency among our own intelligent working classes to regard with jealousy and disfavor anything beyond the Public school work, as though High schools and colleges were designed solely for a privileged caste, and not for the people. Even in our Legislative Assembly the sentiment has found its advocates, while traders and speculators join in a common wail over the diversion of the rising generation from industrial pursuits. Our forests are in danger of being neglected by the lumbermen, the plow of rusting in the weedy furrow, and the counting-house and store of being deserted, while our young men overstock the professions, and waste a profitless life in genteel penury. If such is really the case it may be safely left to work its own cure. Poverty has no special charms, even though it claim a doctor's title or hide its threadbare garments under a barrister's gown. But is it really so? When the Act in 1853 established the university on its present basis the population of Toronto amounted to about 40,000; now it is reckoned at upwards of 150,000 souls. It is surely a natural result of this, with its accompanying increase of wealth and extension of professional openings, that students should come in greater numbers to our halls.

We have, I trust, as Canadians, some higher aim than to be the mere lumberers, wheat-growers and pork-packers for the world. But are the forests meantime abandoned to unproductive waste, or our fields left untilled? It is true that students, counted by dozens within my earlier

experience, are now reckoned by hundreds, but the same period has witnessed the growth of towns along the shores of Lake Superior, and in the great wilderness beyond, where in the same earlier years I have camped out among wild Ojibways, and more frequently seen the bear and the muskrat than even the red Indian. Still more, on the prairies of the North-West, where herds of buffalo then roamed at will, and only the Hudson Bay trapper interfered with the Cree and Blackfoot savage, the Province of Manitoba, with its fertile farms and industrious settlers has already one million fourteen thousand acres under cultivation, with a yield of wheat for the present season estimated at 20,000,000 bushels. The wilderness thus reclaimed to the service of civilization has been, in a large degree, the work of our own farmers' sons, who have deserted the older farm lands of Ontario, not to plough the classic field, not in search of easy professional gains, but solely from the greater attractions of the virgin soil of the prairies.

No delusion can be greater than the assumption that the highest intellectual culture is inimical to trade and commercial enterprise. The Florence of the middle ages, the city of Dante and Giotto, of Boccaccio, Michael Angelo and Galileo, was the centre of trading industry and wealth when Sheffield and Birmingham were rustic hamlets, and Lincolnshire and Yorkshire were mere grazing farm lands. Edward III. owed to the bankers of Florence the means of equipping the yeomen who conquered at Cressy and Poitiers; and when Italian art and letters degenerated with her loss of freedom, trade followed them to other centres beyond the Alps. Antwerp, the later hive of European industry, whence the raw wools of England were returned to her from the loom, and where the great annual fairs attracted merchants from all lands, was also the home of Gruter and Ortelius, of Rubens, Vandyke and Teniers, and Quentin Massys, the blacksmith of Antwerp, ranks among the most prized artists of the Low Countries. These are but examples of the general law. He must have read history to little purpose who has yet to learn that commerce and manufactures have in all ages found their common centres with arts and letters. The cartoons of Raphael are the products of his genius enlisted in the service of the loom, and England's famous Wedgwood ware owed its worth to the same artistic skill that gave the charm to Flaxman's Homer.

It would be a wasteful employment of exceptional energy to systematically divert men of such capacity into the ordinary work of trade. But it is the dilettante and the poetaster, not the man of true genius, to whom such work is impossible. Chaucer was entrusted with the negotiation of a commercial treaty with Genoa, and subsequently appointed Comptroller of the Customs in the port of London. Milton was the Latin Secretary of the Commonwealth and the defender of its policy against all assailants. Newton filled the office of Master of the Mint. Among England's successful bankers are the poet Rogers, author of "The Pleasures of Memory"; Grote, the eminent scholar and historian;

and Lubbock, distinguished among British archaeologists and Chancellor of the University of London; while William Morris, foremost in the ranks of England's younger generation of poets, possibly our future poet laureate, is one of her most skilled manufacturers, successful as the rival in fictile art of Meissen and Sevres porcelain. In the rivalry among civilized nations for supremacy in the world's marts, the race will be to the swift and the battle to the strong; and strength in such a rivalry means intellectual supremacy. Sir Joshua Reynolds, when questioned what he painted with by a tyro who fancied that he could thus snatch the secret of the master's art, replied, "With brains." For the true equipment of such education cannot be too high. With our excellent Public schools accessible to all, our free libraries, our unshackled printing press—unshackled even by an honest respect for the author's right of property in his work of pen and brain—knowledge is widely diffused, but it is mainly superficial. Smatterers in science cavil at revealed truth, and amateur newspaper correspondents undertake to solve problems that have baffled the profoundest thinkers. The vastness of the ever-widening field of knowledge stands out in startling contrast to all that the most gifted instructor or the most ardent student can overtake in the brief years of an undergraduate course; but this, at least, we seek to secure, that whatever is done here shall be thoroughly done. And if among the contestants in the intellectual arena there are some to whom knowledge brings its own reward, the world needs its thinkers no less than its doers. It is their province to lay broad and deep the foundations of abstract truth, on which their successors build for purposes of utility. Without them the marvellous utilizations of science for the daily service of man which pre-eminently characterize the present age would have been impossible. No nation can flourish by a trafficking in knowledge as the mere outfit for professional life. Yet I am persuaded, from long experience, that no training is better qualified to fit men for many practical duties than the persistent diligence of systematized study in any of the departments of our university honor-work. It is accordingly with peculiar pleasure that I note among the acquisitions of the present year the founding of the Ramsay scholarship in political economy, the gift of one of our leading bankers, in evidence of his recognition of the practical utility of the training now given in this university in the liberal course of studies embraced in the Department of Political Science.

That higher education in a young country like this—as, indeed, to some considerable extent in all countries—will be turned to account for professional training is inevitable. We may recognize the charms of divine philosophy as "a perpetual feast of nectared sweets," but the prosaic realities of life forbid us sitting down to its enjoyment. The revolution that has marked the progress of school education in Ontario during the last thirty years has been traceable, in no small degree, to the training which fitted our graduates to step into the vacant masterships of its High schools and

Collegiate Institutes. In spite of the crusade against professional training which led to the abolition of medical and law faculties for a time, the practical value of a liberal education has been attested by the honorable rank won by our graduates in the learned professions. As instructors in colleges, schools of science and of medicine, they have reflected honor on their Alma Mater: while in the legal profession they have not only distinguished themselves at the bar, but among them are already numbered a chief justice, a chancellor, vice-chancellor and eminent judges. In the recent provisions for the efficient equipment of the departments of biology and physiology it is inevitable that the students of medicine will largely profit by the advantages thus brought within their reach. It was a practical commentary on the inexpediency of abolishing the medical faculty of King's College that the medical schools of Ann Arbor, Buffalo and Montreal were the resorts of hundreds of students from Ontario, seeking advantages there that they could not command at home. It is in the interest of all that our medical men should be thoroughly educated; and I have little fear that the people of Ontario will sympathize in a protest against the improvements in the department of biology, lest, perchance, the students of medicine avail themselves of its advantages, and so some half educated practitioners may be superseded by men thoroughly informed in the science of their profession. Our aim in the faculty of arts is high culture in its truest sense; the pursuit of knowledge for its own sake and wholly independent of mere professional requirements. But if a result of such training is to secure able and scholarly teachers for our schools; for our bankers men of clearer insight into the principles on which the wealth of nations depends; for lawyers and judges men of cultivated intellect, trained in wide fields of philosophic speculation, and taught to control the seductive powers of rhetoric by the highest laws of ethics; and for physicians men who have advanced beyond the stage of clinical instruction and as scientific experts can render a reason for the course that they pursue, this is assuredly a public gain.

In the recent revision of the scheme of studies prescribed by the university in all the departments of letters and science, while availing ourselves of the experience of other universities, the special needs of our Province and the Dominion have been kept steadily in view. Canada has rare and exceptional advantages. As a people we share in all the grand historic past of the Motherland, while we enjoy an immunity from the impediments involved in some of time's bequests to her. We inherit what it scarce seems hyperbole to speak of as a boundless territory, unencumbered, and ours to make of it what we will. The training of those who before long must be called upon to take part in the carrying out of this transformation is the work of our schools and colleges. It is for us as teachers not only to guide the student through his prescribed undergraduate course, but to animate him with the resolve to turn his knowledge acquired here to wise account, to stimulate

him with the ardor of proud hopes and noble endeavors:

To arouse the deeper heart,
Confirm the spirit glorying to pursue
Some path of steep ascent and lofty gain.

Never was there a time when the responsibilities were greater or more urgent. Our young Dominion throbs with eager, undefined longings and aspirations—"yearning for the large excitement that the coming years will yield." It is of vital importance that such aspirations be wisely directed, and the true goal be kept in view. There is a tempting hallucination in the acquisition of a domain that stretches from ocean to ocean. The rhetoricians of the neighboring Republic have yielded only too freely to its seductions. Emanuel Leutze's fine allegorical fresco in the Capitol at Washington pictures the pioneers of the Pacific States as they surmount the crest of the Rocky Mountains, and beneath it is the motto:—

The spirit grows with its allotted space,
The mind is narrowed in a narrow sphere.

But however just the pride with which we enter on the task of fashioning out of the savage wilderness of half a continent, the Provinces and States of the future, history teaches us other lessons. If breadth of mind is coincident with amplitude of territory, Russia ought to be the centre of Europe's intellectual life and England a narrow sphere of bigotry and ignorance. The lamented historian, John Richard Greene, charmed all readers with his "Making of England," but his fascinating volume sufficed to show that it is men not acres that go to the making of great nations. From a little speck on the world's map, lying between the Mountains of Moab and the sea, have come the melodies of sacred song, and the inspired lessons that still glow with living power for the regeneration of the world. The land of Hellas and the islands of the Ægean sea were the nurseries of letters, arts and science; and a still similar Republic in the valley of the Arno stepped into her place as the Athens of the Middle ages, and the cradle of the Renaissance. And as for England, the land of Shakespeare and Milton, of Newton, Locke, Adam Smith, Darwin and other epoch-makers of the past and the present, America's genial poet, Oliver Wendell Holmes, looking on the insular cradle of our common race from his own ample domain, exclaims with kindly irony:

His home: the Western giant smiles,
And twirls the spotty globe to find it;
This little speck, the British Isles?
'Tis but a freckle, never mind it.

But it is only to recall the words:—

For Memory blushes at the sneer,
And Honor turns with frown defiant;
And Freedom, leaning on her spear,
Laughs louder than the laughing giant.
"An islet is a world," she said,
"When glory with its dust has blended:
And Britain keeps her noble dead
Till earth, and sea, and sky are rended."

We inherit the energy of the race that has made of England what she is; and with it the heritage of her example, and the lessons which her history teaches. The capacity is ours; let it find wise guidance, as it has ample scope; and what may it not

accomplish? Our faith in the life that lies beyond earth's narrow span finds confirmation from the very insignificance of man's highest achievements here compared with his capacities and aspirations. Yet here is your present field of action, in which you are called to play your part manfully; ever keeping before you that higher life, of which this is but the probationary stage. Let it be vital with deeds, and not with boastful words. Science has come to your aid with appliances undreamt of till now; philosophy turns aside from abstract speculation to solve the vexed problems of social and political life. With advantages rarely, if ever, equalled, you enter on the inheritance of a virgin soil with all the grand possibilities of a new era. But the willing hand of the industrious toiler will need the help of the keen intellect and the no less busy brain; if we would not be mere gleaners, loitering in the rear of a progressive age; "reaping where we have not sown; and gathering where we have not strawed."

Elocutionary Department

STUDIES ON ELOCUTION.

SCENE FROM KING JOHN, FOURTH READER, P. 306.

BY R. LEWIS.

THE two important characters in this selection are: Hubert, the Burgher Chamberlain and Prince Arthur, the right heir to the throne which John had usurped, and now a prisoner in the charge of Hubert. In a previous scene John had tempted Hubert to undertake the murder of Arthur, whom John had described as "a very serpent in his way" to the full possession of the throne. In this scene Hubert has the warrant of the king to commit another crime—common in that age of darkness and cruelty—to burn out the eyes of his innocent prisoner, before committing the greater crime. Hubert but "acts in blind obedience to a course of habit." Throughout this play—or as it should be called tragedy—Hubert displays as noble and chivalrous a character as the best around him. His highest offence is his fidelity to a cruel, cowardly and worthless ruler; and that fidelity was prompted and sanctioned by the feudal habit and law of loyalty and obedience of the subject to his sovereign. In the scene before us, when preparing to burn out the eyes of Arthur, "the sight and supplications for mercy and the tears of the innocent child, awaken in him his slumbering, better nature." Arthur is childlike and incapable of believing in the possibility of the threatened cruelty to be inflicted by one whom he loves and trusts; "a saintly creature, angelic, untried and uninjured,"* but, as a prisoner sighing for the freedom of lowly life, and, while in terror of his uncle's deadly hatred, he fears no danger from his keeper, Hubert.

These are the conflicting characteristics that must guide us in reading, with true impersonation, this splendid but pathetic scene. The sternness of Hubert, unnatural to him and exaggerated by the effort to subdue or conceal his better feelings, and sustain his character as jailor and executioner; and, on the other hand, the tenderness and loving sympathy of Arthur with the only friend he has, and the terror with which he is filled when he reads the warrant to burn out his eyes, rising to its height of anguish, when he sees the attendants approach with the instruments of torture in their hands, expressed in the thrillingly touching appeal:

"O save me, Hubert, save me! my eyes are out
Even with the fierce looks of these bloody men,"—
these varied feelings and appeals demand the strongest conceptions of the imagination in the reader to realize the picture by oral reading.

The reader, however, must beware lest he overdo each part as he impersonates it. Hubert's sternness is pervaded and softened by compunctions of

conscience, and by the natural pity which makes the "foolish rheum turn spiteous torture out of door!" while Arthur displays heroic manliness, even in his childlike appeals for mercy. His training has been that of a prince of the stern feudal age, and his intelligence and language are advanced beyond his years.

Further, in this preparation to read the scene it is of little importance to the reader that he should realize the material scenery and objects supposed to be in the room, as necessary to a full conception. It is not known where the scene occurred or where Arthur was imprisoned. It adds nothing to the conception to make a mental picture of the walls, or the arras, the tapestry hung over the walls, or the general surroundings of the room in the castle. Such preparatory conceptions will rather tend to weaken the grander conceptions to be formed of the two leading characters.

Finally, the reader must not attempt to be the actor. When the play is represented in the theatre the scenery and costumes are historical pictures of the times, and each actor represents one character only. But the reader represents not costumes and scenery but simply persons which, notwithstanding, form the essential part of the play. Neither is the reader called upon to exercise gesticulation. If in this scene he performed all the gesticulation he would have to walk from one side to the other, he would have to bring on "the cords, irons, etc." The reader remains in one place and his gesticulation must be exercised with economy, graceful and appropriate, never violent and extravagant, and, as a rule, rare. It is in every respect best for the reader that he should have no gesticulation rather than much of it. Finally, in this preparation it should be a rule with readers as with actors not to look at their audiences. In reading, this is excusable if the reader is narrating an event to the audience. But when dialogue is introduced and represented, if the reader, as Hubert, for example, is speaking to the attendants or to Arthur, he should turn his face slightly but not his person to one side; but the instant he reads the words of Arthur he should turn slightly in the opposite direction, and do this systematically and uniformly, not fixing Arthur or Hubert sometimes on one side and sometimes on the other.

THE SCENE.—The references are to the pages 306, etc., and lines in the Fourth Reader.

The instructions are given to the attendants with calmness and dignity, but with a slight expression of anger in the reply to the objection made by the first attendant.

L. 8, H. changes his expression. It is the expression of a noble nature struggling with the promptings of an evil deed which he is ashamed to name and shrinks from committing, stern respect with softer utterance than to the attendants.

P. 307, A. The salutation is gentle and trustful. There is yet no suspicion in A.'s mind of the intended torture. The reply of H. is still marked with the hesitancy of guilt, and spoken in low pitch and slowly.

With reference to the vocal imitation it should be understood that no such imitation should be forced and unnatural. If a man represents the two characters, his voice as H. should be natural, about the middle pitch of his own voice; but when he passes to A.'s speeches the voice should be softer in quality, higher a note or two in pitch, but in no respect attempting to pass into the pitch of a child or young boy's voice. The same rule holds for a lady. As Hubert, she uses the deeper and sterner tones of her natural voice, but in no respect must she attempt to imitate a man's voice or pass into gruffness of tone.

A. answers mournfully and complainingly; emphasize "little," "more" and "sad."

H. answers with a sigh; (emphasize "merrier.")

"Indeed I have been merrier."

A. read "Mercy on me"; em. "nobody" and "I." The delivery of the speech throughout must be free from whining or childish tones. From "yet" to "wantonness" he speaks cheerfully with a touch of humor. Afterwards to the end of his speech he complains in a strong feeling of injustice, but childlike. In the last two lines we may conceive with what touching and tender earnestness he turns to Hubert:—

"I would to Heaven
I were your son, so you would love me Hubert."

In l. 6 of this speech, "sheep" takes em. as even sheep. Again in l. 10 read: "He is afraid of me, and I of him," as marked.

Read l. 11 with feeling and tremor.

The speech of H. is uttered in soft and low tones his head turned slightly away from A.

The question of A. is full of tender but childlike sympathy, and the simple rebuke in l. 4 will be best expressed as marked:

"I warrant I love you | more than you do me."

Hubert turns his head aside; he cannot look the innocent child, so justly complaining, in the face, and the speech he utters is spoken in low tones. L's 3, 4, are questions put to himself, and so read.

A.'s question is an earnest appeal, the voice trembling in the agitation of terror. Let the reader be careful not to emphasize "both," as if to burn out one eye would not trouble him. The question is, "Must you destroy my sight?"

P. 308, A. "And will you," should be read as marked, and in H.'s answer "Will," is emphatic with downward inflection.

The touching and beautiful appeal of A. that follows is a study demanding the most careful conception and expression; and the student must remember, notwithstanding "new systems" that are abroad, that the vocal expression is as much a study and a difficulty as the conception. The writer of these articles does not suppose that his marks and rules will supersede the necessity for the right conception, but he is equally certain that without special attention to the modulations of the voice, the conception will fail to be realized in speech.

A., "Have you the heart," etc. The pleading is intensely earnest and touching, simple and childlike, but not loud nor childish. The voice must not mar the appeal by imitation of crying tones, but be marked by such full force, without boisterousness, as the brave heart of a young boy, pleading for sight and very life to a generous nature would naturally inspire.

In reading from l. 1 to l. 12, A., excited by terror, speaks rapidly, laying great emphasis on the value "handkercher," "a princess wrought," possessed, and uttering the inquiries with tender emphasis. In l's 10 to 12 em. "poor" and "prince" (even a prince). In l's 13 to 16 the expression is one of despair and resignation. "Since you must be cruel, I must suffer." But in l. 16 the fear of torture and of death is re-awakened and the appeal strengthens in its terrible and bitter earnestness:

"Will you put out mine eyes?"

Those eyes | that never did nor never shall
So much as frown | on you."

The em. on the italicized words with the inflections indicates the expression of the voice.

The reply of H. to this passionate appeal is firm and stern, presenting as yet no signs of relenting.

But A. does not give up hope. His terror inspires eloquence which reaches a climax too powerful for H. to resist. He must yield unless the cruelty is at once executed. The first five lines of A.'s speech are beautiful in their imagery, but in no-wise unnatural in the feeling that things even without life would sympathize with the fears and tears of innocence. This passage must be spoken with passionate earnestness, especially expressed in the words "drink my tears" and "quench his fiery indignation" and "innocence." L's 6, 7, would be better omitted as the figure passes into hyperbolic extravagance. But the earnestness and beauty of the appeal are again renewed in the remaining lines, which are here given marked:

"And if an angel should have come to me,
And told me HUBERT | should put out mine eyes,
I would not have believed him. No tongue but
Hubert's."

"Hubert" and "eyes" take strong emphasis, and the three lines are to be read with that agitation and tremor which best express terror and anguish.

The remainder of the scene will appear in the next issue of this journal.

It has seemed to me that the highest range of human talent is distinguished, not by the power of doing well any one particular thing, but by that power of doing well anything which we resolutely determine to do.—Francis Wayland.

*Quotations from Gervinus.

English

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

THE RECENT MOVEMENT IN COMPOSITION TEACHING.

DEVELOPMENT EXERCISES.

It has taken the teachers of English a long time to reach the truth in composition teaching, but certain it is that during the last few years the truth, or a great portion of the truth, has been attained. The most advanced books and the most advanced teachers universally recognize that system as faulty which is satisfied to teach composition by means of formal exercises in correcting bad English, in changing simple sentences into compound, complex, or even compound-complex sentences. They recognize that writers can be made only by the creating or building up in the child's mind of such a spirit as delights in the manifestations of nature, in the life and feelings of humanity, and of such a faculty as will afford the natural means of expression to that spirit. The truth is that the pupil's power of writing is by no means commensurate with his power of thinking or even of speaking. Who can number the thoughts that crowd through the child's brain? The phenomena of nature—the rain, the snow, the growth of plants, the changing seasons, the snow and stars, home with its hundred emotions—these and countless other subjects have created in the mind of every child thoughts, reflections, images as innumerable as the sands of the sea. Yet ask a child to tell you on paper all about any subject, even the very commonest one, that he sees day after day—a house, a tree, a dog—and, unless he is an exceptional child or has had exceptional training, he is muter than the "incomparable muteness of the fishes." The reason for this is evident. The thoughts of childhood are vague, indefinite thoughts. Within the little brain wander the mighty host, not marshalled, not arrayed, but jumbled, confused and jostling—an army without a commander and without an aim. If the child only knew they were there, if he could only seize these shy fugitives in the field of mind and press them into loyal service of their master, we should have new comedies and new tragedies, new Iliads and new Odysseys. To realize all this is certainly impossible. But to realize that small fraction of it which will make intelligent and interesting writers of English is as certainly possible. But possible only with right methods. One way in which the new education seeks to train the child to seize his vague indefinite thoughts and transform them into such clear and definite thoughts as may easily be expressed on paper is the use of "development" exercises. To show what these are I subjoin, as a clear illustration, the following not altogether imaginary scene. The compositions appended are pupils' work. In such exercises the spirit, feeling, tact of the teacher are everything. Here more than in any other subject does the fire of the child's mind "kindle at the living fire of thought."

THEME:

THE SNOW FALLS SOFTLY COVERING ALL THINGS.

PERSONAGES. — Teacher, various pupils — John, Harry, Mabel, Nellie, etc.

SCENE. — School-room, through the windows of which one can see the snow falling.

TIME.—I. Wednesday afternoon; II. Thursday morning.

I.

T.—"Well, pupils, composition day comes round again to-morrow, and you haven't yet chosen your theme. What are you going to write about? (Half ironically) Shall it be 'Virtue is its own reward,' or 'Honesty is the best policy?'" (Signs of trepidation among pupils, with shaking of heads.)

M.—"Please, Sir, I should like to write on something else. May I tell you what? (T. looks encouragingly.) May we write about the snow?" (Signs of relief and satisfaction among M.'s comrades.)

T. (half doubtfully)—"About the snow? I'm afraid— You don't know enough about the snow, do you?" (Class braces up as if to repel such an insinuation.)

J. (stoutly)—"We know all about it, sir—when it comes, when it—"

T.—"Well, when does it come, John?" J.—"It comes in winter."

T.—"After?" J.—"The harvest and the apple-picking."

T.—"After?" J.—"After the leaves have fallen."

T.—"What kind of leaves?" J.—"The leaves of the trees." N.—"The yellow leaves." M.—"The leaves of crimson and gold, the pretty leaves of autumn."

T.—"And what do the trees do without their leaves?" M. (doubtfully)—"The snow comes down and covers the bare branches."

T.—"And how does it fall?" M.—"Softly, in big flakes."

T.—"Like —?" M.—"Like little white birds."

T.—"And covering the bare arms of the trees, you told me. Covering what else?" J.—"Covering the fields and keeping the grain warm." H.—"And the lanes and roads and frozen river." N.—"And the houses and shops and churches and church-yard." J.—"And the paths and door-steps and window-sills."

T.—"Covering the ground like —?" J.—"A great white carpet." M.—"A spotless, white robe."

T.—"Yes; covering the dead leaves and dead flowers like a shroud. And the snow on the roofs looks like —?" M.—"New roofs of snow."

T.—"And on the stumps and fence posts?" M. (timidly)—"Their white night-caps." (Class smiles.)

T.—"Yes, and filling up —?" J.—"All the hollows and ditches."

T.—"And drifting —?" J.—"Into the fence-corners and over the roads."

T.—"Into every nook and cranny that it can push its way into. Burying —?" M.—"The leaves and little trees, and sometimes the fences, too."

T.—"So that in all directions wherever the eye can reach you see nothing but —?" All—"Snow."

T. (earnestly)—"Well, I do believe you know enough to write something about the snow. And you will have something worth saying if you remember what you told me to-day. But do you remember what part about the snow we spoke of first? (T. rapidly has the class review the order of the parts of the theme, the time, the manner, the effect of the snow-fall.) Now you may write awhile. I shall ask for the compositions to-morrow."

II.

T.—"Composition class, attention! John will read his composition first."

J.—"The snow falls softly covering all things. It is the first snowfall of winter. The summer season, with its pleasure trips and holiday excursions; the golden autumn, with its brilliant forests and laden orchards; the delightful Indian summer—all have come and gone, and winter is here once more. The snow-flakes fall slowly through the air and alight on the roofs of the houses and barns, on the fences, on the trees of the orchard and on the bare boughs of the forest, covering the fields and the meadows and forming the shroud of all vegetable life. The boughs of the evergreen are heavily laden with snow, all foot-paths are completely obliterated, and all walks completely covered. Every house has a new roof, every fence post its fleecy cap, and farther than the eye can reach in all directions the earth has donned a spotless mantle."

T.—"Read, Mabel."

M.—"The snow falls softly, covering all things. Bright mellow autumn had gone. No longer were the trees clad in crimson and gold, but stood bare and dumb, their gigantic arms outstretched in mute supplication for other covering. No longer was the grass green and the shrubs flourishing. Everything was desolate and dreary. Then the soft pitying snow descended noiselessly, and spread over the cold earth its warm, white covering. It robed the trees in purest ermine; it heaped high its glittering flakes on twig and briar, bush and shrub; it fell softly in the graves in the church-yard; it wreathed the airy church spire till it seemed the pure white finger of Faith pointing upwards; it drew a downy shroud over the old pump standing like a grim spectre by the road-side; it nestled snugly in all the nooks and crannies of the old, rambling farmhouse; it clung caressingly upon the battered old

fence, and down by the brook, once rippling and gay, but now lying in stillness, it laid its fluffy mantle."

T.—"I trust all the others are as well done as these. Harry, please collect the compositions."

SUBJECTS FOR DEVELOPMENT EXERCISES.

1. The snow fell softly.
2. The fog descended.
3. The rain fell.
4. The tired traveller drank from the spring.
5. The school-bell rang.
6. The stream flows through the woods.
7. The tea-kettle began to sing.
8. People hurried to and fro in the streets.
9. The day dawned.
10. There are clouds of all kinds in the sky.

QUESTIONS AND ANSWERS.

I. LITTLE DANDELION.*—(2nd Reader, p. 143). The first stanza represents the dandelion as a gay little maiden brightening the meadows (gold among the green), swinging on slender foot (stalk), and praying. (In praying a Roman Catholic often uses a string of beads, called a rosary, which he tells (counts) as a guide to the number of times he repeats a prayer.) She is happy in her little sphere, and wisely does not endanger her happiness by asking love from others. The second stanza tells us that the daisies have ceased to bloom, and that the pinks and violets have not yet flowered; so that only the greeting the May (the month of May, looked upon here as a person) receives is from the dandelion. The third stanza shows how the snow-storm bends down the daffodils. The form of the daffodils may be seen in the illustration. They are yellow flowers, appearing early in spring. But beneath its white covering the gay little dandelion counts the many yellow petals of its flower, thinking them so many gold-pieces. Compare O. W. Holmes' poem, "The Dandelion"—"Fringing the dusty road with harmless gold." Then the flower, called meek because blooming among the grass, loses little by little its golden petals. ("Amber dew" means a liquid the color of amber—yellow. The dandelion is imagined to have hair tinged by amber dew.) The noonday sun beats down pitilessly upon the tender flower, which faints and dies under the hot rays. Round the flower is wrapped its little white shroud (the seeds of the flower with their light white stalks), and the wind comes down like an angel from the cloud, and everywhere you see the dandelion, now a child of the air, fluttering, soaring away.

2. What is the derivation of "spitted" in "Killed and spitted," said the sparrow"? * "Spitted" is derived from "spit," a sharpened piece of wood or iron on which meat is roasted.

3. "I (the drop of rain) flew down and felt the sunbeams rattling against me—and dancing round me in circles of green and gold." * Please explain. The idea is poetic. The sunbeams would strike the rain-drop and be reflected, forming a miniature rainbow.

In the "Vision of Mirza," account for "Kept the fifth day of the moon holy." † The keeping of certain periods as times of special celebration is characteristic of almost all religions. Addison regards the Mohammedan Mirza as keeping the fifth day of each lunar month sacred, with no particular reason for the keeping of that day rather than any other.

"Flow Gently, Sweet Afton." In whose honor was this song sung? ** Various conjectures have been made as to the "Mary" of the poem. The verses were given by the poet to Mrs. Katherine Stewart. People have thought that she is the "Mary" of the poem. Burns' brother thought the Mary alluded to was "the poet's Highland Mary." But the poet's meetings with Mary Campbell took place at Maucline, some distance from Glen Afton. "Mary" is perhaps an unknown, or perhaps an imaginary character.

Does the "sleep" referred to mean death? No. Is the poet writing in a mournful or a joyful strain? There is an undertone of quiet pathos in the poem, though no doubt some of the pathos comes to us from the melody to which it is sung. The chief feeling, however, is one of quiet gladness in the scene.

* Answering various questions from W.H.C. † From C. R. ** From "Young Teacher."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.
LATIN AUTHORS.

Examiners { J. E. HODGSON, M.A.
JOHN SEATH, B.A.

NOTE—Candidates will take section C and either section A or section B.

A.

Translate into idiomatic English :

Hostes prælio superati, simul atque se ex fuga receperunt, statim ad Cæsarem legatos de pace miserunt : *obsides* daturos, *quæque* imperasset facturos, polliciti sunt. *Unâ* cum legatis Commius Atrebas venit, *quem* supra demonstraveram a Cæsare in Britanniam præmissum. Hunc *illi* e navi egressum, quam ad eos *oratoris* modo imperatoris mandata perferret, comprehenderant atque in vincula coniecerant : tum, prælio facto, remiserunt et in petenda pace ejus *rei* culpam in multitudinem contulerunt, et propter imprudentiam ut *ignoscere-tur*, petiverunt. Cæsar *questus* quòd, quum ultro in continentem legatis missis pacem ab se petissent, bellum sine causa intulissent, *ignoscere imprudentiæ* dixit, *obsidesque* imperavit : quorum illi partem statim dederunt, partem, ex longinquiore locis *arcessitam*, paucis diebus sese daturos dixerunt. Interea suos remigrare in agros jusserunt, principesque undique convenire et se civitatesque suas Cæsari commendare cœperunt.

1. Parse the words printed in italics.
2. Conjugate : Receperunt, daturos, præmissum, egressum, petenda, contulerunt, ignoscere-tur, questus, arcessitam, jusserunt.
3. Mark the quantity of the penult in : fuga, obsides, polliciti, modo, vincula, statim, locis, arcessitam.
4. Account for the mood in the following : miserunt, imperasset, esse daturos, ignoscere-tur, petissent.
5. Hunc, ejus rei. Explain the references.

B.

Translate into idiomatic English :

Britanniæ pars interior ab iis incolitur, *quos* natos in insula ipsa memoria *proditum* dicunt : maritima pars ab iis, qui prædæ ac *belli* inferendi causa ex Belgis transierunt ; qui omnes fere iis nominibus civitatum appellatur, *quibus* orti ex civitatibus eò pervenerunt, et bello illato ibi remanserunt atque agros colere cœperunt. *Hominum* est infinita multitudo, creberrimæque ædificia, fere Gallicis consimilia : pecorum magnus numerus. Utuntur aut ære, aut taleis ferreis, ad certum *pondus* examinatis, pro nummo. Nascitur ibi plumbum album in mediterraneis regionibus, in maritimis ferrum ; sed ejus exigua est copia : *ære* utuntur importato. Materia cujusque *generis*, ut in Gallia, est præter fagum atque abietem. Leporem, et gallinam, et anserem gustare fas non putant ; hæc tamen alunt animi voluptatisque causa. Loca sunt temperatiora, quam in Gallia, remissioribus *frigoribus*.

1. Parse the words printed in italics.
2. Conjugate : incolitur, natos, inferendi, transierunt, appellatur, illato, remanserunt, colere, utuntur, alunt.
3. Mark the quantity of the penult in : proditum, maritima, fere, quibus, ibi, infinita, pecorum, nascitur, abietem, gallinam.
4. Give the other degrees of comparison of : interior, creberrima, consimilia, certum.
5. Point out anything peculiar in the expressions "iis nominibus civitatum" and "animi voluptatisque causa."

C.

Translate into idiomatic English :

His *rebus* gestis cum omnibus de causis Cæsar pacatam Galliam existimaret, superatis Belgis, expulsis Germanis, victis in Alpi-bus Sedunis, atque *ita* in hieme in Illyricum profectus esset, quod eas *quoque* nationes adire et regiones cognoscere volebat, *subitum* bellum in Gallia coortum est. Ejus belli hæc fuit causa. P. Crassus adolescens

cum legione septima proximus mare Oceanum in Andibus hiemarat. Is, quod in his locis inopia *frumenti* erat, præfectos ("prefects") tribunosque militum complures in finitimas civitates frumenti causa dimisit ; quo in numero est T. Terrasidius missus in Esubios, M. Trebius Gaullus in Curiosolitas, Q. Velanius cum T. Silio in Venetos.

1. Parse the words printed in italics.
2. Give two equivalent expressions for each of the following : his rebus gestis, superatis Belgis.
3. Omnibus causis. What were the "causes" ?
4. Ejus belli hæc fuit causa. Show the propriety of this use of ejus and of hæc respectively.
5. Distinguish : bellum, pugna ; natio, populus, gens, civitas ; miles, pedes, eques.

LATIN GRAMMAR AND COMPOSITION.

Examiners { J. E. HODGSON, M.A.
JOHN SEATH, B.A.

NOTE—Candidates will take only six questions in section A, only four in section B, and the whole of section C.

A.

1. Translate the following interrogative sentences and give the force of the answer expected :

Venietne Cæsar? Nonne veniet Cæsar? Num veniet Cæsar?

2. Express (in Latin) in three ways the italicized portion of the following sentence :

When Cæsar had conquered Gaul, he returned to Rome.

3. Show, from their derivation, the propriety of the following terms as used in Latin grammar : Case, declension, ablative, syntax, conjugation.

4. Write the accusative supine and the third person singular of the perfect subjunctive active of the following :

cognosco, consisto, ostendo, deligo, transmitto.

5. Decline the following combinations : his rebus gestis, quidam homo alacer, meridiano tempore.

6. Explain the use of the ablative in each of the following sentences :

(a) Miles hostem gladio interfecit.

(b) A filio pater interfectus est.

(c) Vir erat magna virtute.

(d) Pro nummo taleis utuntur.

(e) Roma in Galliam profectus est.

7. Distinguish : sub montem, sub monte ; quidam, quidem ; venit ut videat, venit ut videret ; occidit, occidit ; regere, regere.

8. Mark the quantity of the penult in : acriter, agminis, barbarus, credo, dedo, dies, equus, maritimus.

B.

Translate into Latin :

(1) There once (*olim*) lived at Rome two very distinguished orators, one of whom was called Cicero and the other Hortensius.

(2) A few days after the battle messengers came to Cæsar's camp to inform him that they would obey his orders.

(3) The Roman soldiers always took care not to be surrounded by the enemy.

(4) When Cæsar had been informed of these matters, he ordered ships of war to be built as quickly as possible.

(5) They did this during a great part of the summer the more easily because our ships were kept-back (*detineo*) by storms.

C.

Translate into Latin :

I have above pointed-out (*ostendo*) the difficulty of carrying on the war, but many circumstances impelled Cæsar to (undertake) it. Especially he feared that if this part were neglected all the other tribes would think that they were at liberty (*licet*) to do the same thing. He understood also that almost all the Gauls are fond-of-change (*novis rebus studere*) and are quickly roused (*excito*) to war. Therefore, to prevent other states from forming-a-league (*conspiro*), he decided that he ought to divide his army and distribute it more widely.

UNIVERSITY OF TORONTO—ANNUAL
EXAMINATIONS, 1890.

JUNIOR MATRICULATION.

ARTS.

ENGLISH GRAMMAR.

PASS.

Examiner—HERBERT HARTLEY DEWART, B.A.

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

*1. "In this character of the Americans, a love of freedom is the predominating feature which marks and distinguishes the *whole* ; and as an ardent is always a jealous affection, your colonies become suspicious, restive and untractable *whenever* they see the least attempt to wrest from them by force, or *shuffle* them by chicanery, *what* they think the only advantage worth living for. This fierce spirit of liberty is stronger in the English colonies probably than in any other people of the earth ; and *this* from a great variety of powerful causes, *which*, to understand the true temper of their minds, and the direction which this spirit takes, it will not be amiss to lay open somewhat more largely."

(a) Analyse the sentence : "This fierce spirit more largely," showing clearly the relation of the various subordinate clauses to their respective principal clauses.

(b) Parse the italicized words.

(c) *Shuffle*. Give three other examples of words in which the same relation between sense and sound exists.

(d) Criticize the style of the above extract, suggesting any alterations that you think would improve it.

(e) Write brief etymological notes on the following words : Character, predominating, distinguishes, jealous and affection.

*2. To what extent has the early English dative survived in modern English ?

*3. Distinguish between the composition and derivation of words. Which is earlier in a language ? Are bishopric, kingly, friendship, orchard, wiseacre, privilege, childhood and atone compounds or derivatives ?

*4. Define and explain by examples the meanings of each of the following terms : Solecism, gerund, patronymic, pronominal adjective, cognate object, hybrid.

*5. Give two examples each of :

(a) Nouns having two plurals with totally different meanings.

(b) Nouns having different meanings in the singular and in the plural.

(c) Nouns having two meanings in the singular and one in the plural.

(d) Nouns having two meanings in the plural and one in the singular.

(e) Nouns having no singular.

(f) Nouns having no plural.

*6. (a) Distinguish carefully between the proper uses of "shall" and "will," giving examples.

(b) Give the derivation of each word, showing how far the original meaning of each survives in its present use.

*7. "In English, subjectivity or objectivity may be given to a word by position, but case cannot." Explain and criticize.

*8. (a) Point out and illustrate the principal uses of the Infinitive.

(b) When may "to" be omitted in the Infinitive ?

9. (a) Explain the present function of the Relative Pronoun.

(b) Point out any peculiarities in the use of "whose" and "what."

*10. Give the derivation of the various parts of the verb "to be," explaining the etymology of all anomalous forms.

MULTITUDES of fairly intelligent people are afloat without any base-line of thought to which to refer new suggestions.—Charles Dudley Warner.

Mathematics.

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

SOLUTIONS.

No. 58, by S. L. MARTIN, Preston.

$A = \frac{2}{3}; B = 2(A - C); C = 3(B - D); D = \frac{1}{2}(A + B + C); E = \frac{1}{3}(A + B + C - D).$

Let A rep. A's marks; B, B's marks; C, C's marks; D, D's marks, and E, E's marks.

I. $B = 2(A - C) = 2A - 2C$

$\therefore 2C = 2A - B$
 $\therefore C = A - \frac{1}{2}B.$

II. Again, $C = 3(B - D) = 3B - 3D = 3B - \frac{3}{2}A - \frac{3}{2}B - \frac{3}{2}C$

$\therefore \frac{5}{2}C = \frac{3}{2}B - \frac{3}{2}A$
 $\therefore C = \frac{3}{5}B - \frac{3}{5}A.$

Now val. of C in I. = val. of C in II.

$\therefore A - \frac{1}{2}B = \frac{3}{5}B - \frac{3}{5}A$
 $\therefore \frac{8}{5}A = \frac{11}{5}B$
 $\therefore 16A = 11B$

Sub. val. of A we get $11B = \frac{32}{5}$

$\therefore B = \frac{32}{55}$ of marks.

C. Sub. val. of A and B we get $\frac{32}{55} = \frac{1}{5} - 2C$

$\therefore C = \frac{8}{55}$ of marks.

D. Sub. val. of B and C we get $\frac{32}{55} = \frac{2}{5} - 3D$

$\therefore D = \frac{2}{55}$ of marks.

E. Sub. val. of A, B, C and D we get

$E = \frac{1}{5} + \frac{1}{5} \cdot \frac{32}{55} + \frac{1}{5} \cdot \frac{8}{55} - \frac{1}{5}$
 $\therefore E = \frac{4}{55}$ of marks.

$A = \frac{16}{55}, B = \frac{32}{55}, C = \frac{8}{55}, D = \frac{2}{55}, E = \frac{4}{55}.$

$\therefore E$ is first and B is second.

59. Solved by CLARA BOYD, Millbank.

L.C.M. of 8, 10 and 20 = 40. Hence the required No. must be 40 + 4, 80 + 4, 120 + 4, &c., some multiple of 40 with 4 added.

The least such number divisible by 12 is 84. ANS.—Seven dozen.

60. Solved by Y.A.S., Moulinette.

L.C.M. of 20, 24 and 30 = 120. Hence required number = 120 + 15 = 135.

Alpha. Solved by J. B. REYNOLDS, Enfield.

Let x = number days required by man to do the whole work.

Let y = number days on which each works alternately.

Let f = the fractional part left after each has worked y days.

Then we have $f(13 - x) = \frac{1}{2}; \therefore f = \frac{1}{2(13 - x)}$ (1)

Also $f + \frac{y}{13} + \frac{y}{x} = 1$ = whole of work.

$\therefore f = 1 - y \cdot \frac{13 + x}{13x}$ (2)

Equating (1) and (2) we get

$\frac{1}{2(13 - x)} = 1 - y \left(\frac{13 + x}{13x} \right)$, which reduces to

$x^2(2y - 26) + 325x - 338y = 0$, of which the roots are $x = 13 \left[-25 \pm \sqrt{(25^2 + 16y^2 - 208y)} \right] \div 2(2y - 26)$ (3)

Taking the expression under the radical sign, let us put it = p , and $16y^2 - 208y + 625 = p$, of which the roots are

$y = \frac{1}{32} \left\{ 208 \pm \sqrt{(208^2 - 64[625 - p])} \right\}$ (4)

Now, from the nature of the problem, y must be an integer, positive, and $< 6\frac{1}{2}$, hence the quantity under this radical sign must be a positive square, i.e., $208^2 - 64(625 - p)$, or

$64(51 + p) = \text{a square, say } R^2.$

Now $p = 13, 30, 49$, etc., satisfy this condition; and on trial we find that $p = 49$ is the only value that will make y a positive integer. Then from (4) $y = 4$, and from (3) $x = 6\frac{1}{2}$; and both together will do the work in $1 + \left(\frac{1}{2} + \frac{1}{2}\right) = 4\frac{1}{2}$ days.

NOTE.—We should like some of our readers to send, if possible, a less complex solution to this problem.

Theta. Solved by MR. REYNOLDS, Enfield. (The figure is easily drawn.)

Let D be the point of origin of the Cartesian co-ordinates, and let $DF = -f$, $DA = a$, $DC = c$, $DE = e$.

Then the equation of AE is $\frac{x}{a} + \frac{y}{e} = 1$

and the equation of CF is $\frac{-x}{f} + \frac{y}{c} = 1$

Solving these equations, $x = af(e - c) \div (ac + fe)$ and $y = ce(a + f) \div (ac + fe)$,

and these are the co-ordinates of the point B . Those

of P are $x = \frac{a}{2}$, $y = \frac{c}{2}$, and those of R are

$x = \frac{-f}{2}$, $y = \frac{e}{2}$; and the equation of PR is

$x(e - c) + y(a + f) - \frac{1}{2}(cf + ea) = 0$. In this equation substitute the co-ordinates of Q , namely,

$-x = af(e - c) \div 2(ac + fe)$, and $y = ce(a + f) \div 2(ac + fe)$ and we get

$af(e - c)^2 + ce(a + f)^2 - (ac + fe)(cf + ea) = 0$, and the left hand member vanishes as it should if the line passes through Q .

NOTE.—We should like to have a geometrical proof of this problem sent in by some of our readers.

Lambda. Solved by MR. REYNOLDS.

Factor $x(y - z)^5 + y(z - x)^5 + z(x - y)^5$. The expression becomes = 0 when $y - z = 0$, $\therefore y - z$ is a factor, and by symmetry $x - y$ and $z - x$ are also factors. The remaining factor must be a quantity of three dimensions of the form $k(x^3 + y^3 + z^3) + 1(x^2y + \&c.) + m, xyz$, so that we have the given expression = $(y - z)(z - x)(x - y) [k(x^3 + \&c.) + 1(x^2y + \&c.) + m, xyz]$, identically. Put $x = 1, y = 2, z = 3; x = 1, y = 2, z = 4$; and $x = 1, y = 3, z = 4$ in this identity and the three following equations result: $-6k + 8l + m = 5; 72k + 73l + 8m = 75$; and $18k + 24l + 3m = 15$, which yield the values $k = 1, l = 1, m = -9$. The factors, therefore, are $(x - y)(y - z)(z - x)(x^3 + y^3 + z^3 + x^2y + \&c. - 9xyz)$.

NOTE.—In strictness it should be shown that $x + y + z$ is not a factor, which can easily be done; also that $a + b, b + c, c + a$ are not factors, as they are not. We call special attention to this neat and effective method of determining the coefficients of the remaining polynomial factor, which is not given in the ordinary text-books.

Delta. Solved by MR. REYNOLDS.

Let x be the sum required each half-year. There are twenty half-years to be provided for, consequently we have the equation

$10,000 \times 1.035^{20} = x.1.035^{19} + x.1.035^{18} + \&c.,$ &c. + x , if we assume that the first payment is made to the sinking fund when the money is borrowed. Hence

$x = 10,000 \times 1.035^{20} (1.035 - 1) \div (1.035^{20} - 1)$ or $\log x = \log 350 + \log .035 - \log (1.035^{20} - 1)$ which gives $\log x = 2.847342$ or $x = \$703.63$ nearly.

Hence the amount required each year = \$1,407.26 nearly.

[NOTE.—If we suppose the taxes collected a year after the debentures are issued, so that the first half-yearly payment was made six months before the first payment into the sinking fund, we shall find that $x = \$719.55$, and the annual payment to the sinking fund = \$1,431.80.—ED.]

Kappa. Solved by J. K., Huron.

Let x be the length of the given line, and y the length of the part to be produced. We must therefore find y such that

$(x + y)y = y^2$, or $y^2 = xy + y^2$, or $xy = 0$. Now since x is not = 0, we must have $y = 0$, which shows that the problem is impossible.

NOTE BY THE EDITOR.—The problem was spoiled by a typographical error. It should have read: Produce a given line so that the rectangle contained by the whole line thus produced and the part produced may be equal to the square on the given line. We are obliged to our correspondent for his solution, and hope to hear from him again.

GEOMETRICAL PROBLEM.

ABCD is a quadrilateral inscribed in a circle. The side AC produced meets the side BD produced in E; CD and AB produced meet in G. From E and G tangents are drawn to the circle, also EG is joined. Prove that the square on EG is equal to the sum of the squares on the two tangents.

SOLUTION.—Let EH and GF be the two tangents. Round the triangle GCA describe a circle. This will cut EG at K, for the angle EGF cannot be so great as a right angle so long as G is outside the given circle. Join KA. Now the angle ACG = AKG, being in the same segment. Also ACG and ABD = 2 right angles = AKG and AKE; $\therefore EKA = EBA$ and they are on the same straight line AE, \therefore a circle will go round AEKB, and therefore GE and GA are secants of this latter circle. Therefore $AG \cdot GB = EG \cdot GK$. But AG is a secant of the given circle, $\therefore AG \cdot GB = GF^2$. Thus we get $GF^2 = EG \cdot GK$, and precisely similarly we may show $EH^2 = GE \cdot EK$. But $EG \cdot GK + GE \cdot EK = EG^2$. Thus the theorem is established.

THE following letter will commend itself to our readers. The JOURNAL is anxious to assist working teachers in all ways, and above all others by developing the spirit of self-help and mutual assistance. Will not some of our readers take the trouble to answer these questions, and will not all our readers acquaint us with their special difficulties, so that we may judge intelligently just what style of work will meet their requirements?

DEAR SIR,—Kindly give solutions to the following problems, and publish in the EDUCATIONAL JOURNAL:

I. If a, b, c, d and a is the greatest of the four quantities, show that $a^2 + d^2$ is greater than $b^2 + c^2$.

II. Assuming $(a + b) : (p + q) :: (p - q) : (a - b)$, prove that the sum of the greatest and least terms of any proportion is greater than the sum of the other two.

III. If the equations $ax^2 + bx + c = 0$ and $a'x^2 + b'x + c' = 0$ have respectively two roots, one of which is the reciprocal of the other, prove that $(aa' - cc')^2 = (ab' - bc')(a'b - b'c)$.

IV. If $a^{mn} = (a^m)^n$, find m in terms of n .
 And greatly oblige,
 Vancouver, B.C. G.W.J.

A SPELLING TEST.

THE following list of words was given as a spelling test in a series of New York institutes, and the average of standing was sixty-three per cent. It was tried at Oakland Co. Institute this year, and the average stood at sixty-four per cent. We suggest to teachers to give the list to the higher pupils to spell. Make the test a careful and an honest one:

- | | |
|-------------------|------------------|
| 1. accordion, | 13. exaggerate, |
| 2. beefsteak, | 14. brilliancy, |
| 3. diphtheria, | 15. tyrannical, |
| 4. occurrence, | 16. numskull, |
| 5. tranquillity, | 17. erysipelas, |
| 6. centennial, | 18. alpaca, |
| 7. dissipate, | 19. caterpillar, |
| 8. lilies, | 20. surcingle, |
| 9. melodeon, | 21. succotash, |
| 10. billiards, | 22. vaccinate, |
| 11. hare-lip, | 23. collision, |
| 12. inflammatory, | 24. valleys, |
| | 25. primer. |

—Michigan Moderator.

ONE of the secrets of success is proper self-esteem.—J. A. Garfield.

KIND words produce their own image in men's souls, and a beautiful image it is. They soothe and comfort the hearer. They make him ashamed of his unkind feelings. We have not yet begun to use them in such abundance as they should be used.—Pascal.

The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

J. E. WELLS, M.A.

Editor.

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PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON,

Manager.

TEACHERS' CONVENTIONS.

West Grey, at Owen Sound, October 16th and 17th.
Waterloo County, at Berlin, October 16th and 17th.
Chatham District, at ————, October 16th and 17th.
North Essex, at Comber, October 23rd and 24th.
West Bruce, at Kincardine, October 23rd and 24th.

✻ Editorials. ✻

TORONTO, OCTOBER 15, 1890.

A MUCH-NEEDED REFORM.

IN a recent speech, the Minister of Education foreshadowed a very important and much-needed change in that section of the school law which fixes the minimum age at which certificates may be granted. The Minister proposes, if his words are correctly reported, to have this minimum raised from eighteen for males and seventeen for females, to twenty-one for all teachers. We are sure the better judgment of all our readers must approve of this reform, even though a large percentage of them may not yet have attained the age to be prescribed. The change is very desirable, in the first place, in the interests of good teaching and good government. The duties of the Public school teacher require, more than most other occupations, that maturity of character which comes to few before the age of twenty-one, and to many not till a considerably later period. There are, of course, exceptional cases in which young men and women of

eighteen or twenty prove very efficient in both teaching and management. But the law, in such a matter, cannot provide for exceptions, but must be based on averages. When we think of the very serious nature of the responsibilities that are laid upon teachers we can but wonder that it should ever have been thought wise to allow those responsibilities to be assumed at so early an age. We can think of no one change in the school law that would, in our opinion, do so much to improve both the work of the schools and the status of the profession, as that which we understand is now proposed. As our readers are aware, we have advocated it for some time past. We can do so without fear of offence to those of our readers who may be under the proposed age, because no change in the law can now affect them, and we do not doubt that most of them will heartily approve of the change. Many of them have, we dare say, felt the necessity of more of the strength and wisdom which years alone bring, in their own experience.

The raising of the age limit as proposed will prove of great advantage to the profession in another way. It will tend to lessen materially the fierceness of the competition which now enables economical or niggardly trustees to keep salaries at starvation point. Not nearly so many candidates, it is safe to predict, will present themselves at the age of twenty-one, as would do so could they come up at seventeen or eighteen. The thousands who now use a year or two of teaching as a stepping-stone to some other occupation, could hardly afford to do so, had they to wait until their majority was attained. They will adopt, to the great advantage of the profession, some other means of earning the few hundred dollars required. Salaries will improve as competition diminishes and higher qualifications are insisted on. From every point of view the proposed change is a most desirable one. We hope that it may be made at the earliest opportunity.

CANADIAN LOYALTY.

THE Toronto *Empire* announces a plan in accordance with which it undertakes to furnish a large and handsome Canadian flag (the old British flag with the Canadian emblems) for one school-house in each county and city in the Province. The flag is to be twelve feet long, of regulation bunting, and the school in each county or city to receive it will be determined by competition between the children of the various Public and Separate schools. The terms of the competition are announced as follows:

"The children are invited to write essays, not exceeding six hundred words in length, on 'The Patriotic Influence of Hoisting the Flag on the Schools.' These essays to be

handed in to their teacher, who will select the one considered best to compete for their school, and forward it to *The Empire*. Essays to be addressed to 'The Empire,' and to be marked on outside of envelope, 'Flag Competition.' On the essay itself should be plainly marked the number of the section, the township and county and the name of the boy or girl who is the author.

"The essays will then be submitted, by counties, to a committee of prominent gentlemen who have consented to judge them, and the Prize Flag will be awarded to the school in each county or city which sends in the best essay. Essays are to be forwarded to *The Empire* not later than the 15th of November, and the examination will be proceeded with, without delay, so as, if possible, to have the flags hoisted for the first time on the re-opening of schools after Christmas holidays."

As our readers are aware, we have no great admiration for the competitive system in Education, in any of its forms, but if we were to make a special exception it would be in favor of competition in original composition, or essay-writing. We should do so, not simply because we regard this exercise as one of the most profitable, educationally, in which school children, and in fact students of all ages and all sizes, can possibly engage, but because it is pre-eminently the one in which there is the least opportunity or inducement for "cramming" and its attendant evils. With proper care on the part of teachers and examiners, a reasonably moral certainty can be had that the work is the product of the pupil's own brain.

The prize offered in this case is a very suitable one. We confess that we become sometimes tired of the continual prating about "loyalty" in which some of our journals indulge. We are also of opinion that three-fourths of what is held up to admiration as loyalty is not a thing to be desired. The loyalty which is nothing but intense national selfishness, and which tends to cultivate dislike or distrust of the people of other nations, is not an admirable or a desirable thing. But the genuine loyalty which consists of a proper attachment to one's own native land, and an earnest desire that its people shall be an eminently brave, broad-minded, intelligent, enterprising and God-fearing people, is worthy of all cultivation. The national flag, judiciously employed, can be made very useful in the training of the young, as the emblem and symbol of all that is noblest and best in the institutions of the country and the character of its people. From this point of view we could wish to see the Canadian flag on proper occasions floating above every school-house in the Dominion. The *Empire's* offer is a liberal one and we hope that the competition may be wide and keen. Neither teachers nor pupils need hesitate to have

as many as possible engage in it, for every one who does his best is sure of a prize. The time and effort could not be more profitably expended, and thus a reward is gained by every one who heartily engages in this work, whether he succeeds in gaining the flag or not.

Contributors' Department.

TEACHING MUSIC BY THE HOLT SYSTEM.

BY S. H. PRESTON.

IF the test of any system of teaching is conformity with educational principles, what is popularly termed the "Holt system" will bear examination.

For many years Mr. Holt has been known as one of the most successful supervisors of music in the Boston Public and Normal schools; but while the results of his work have always placed him in the front rank of his profession, it is only in his later years of labor that the conviction has been forced upon him that a reform in the teaching of music was necessary in order that results of true educational value might be obtained. Recognizing the fact that music, like other subjects, should be a powerful factor in general education and a means of **awakening and developing intelligence**, he saw that by usual methods this was not attained, and that only in exceptional cases was the musical development in keeping with the time devoted to the study.

A close study of psychology and the principles of education convinced him that the difficulty was not in music or its notation, but in wrong teaching.

To change faulty methods and elevate music in the school-room has been his mission for the past ten years, and at present hundreds of earnest teachers are assisting in the work of reform. His addresses to the National Educational Association and the National Music Teachers' Association have been productive of much good. During the summer vacation this year 250 teachers from all parts of the Continent attended his Normal classes, in addition to the large number studying in Boston throughout the year. This is an indication of the widespread appreciation of his work, and the rapid growth of the system.

The question is often asked, "What is the Holt system?" While it would be impossible to answer fully in this article, the leading features may be noted for comparison with usual methods.

The mind is appealed to from the first lesson, and the child is led to think sounds. There is no rote or imitative singing after the first recognition of the scale of eight sounds as a tune. The intervals are learned by each sound being studied in relation to the whole scale. When a mistake is made the teacher does not sing the correct sound but leads the class to think it in the scale. Thus the *idea* is always first, and the mind is kept active. In place of the mere sensuous association induced by the constant "patterning" of teachers in the effort to have the intervals memorized, an active

and energetic habit of mind is formed, and the study of sounds becomes as mentally stimulating as that of numbers.

The effect of this mental activity is very apparent in the constant improvement in tune and quality of tone in a class of children so taught. It is well known that children will sing in tune if carefully directed, or will sing out of tune if imperfect examples are given by the teacher—and as very few teachers have perfect voices, a system which requires constant "telling" must be musically as well as educationally defective.

When the mental perception of the tones is clear, the representation is introduced by requiring the class to sing the scale at once from the notes, without explanation, in a number of different positions. The notation thus becomes familiar through the singing, all keys or positions of the scale being equally easy to a child.

On the principle of "one thing at a time," *tune* and *time* are studied separately. The study of *time* is begun by presenting a simple rhythm, so that the ear recognizes the division into measures by the accent. Different measures are compared until familiar and then represented. There is no mathematical calculation of the values of notes. The names are learned incidentally and the values through doing.

Time and tune are united in the reading of carefully graded melodies as soon as possible.

It has been contended that the staff notation is too complex to be presented to little children, but the results of teaching by this system show that it is as simple a notation as could be devised. Failures are not caused by the notation but by want of proper application of principles in the teaching of music. The remarks on the English alphabet in the chapter on "Learning to Read," in Fitch's lectures on teaching, apply with equal force to the musical notation, and progressive teachers will hardly need argument to be convinced that difficulties and apparent inconsistencies in notation do not appear so to young children.

To use a "simpler" notation for even the first year of school life is as illogical as it would be to begin with phonetic spelling.

Part-singing becomes possible at a very early stage when the habit of thinking sounds is formed, and is an added delight to the study. The ear is accustomed at once to sustaining and resolving discords, which is of great value in fostering a taste for good music.

The proper use of the voice is considered of as much importance as reading, and constant care is exercised to cultivate habits of soft expressive singing.

As may be seen from the foregoing brief outline, the "Holt system" is not made up of a combination of mechanical devices calculated to produce marvellous results in a given time.

Its success depends entirely upon good teaching. The best results are obtained by the best teachers, without regard to special musical ability, and it has become possible for any good teacher to so direct a class that the children will learn to sing from the staff notation as easily, and in the same method as they learn to read by the phonic system.

Book Notices, etc.

Civil Government in the United States, Considered With Some Reference to its Origins. By John Fiske, Boston and New York: Houghton, Mifflin & Co.

IN the preparation of this book stereotyped methods have been avoided, and the result is a work sure to attract young students, and, we should judge, admirably suited for use as a text-book in the schools of the United States. The Municipal, State and Federal systems of the Republic are traced to their origins, and discussed in their relation to each other and with reference to their points of contrast with the parent systems of England. The book is handsomely bound and printed. Its arrangement is excellent, and the clear, simple style of the writer robs the subject of much of its "dryness." A comprehensive series of questions on the text, prepared by Mr. F. A. Hill, of Cambridge, Mass., and several appendices, add to the value of the work. Canadians wishing to acquaint themselves with the political system of their neighbors will find this a most helpful work.

Lessons in French. Fasquelle—Sykes. Text-Book in French Grammar and Composition authorized by the Department of Education. The Copp, Clark Co., Ltd.

THIS is the most ambitious book in the study of modern languages that has appeared in Ontario since the publication of the High School German Grammar. As the names on the title page suggest it consists of two parts. The first part is already familiar to students in French as Fasquelle's *Lessons*, which, a few years ago, superseded De Fivas' *Grammaire des Grammaires* in our High school classes. These lessons have obtained a very wide and well-deserved popularity. They give abundant practice of a progressive character, in translating short, familiar, English sentences and idioms into corresponding French. They are not only progressive but retrospective as well. The work gone over is constantly brought to mind. It was for this that they took the place of De Fivas' Grammar, which, though an excellent work in many respects, contains exercises that are not satisfactory either in the material presented or in the manner of presentation. But the *Lessons* do not constitute, or pretend to constitute, a Grammar of the French Language. The Exercises, moreover, are intended largely to drill students in the mechanical features of construction, and from their frequent emptiness of meaning are apt to become tiresome. The second part will accordingly be most welcome, for it supplies a deficiency in a book which has been found, on the whole, the best in use. It is a methodical French Grammar containing exercises and themes suited to those who have obtained a thorough drill in the first part. It will at once be seen that the author must have taken vast pains to collect, classify and verify his material. The arrangement of rules and exceptions, the presentation and explanation of principles will, we think, be found singularly clear and neat. The examples are abundant and fresh. There is a great deal of new material and the old, the common stock of Grammarians seems to have new life in it. Fresh light is thrown on grammatical constructions and peculiarities of idiom. The Exercises are to the point and fit in one with another, the English part with the French. The treatment of the subjunctive mood is interesting. It will, no doubt, be a pleasing surprise to students who find this part of French Grammar puzzling, to know that the subjunctive mood in French is full of order and method, and, indeed, one of the most beautiful phenomena in Languages. The verbs are treated fully. Two features, an improved system of classification and the practical ignoring of the conditional as a mood, will be noticed. We must congratulate Mr. Sykes on bringing to a successful conclusion a work that must have required great labor of collection, research and thought, and we bespeak for the now completed *Lessons* in French a cordial and general welcome from teachers and students. The two parts are sold for seventy-five cents, and a separate issue of the second part is published at twenty-five cents.

LABOR makes a king of a man,
And crowns him every day. —Martin.

Primary Department.

THE HUNTERS.

ARNOLD ALCOTT.

"A southerly wind and a cloudy sky
Proclaim it a hunting morning."

WHAT suggested these words to Miss Hope's mind? One of her pupils brought a picture for the room. "What a beautiful picture," says the teacher, as she thanks Johnnie for his pretty gift. We'll let Miss Hope's class describe it to us. Reuben, in whose bosom the dawning man fairly throbs at times, says, "It is a hunting expedition." Someone else says, "I see the hunters with their red coats, and there is the bugler." Another pupil speaks of the foaming horses, and one little sympathetic girl tells of the poor frightened fox. Perhaps in the language lesson of that day the teacher tells what is meant by the "brush," etc. And Bert, who is a go-a-head fellow, quite unconscious of self at times, says that he would like to have a horse, and to go hunting when he is a man.

How instinctively children can recognize the beautiful, especially if there be connected therewith the idea of life, and, above all, of action. Young folks like what may be termed "snap," and we cannot have too much of it. We should try to keep them roused and on the war-path.

Being an ingenious teacher, and one who tries never to give a lesson twice alike on the same exercise, Miss Hope sees here a good chance to establish a sympathetic bond between her class and herself. Consequently, she compares the boys and girls to hunters, inspiring them (and arousing them to enthusiasm with the story of a hunter, thus infusing into them the love of action, and earnestness in work. Occasionally, during the day, she adds a spur to the work, by naming the most wide-awake hunters in the room.

"What is the connection between the hunters and the little pupils?" says an interested reader. If we refer to the classics, we find that Plato profoundly defines man as "the hunter of truth." Such, man ought to be, but alas! unfortunately, there are shrivelled, one-sided, left-brained, upside-down, wrong-side-out creatures, such as poor little Paul Dombey's father, who seek not for the true and the good, but who grovel in the mire of the money-graspers and the cold-hearted worldlings.

To return to the question:—All life is a chase, school-life included, and in this chase, as in others, the pleasure and the profit are in the *pursuit*; the success is comparatively a cypher.

What does "pursuit" imply with reference to education? It includes all that is involved in the difference between the old education and the new. In the light of all the thought, and all the energy which strong-brained and strong-hearted teachers, impressed with the worth of the human spirit, have spent in studying the development of the child as a unit and as a factor in the brotherhood of the race, this term "pursuit" means not that "knowledge is power," but that the child, the being, is the power.

All enlightened educators now believe

that in the training of the young, *formation* is infinitely superior to *information*: how a thing is done is more important than the *amount* of work done, in other words, the *manner* predominates over the *matter*. Growth proceeds only under favorable conditions, the principal of which is energy. The busy man is the happy man. Happiness and delight are the resultants of the forces in a work which is unimpeded in its progress. It is thus we climb from height to height. In action we live. Existence lives on employment. The essence of life is work, knowledge being the condition, or the stimulus affording more complete, energetic activity.

What shall be the incentives for work, in the very junior classes? What may we give them to do to arouse in them, and especially in the dullest, a love for work?

Goethe says: "Every art must be preceded by a certain amount of mechanical expertness." Does it not follow that if we keep the fingers of the pupils busy for the first two or three years at school, there will be fewer whose fingers will be all thumbs, when writing, drawing, sewing and so on? We now give a few plans which are exceedingly helpful and interesting to junior pupils.

CATCHING NOUNS.

1. We had been developing in our room the idea of names, and had given the term. How to impress the "noun" was the next issue. So we proposed to our pupils that we should go on a fishing expedition. When in readiness, we got into our imaginary skiffs, and cast our lines, while the brightest and cleverest pupils were given charge of the oars, the others giving the names of the noun-fish as they caught them. Occasionally, we appealed to one of the rowers for the name of a noun, and, of course, they were generally correct. But sometimes there would be a mistake, and then we had to appoint a different one to take charge, so that there would be no "catching crabs," and the oars would be "feathered" properly. Then we designated homework on this subject, telling the pupils to write on small slips of paper the names of nouns, and next morning we put out our net in the shape of a box, and drew in the fish. We asked the pupils to cut out their own slips, and when more advanced we intend to make the slips of a certain size, such as two inches by one, and so on.

BUILDING WORDS.

2. Get a number of old concert tickets. Let your pupils bring their scissors on Friday afternoon, to cut these cards into certain sizes under your direction. Then the pupils of your "friend" in a senior division will enjoy writing on these slips the alphabet, so that you have about, say sixty *a's*, sixty *b's*, and so on. Now as occupation at the seats, give each of the members of your phonic class (say the lowest class who know just *m*, *a*, and *t*), some *m's*, some *a's* and some *t's*. These letters may be kept in little cotton bags, and fastened to the seats. The little tots are interested in these letter-bags. The work to be done is this:—Boys and girls, build as many words with these little cards as you can, and as you build a word, copy it

on your slate. Try hard to see who will have the most words built, and also to see who will have them very nicely written.

SORTING CARDS.

3. Again, the cards may be sorted according to the name of the letter on the back, viz., the *a's* placed in one group, the *m's* in another, and the *t's* in another. Also, if the cards are of different colors, they may be placed in groups according to color, the reds in one group, the green in another, and so on. Again, if the cards be cut in different shapes, we may tell the pupils to put the squares in one group, the triangles in another, and so on.

There is no lack of work for training in deftness of touch, if we use our ideas. The great trouble is that we do not use the thoughts we have, and so, consequently, we grow uninteresting both to ourselves and to our scholars. Variety is the music of sympathetic discipline.

MISTAKES.

RHODA LEE.

It would be a difficult matter, we might say an impossibility, to find one who understands child-education so well as never to make mistakes. It requires a great amount of inborn tact, and a greater amount of study, to keep on the right track and observe the danger signals. And still as we look back, how many things had been better left undone and how many words had been better left unsaid. Who of us, looking over the many children who have passed through our classes, can say truly, "I understood those children and did my best for them"?

"I do dislike the first two or three days of the new session," I heard a teacher say, "but after that I know my new scholars and everything runs smoothly." If the names and faces were all that teacher studied to know, I have my doubts as to the placidity of the future course. An instance comes to mind that will illustrate my point, namely, the necessity for understanding the character and disposition of our pupils, and also something of their home surroundings. In a class where great attention was paid to cleanliness and neatness of appearance, a new element had entered in the form of an extremely untidy boy. Moreover, he had a hard, defiant and repellent look that his teacher did not like, but she resolved to have a talk with him after school and discover, if possible, the cause of it. But in the press of other duties the good intention was crowded out for a time, and still the untidy hair and muddy boots made their regular appearance, until at last, in a conversation, which to the poor boy was the only ray of love or sympathy that had reached him for a long, long time, she found out that the motherless boy, boarding with his father, yet scarcely ever seeing him, after delivering papers until his late supper-time, was really only fit to creep off to bed without a thought as to lessons, books or anything else. However, Tom's teacher and time worked a change, and before long the hard look disappeared and he was priding himself on being one of the neatest boys in the room.

There are two ways of getting a class "up to the mark." One way, and an intensely disagreeable one, is to *nag* at the faulty ones; the other is to commend and draw attention to what is good. The first results very often only in mesmerizing the bad into a fixed state of badness. The second rouses every particle of righteous pride in girls or boys, and acts as a direct inspiration to them, making them determine to equal if not excel the one commended.

Do not nag. Do not draw the attention of the class to the boy who, for the time being, is acting under an inspiration from the Evil One, but instead, keep in prominence the majority who are doing their best to please you. Let me give a familiar instance. In the marching two or three scholars are apt to be slouchy and careless in their carriage. Directing your attention to these will not have anything like as good an effect on the scholars or yourself, as will drawing attention to the steady soldiers who, with firm step and upright heads, are marching in their very best style. And why *soldiers*? Because on the black-board may be seen a large fort on which are written, once a week, the names of the truest, steadiest, best boys.

Look for good. There is very little danger of a teacher donning her rose-colored glasses too often. How much truth there is in the old couplet that says,

"Do not look for wrong or evil,
You will find it if you do."

Hold up the high ideal to your little people, but do not emphasize the low one. Drop judiciously your words of praise and encouragement, not sparingly but generously.

Experiment for one week; stop correcting the scapegoat and direct your remarks to the careful, lady-like little girl whom everyone admires, and see if that will not raise your standard. Harmony results from this plan of discipline as it always does when there is an absence of friction. The pressure of the "must nots," will be raised from the scholars and school will assume its proper character—"Next to home, the happiest place."

The true spirit of the Kindergarten should be the ideal spirit of the primary class. Our teaching need not lose in educational value because it is done in an attractive and interesting manner. Sad mistakes have been made in past years in making primary and other schools savor somewhat of the treadmill existence, teachers deeming (to use a worn-out expression) the instruction in the "three R's" to be their sole occupation.

I cannot resist quoting a little verse from Longfellow who, speaking from a heart full of love and sympathy for little children's cares and troubles, says,

"Oh little feet that such long years,
Must wander on through hopes and fears,
Must ache and bleed beneath your load;
I, nearer to the wayside inn,
Where toil shall cease and rest begin,
Am weary of the weight of your load."

The load will be lightened and the road made happier and brighter if we all earnestly try to understand the children better. Then there will be fewer mistakes made and less regret as we look back on our work.

School-Room Methods.

QUESTIONS TO AROUSE THOUGHT.

WRITE the following questions on the black-board, not more than ten at a time. Give the children a few days to look up or think up answers. Have the answers given as a general exercise, on a day when the balmy air and genial sunshine out doors make the school-room seem a dull and dreary place.

Do we always see clouds? Does the sun heat the air? Where do we find the dew? Where does the earth get its heat? Where is dew made? What is the difference between dew and frost? Why do we see our breath on a cold morning? How are clouds made? What is there in the warm air? Does hot air or cold hold the most moisture? Where does the vapor in the air come from? What kind of clouds have you seen?

Where can these be seen: Reindeer? Famous Castles? Palms? Jungles? Olive Groves? Caravans? The Coliseum? Gondolas? Giotto's Campanile? Indiarubber gatherers? The Vatican? Nut-megs growing? Rose gardens? Westminster Abbey?

To what countries do the following islands belong: 1. Sitka? 2. Iceland? 3. Jamaica? 4. Juan Fernandez? 5. St. Helena?

2. What animal furnishes the most material for clothing?

3. What causes paper suspended from the ceiling of a heated room to move about?

4. Why are the ends of the rails on a railroad not laid against each other?

5. From what do we obtain clove and cinnamon?

1. What event of world-wide interest occurred during the last week of March?

2. In what direction is Behring Strait from the north pole?

3. Two men are twenty miles apart. They walk in the same direction at the same rate of speed, for the same time: they are then thirty miles apart. Show two ways in which this could be.

4. Which has the longer days at any time during the year, Milwaukee or New Orleans?

5. What is meant by antipodes? Have we any?

1. From what country or countries do these come: (1) coffee, (2) tea, (3) cocoa, (4) sugar (5) pepper, (6) rice?

2. Which is farther north London or Chicago? Rome or Washington? San Francisco or St. Louis? Boston or Denver? Paris or New York?

3. Should you travel directly south, what part of South America would you reach?

4. Name the countries upon which the sun's rays fall perpendicularly?

5. What effect has this falling perpendicularly?

6. Are the days and nights now of equal length on any part of the earth's surface?

7. In what direction do shadows fall at noon in Buenos Ayres?

8. What meridians are employed by the railroads of our country in establishing the standard time?

—School News.

TEACHING READING.

TWENTY METHODS OF DEVELOPING AND TEACHING READING LESSONS.

ARRANGE new and difficult words upon the board.

Ex. fields June clear meant
green fair young don't
bright looked bush full

1. The teacher sounds each word, and the children pronounce it after her.

2. The teacher sounds each word, and the children imitate her.

3. The teacher pronounces, and the children sound each word.

4. The teacher gives an elliptical sentence; the children repeat the sentence and insert the omitted word; the teacher questions: "What word did you use?" and the class pronounces the special word.

5. The class volunteers to form original sentences from the words that have been studied.

6. Individual children volunteer to point out all the words they know.

7. Two children are selected to point rapidly and simultaneously to any word chosen by a member of the class.

8. The children select all the difficult words.

9. The children select the *simple* words.

10. The children select the *longest* words.

11. The children select the *shortest* words.

12. The teacher selects a word to be crossed out, and calls on a child to do it; if successful, he chooses a word and calls on some other child to do similar work.

13. The teacher points to a word, and *thinks* the sounds of the letters in it; she calls on the class to do similar work, and calls on some child to tell the word he has thought.

14. The teacher directs the children's imagination by statements like the following:

"I see the name of places I like to go into in the summer.

"I see a word that tells the color of the grass."

"I see the name of a summer month."

"I like a certain kind of day for a picnic."

"I see a word that tells what a little girl did with her eyes."

"I see a word that means the opposite of old."

"I see the name of something on which roses grow."

"If I was in earnest, then I — what I said."

"I see a word made from *do not*."

"I see a word that tells the form of the moon last night."

15. The teacher calls for the *first* word in each column; for the *last* word; for the *middle* word.

16. The children open the book, and, looking through a paragraph of the lesson, volunteer to name the hardest words. The teacher questions: "What word would you like us to find? Where shall we look for it?"

17. The children volunteer to read any phrase of three or four words that will answer to the questions: who? when? where? why? how? etc. *Ex.*—A child reads: "Out in the fields." The teacher questions: "What does it tell?" and the class volunteers the answer: "Where?" or a child reads: "One day in June," which the children decide answers to the question, "When?"

N.B.—One paragraph a day, prepared in this way from any new lesson that is to be read, helps very much in securing good expression for the reading of the subsequent paragraphs.

18. The teacher questions the children about what they have been reading, first instructing them to read the first paragraph silently, then to volunteer to tell the substance of it; when two or three have volunteered, a second paragraph is taken in a similar way, until, by means of an impromptu language lesson, the story has, in the main, been repeated.

19. The teacher writes each paragraph of the lesson upon a slip of paper, and numbers each slip. If she wishes a second reading of the lesson, she distributes the slips and calls by numbers for the several paragraphs to be read.

20. As another means of review, and for expression, she reads through a sentence and gives *great emphasis* to the important words, and asks: "What important word did you hear?"

The children, with books open, follow the reading of each sentence, and volunteer to tell the most important words in each case.

N.B.—This is one of the most effective methods of securing good expression, as it calls attention to the fact that some words are of more importance than others in a sentence.—*American Teacher.*

THE TEACHER'S ENCOURAGEMENTS.

"OVER against his trials the teacher has more encouragements than are found in most walks of life. They may surely have great and pure gratification when they see this pupil and that pupil growing like the plant in knowledge and in all that is good. There will be fathers and mothers showing deep gratitude for the care taken of their children. It is well known that children are not apt to have much affection for their parents as their parents have had for them. In like manner it is scarcely to be expected that the scholars should love their teachers as their teachers have loved them. Still there will be numerous cases in which the pupils through life cherish an affection for their old masters and show them a respect which is not paid in any other profession. In all cases the fruit of a faithful instructor will remain and go down to the generation following. The good which he has done will thus spread throughout the whole region in which his pupils are scattered."—*Dr. McCook in the Independent.*

* Hints and Helps. *

TEACHERS AND GENTLE VOICES.

THAT "excellent thing in woman"—and in man also, when in the school-room—the "gentle" voice, though not necessarily "soft" or "low," is a means of grace to teacher and taught alike. Few teachers realize how accurately their gain or loss in influence can be measured by the quality of the tone in which they talk. There is no excuse for the hard, sharp, rasping tone, so common as to be usually reckoned one of the characteristics of a "school-ma'am," even in the noisiest room or among the most unruly children. The law of *similia similibus curantur* does not hold good in such a case. Screaming and shouting at children is to make demons even of little angels, and they must be angelic, indeed, who can escape such transformation. The teacher should know how to make distinctness serve in place of force to the end of sparing her own throat and the nerves of her pupils.—*Caroline B. Le Row, in Ladies' Home Journal.*

WHAT THE YOUNGER CHILDREN READ.

BEBE.

"SIC a lassie I never seed, gin she has *yon book* she canna hear a word a body says; she disna fash her heid wi' onything when *it* is at haun." Grandmamma was truly exasperated, for it required several summonses to rouse the lassie each time an errand was discovered which required her presence. "Yon book" was a large volume of "The Norse Tales"; the culprit was a maiden of seven, and this was an oft-repeated offence. With tears in her eyes she did her work, but, the instant it was done, crept off to her nook, where her wounded sensibility was soon soothed by the charm of the wonderful words of the "fairy god-mother."

On a different book had happened one, who is now a clever woman, when at seven she read and lived in "The Pilgrim's Progress," but the gratification in both cases was complete.

The only gleams in poor little Jane Eyre's childish life came through her books, and yet they were not the books she should have had. Too highly imaginative, too solitary was she, to be strengthened with the fancies which her books fostered. She has mentioned her favorites, "Bewick's History of British Birds." The pictures were the chief features in that, but sentences with anything wild and weird in description of northern skies and coasts had a fascination. Goldsmith's "History of Rome" she read, and sat in judgment on its characters, notably Nero and Caligula. "Gulliver's Travels" had many a perusal—to her characters were real. When Mr. Brocklehurst questioned her about the Bible, she replied "I like Revelations, and the Book of Daniel, and Genesis and Samuel, and a little bit of Exodus, and some parts of Kings and Chronicles, and Jonah and Job." To his inquiry as to whether she liked the Psalms, she promptly replied, "No, sir." Jane Eyre was ten, but her reading is not incredible. She could not have read with the thoroughness of a student, but probably glided through much, stopping long at what was awe-inspiring.

A little damsel of eight said to me, "I like reading the newspaper." "What do you find?" asked I. "Oh, I like reading all about the murders and robbers," she candidly responded.

The majority of children have no decided tastes. The fallow is awaiting seed, but, if long neglected, will soon require industrious cultivation ere the good seed can find a place.

In very many rural homes there is a dearth of books and papers. Even where these do come, one is scarcely surprised to find that there is little for the children. Parents, who know nothing of the supreme enjoyment derivable from silent talks with the past and present great and good of the world, feel little sympathy with the child's craving for books.

"I sees no good in readin'; jist wastin' time when one had ort to be attendin' to things in the house." The soap was made, trees were pruned, potatoes were planted, the winter's pork was packed, just at the right time of the moon. The

only thing the moon wasn't attending to on that farm was the promotion of the children at school, but when the mother confided to me that "that there teacher is jist wastin' the children's time," I said to myself, "Surely that is one reason why the moon looks 'so pale and so sad.'"

In some homes the children are not credited with comprehension sufficient to warrant the expenditure. "If they learn what's in their school books it's enough for them."

There are guardians who fail to know that a book which attracts one child may repel another, but who set it down as an unalterable conclusion, "What was good for me must be good for you?" Even a few there are who imagine that in proportion as the book is heavy and dull, so is the mind exercised and improved.

What a charm has a genial story-teller for the little folks, who remind one of hungry birdies, so eager are they for stories. Almost before the child can talk, she listens with devouring interest to the captivating tales. The hunger is not appeased by the time she has learned to read, she is then only desirous to help herself.

The supply should be choice and nutritious, and the little ones allowed freedom of selection.

When "of making many books there is no end," it is easy to recommend a delicious and substantial fare. Only a short list will I venture: Papers for the tiny ones; picture-books, "Babyland"; nursery rhymes, "Fairy Tales." Magazines for the children, "The Adviser," "Band of Mercy," "The Children's Hour." Illustrated books, simple chats on natural history, travels, in easy language. Bible stories, any of the books by the author of "Peep of Day" and "Streaks of Light," "Hans Andersen's Tales," numerous works from the pens of writers for children, from which I shall draw one as a sample, "Little Lord Fauntleroy."

The school lessons are rendering knowledge attractive, and the classes in Literature and Language are finding beauties in thought and style of expression, but there is assuredly a lack of proper reading material for mental exercise outside the school.

I suppose, as the teacher has to have so many helping hands, that she can aid a little more. During her visiting in the section, she may leave a suggestion that will bear fruit, in the form of a child's paper. Occasionally a book could be lent with good effect, but the teacher should insist on its being carefully treated. Very good lending-books can be made from old minute-books by tearing out a few leaves, and pasting in stories clipped from the "Children's Corner" of various papers.

If there be a school library, the teacher may have an opportunity of getting in something for the growing minds.

The children may bring to school a book, paper, or scrap for the teacher to read aloud to the classes. The printed paper will have an increased value, and it may coax in some of its brethren.

The boys were not forgotten; I mentally included them in all I have said.

* Question Drawer. *

I. HAS a teacher a legal right to keep pupils in after four for neglected work?

II. If a teacher has a legal right as above, would he not have a legal right to keep Roman Catholic pupils who retire and go home before religious exercises?

III. Do teachers in the city of Toronto enforce this form of punishment? What schools? and what percentage?

IV. Would you suggest some punishment that would take the place of this form?

V. A certain Roman Catholic pupil who goes home before prayers was asked to remain. She said, "I don't have to." Then she said, "My father said I should not." What would be best to do with such pupil, the parents being antagonistic to teacher?

VI. Would suspending be a proper punishment?

VII. Could the parents collect damages for the loss of the children's schooling if teacher took such a course?—CONSTANT READER.

[I. So far as we are aware, there is nothing in the school law upon the subject. No doubt the teacher would be upheld in detaining a pupil for a reasonable length of time, when deemed necessary in the interests of the child or the school. II. No. The law specially provides that no pupil shall be required to join in any religious exercise objected to by his or her parents or guardians, and Regulation 203 requires that the teacher, before commencing a religious exercise, shall "allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire." III. Inspector Hughes says, "No teacher is allowed to detain pupils after four o'clock for neglect of work. In fact, we take the opposite course—all children who have duly attended to their work are permitted to go home at 3.30." IV. We have small faith in punishments of any kind as a means of inducing children to study. Punishments generally serve to create dislike and disgust for what should be a source of pleasure. Reward for success is better than punishment for failure. Better still to study the child, find out why he or she neglects the work, and try to wake up the mental faculties and excite interest in the work. The lessons may be too long, or not understood, or the child may not know how to study. V-VI. No punishment is due. The child was within its rights, and the teacher in the wrong in asking her to remain. VII. This is sufficiently answered in the foregoing.]

To whom should one write for information concerning the law course, and requirements for admission?—SUBSCRIBER.

[To the Registrar of the University.]

For Friday Afternoon.

HIS MOTHER'S BOY.

A MOTHER once owned just a commonplace boy,
A shock-headed boy,
A freckle-faced boy.
But thought he was handsome, and said so with
joy;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

His nose, one could see, was not Grecian, but pug,
And turned up quite smug,
Like the nose of a jug;
But she said it was "piquant," and gave him a
hug;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

His eyes were quite small, and he blinked in the
sun;
But she said it was done
As a mere piece of fun,
And gave an expression of wit to her son;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

The carrotty love-locks that covered his head
She never called red,
But auburn instead;
"The color the old masters painted," she said;
For mothers are funny, you know,
Quite so—
About their sons' beauty, you know.

Now, boys, when your mothers talk so, let it pass;
Don't look in the glass,
Like a vain, silly lass,
But go tend the baby, pick chips, weed the grass,
Be as good as you're pretty, you know,
Quite so—
As good as you're pretty, you know.

—Ellen V. Talbot.

THE COURT—"Officer O'Maddigan, what is the charge against this man? He is a saloon-keeper, is he not?"
OFFICER O'MADDIGAN—"Yis, sor, he is thot; and his name is Brauser. Y'see, yer aner, Oi hov a slate at Mr. Brauser's place, and av all the hanyous offinses, yer aner, phwat d'yez think he does, but allows me slate to get full! That's th' charge, yer aner."

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LAIRD (breathlessly, to moorland worthy, a suspected poacher)—"Hi, Kenneth, did you see two guns pass this way?"

KENNETH (slyly)—"Hoch, tere's ass mony chentlemans ass guns this way since ta twelfth, sir!"

LAIRD (testily)—"I mean, you blockhead, did you see two strange gentlemen go past here—the one in trousers and the other in knickerbockers?"

KENNETH (feigning surpise)—"Oomph? (thoughtfully) well I'll see—yiss—two strangers, whateffer, sir. Ant they were whaat I'll caal—ta wan in a muzzle-loader trooser ant ta ozzier in ta breech-loader breeks! H'm!"

(Exit laird, muttering, leaving Kenneth on the broad grin).—The Bailie.

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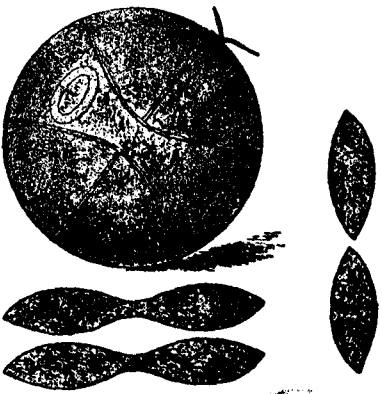
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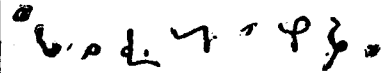
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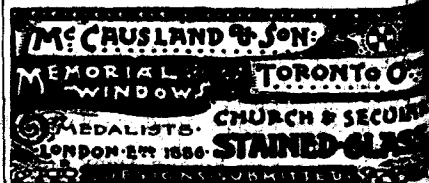
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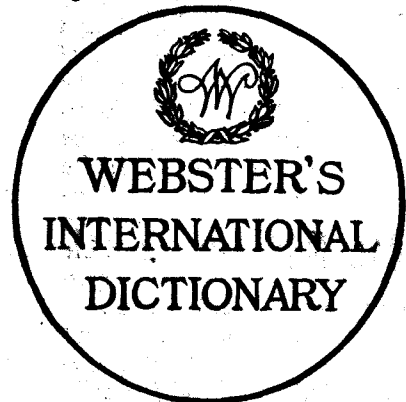
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