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* Editorial Notes. *

OUR readers will note a new feature in the English Department of this number, in the "Problem in Grammar." This will, we doubt not, prove to be a very interesting feature of THE JOURNAL. The problems will be given in one issue, the English Editor's treatment of them in another. This will give each teacher an opportunity to make his own solution before seeing that of the Editor. Note that contributions to this problem column are solicited.

AN educator in the Southern States said some years ago, "Everybody knows that the average white girl prefers the attentions of the well dressed youth who sells ribbons at twenty-five dollars a month, to those of a carpenter, not so well dressed, who can easily earn fifty dollars a month." The Speaker attributed the fact in the south to a recoil from what was esteemed the humiliation of handwork. The sentiment might be explained in a land which has so lately shaken off the incubus of slavery. But is there not even now a great deal of the same silly snobbery in our own Canada, the land of the workingman? Every teacher in the country should set himself to eradicate a prejudice so senseless and mischievous from the minds of the coming generation, and to inspire them with a genuine appreciation of the worth and dignity of manual labor.

THE lady teachers of this city are bringing strong pressure to bear upon the city authorities for an advance in the scale of salaries. They cannot understand why there should be so wide a discrepancy

between the salaries of male and female teachers when both are doing the same work and with equal efficiency. That is one of the things which no one can quite understand, save as the explanation is to be found in the fact which was stated by some one in connection with the discussion, viz., that there are, even at the lowest rates, swarms of applicants for every vacancy. We wish the ladies every success, but we fear they will have to combine to keep down the ruinous competition.

THE playground often affords one of the best fields for the teacher who is in earnest in wishing to develop high moral character in his pupils. The boy or girl—it is sometimes said, we hope unjustly, that girls are more liable to the fault than boys—who cheats or prevaricates, or loses temper at play, is strengthening a dishonest tendency which may soon grow into a life-long habit. On the other hand the child who can play an exciting and closely contested game in perfect good temper, scorning to cheat, and frankly admitting defeat, may be relied on in any position of trust. We doubt if there is any more important moral training field than the playground, or any better place for studying the character of pupils.

THE Honourable Edward Blake, Chancellor of the University of Toronto, has added to his former liberal benefactions of the Provincial University, the munificent gift of \$20,000, the annual income from which is to be applied wholly in the shape of Junior Matriculation Scholarships. We have little faith in the utility of prizes and scholarships in higher education, believing that they tend to encourage "cram," and do not always go either to the most needy or the most deserving. But, none the less, we sincerely admire the liberality and the loyalty to high educational ideals which prompted this gift, and hope that many other of the wealthy *alumni* of Toronto may be moved to imitate so good an example.

MUCH is said, and often well and truly said, in favor of thoroughness in teaching elementary subjects. Smatterings of knowledge are often worse from the teacher's point of view than the densest ignorance. The teacher should always see to it that the

pupil has an intelligent mastery of a subject before passing on to a more difficult one. But it does not follow that a child should be kept in perpetual purgatory over a single subject that he has failed to grasp in its place in the orthodox order. For example, we do not believe it either wise or right to keep a pupil who may be exceptionally slow in mastering one of the "three r's," grinding at and groaning over the same old task till he hates it with perfect hatred. We have sometimes found it work like a charm to let such a pupil drop for a time the old subject, and try something entirely new. To many a one the change is like life from the dead. The listless mind becomes interested, shakes off its sloth and lethargy, and develops unsuspected elements of power. In this way a species of momentum may often be gained in a short time which, when again turned in the direction of the discarded subject, will carry the pupil over the old obstacles with a rush.

A YOUNG teacher asks us to write on the subject of the best mode of dealing with the farmers' sons who come in for the winter, fresh from the work of the farm, many of them very poorly prepared, even in the three r's. We do not think that we can do better than to refer them to the excellent article on "My Winter Class," by Mr. Fred Brownscombe, which appeared in THE JOURNAL of November 1st, and also to the article by our regular contributor, "Bebe," in the last number. These articles contain hints from the actual experience of successful teachers who are accustomed to deal with the same class of students. We think that our young friend, and many others may read those articles with much profit. At the same time we shall be grateful for additional hints which other teachers of experience may feel disposed to give on this important question. Of one thing we are pretty sure, that is, that the very worst thing to do with these young men is to put them into classes with small boys, and try to give them the regular drill in elementary subjects. Give them that which will be most interesting and most useful to them both in the school and in their future work. Above all, try to put them in the way of helping themselves, and to awaken in them the spirit which will prompt them to keep up their studies after they leave school.

* Special Papers. *

*THE IMPORTANCE OF MAKING
"HISTORY" INTERESTING TO
OUR PUPILS.

PERHAPS there is nothing taught in the Common Schools regarding which it is more necessary that the teacher should have a thorough grasp of the subject than in the case of history. From the necessity for compressing a large amount of information into comparatively small space, the textbook on this subject is, must be little more, than a dry statement of facts. To supplement this the teacher should cultivate in himself the ability to present these facts, and the attendant circumstances, with such vividness as to hold the attention of the class. And to do this he should *study* the subject, looking at it in all its bearings, endeavouring, as far as possible, to judge of each historical personage according to the simple facts, not allowing his judgment to be warped by the manner in which these facts are recorded. I would recommend a critical reading of all the histories within reach, noting how that of the sceptic fails in its sneer at the truth "as it is in Jesus." Hume, when speaking of the furious and disorderly behaviour of the multitude engaged in the First Crusade and the way in which all was changed into humiliation and contrition at the sight of the spot made sacred by our Saviour's resurrection, terms this changed demeanor "effeminate superstition." But to us whose hopes are all sustained by that death and resurrection, it seems but another proof of the softening and purifying effect of the thought of Christ. And then we must not allow national prejudice to obscure our intellectual vision. Neither the political nor the religious differences of the various historians should prevent us from harmonizing all the details. We must also make ourselves well acquainted with the manner and customs of the times in which those whose doings we are studying lived, that we may be able the more clearly to portray the different characters in such a way that they may, so to speak, step down from their places as mere portraits on the walls of memory and become, in imagination, real, living actors. We must be able to show the connection between events in times ancient and other events in times modern, as, for example, the steps by which the England of 2,000 years ago became the England of to-day. When teaching ancient history, we should make clear to the pupils the wonderful results which are the outcome and development of the comparatively insignificant acts of our semi-barbarous ancestors. In the reign of each sovereign we should try to bring out in strong relief the character of the individual on the background of the times in which he lived, pointing out how the historian's estimate of character must, to some extent, be guided by the spirit in which the records to which he is indebted for his information were made.

I think it is Edwin Paxton Hood who

*Extract from paper read before the last Convention of the Algoma Teachers' Association.

says that the bare facts of history are like the dry bones of a skeleton. The task of the teacher, then, is to clothe these dry bones with that which, to the mental eye of the pupil, shall give them life and reality. He must enlist their sympathies in the cause of the oppressed. He must so picture before them the march of intellect and morality, and the spread of gospel knowledge, that they may in the history class receive impressions that shall remain when they go forth to take part in the work of the world. From the revolutions and insurrections that have convulsed portions of the world, they may learn how terrible are the effects of power abused, first on the victims and finally on the despots, when the tide has turned and swept oppressed and oppressor to ruin. He must show how the angry passions of the people, let loose in insurrection, destroy them in the end. And he should aim at keeping ever before their minds the fact that there is One on high overruling all for the good of His creatures, and show that in some cases we can clearly see *how* good was finally brought about from seeming evil, for instance how the mean and tyrannical conduct of the worst tyrant that ever disgraced the Annals of English history drove the barons to take measures that resulted in what has justly been termed "the foundation of English liberty."

We must further be careful to leave no word or term unexplained. There are usually so many expressions used in history which are seldom heard in ordinary conversation, or met with in the publications chiefly read by our pupils, that we must be constantly on our guard lest some of the words pronounced so glibly in answer to our questions convey no more information to the mind of the speaker than would a Hebrew rendering of the same passage. The fact is that we must ourselves, with the Junior class at least, state the facts in the simplest language possible, and I think this should be done (after the lesson for the day is concluded), in assigning the next one, that the class may the better take in the meaning of the text given them to study. It is well, also, to point out the most important events recorded, that the preparatory study may place these facts in the central position in the mental picture, grouping the other facts around them and thus avoiding the danger of a jumble of facts and dates.

I think that we teachers should strive to make ourselves thoroughly acquainted with at least the history of every country in Europe and North America. Indeed, the histories of all nations are so intertwined, that we cannot rightly teach the history of our own, or the mother countries, without a tolerably full knowledge of the rest. And let us try to make our pupils familiar with the struggles for political and religious liberty, and thus enlist their sympathies on the side of right, of benevolence, of truth, and of Christianity, thereby fitting them for the places awaiting many of them in the arena of life.

BRUCE MINES, ALGOMA.

It is clear that in whatever it is our duty to act, those matters it is also our duty to study.—Arnold.

Primary Department.

DRAWING.

RHODA LEE.

THE utility of drawing as a "graphic language" is now being more fully realized by our primary teachers. Drawing finds its way into almost every lesson on our programme. Language, object, geography and reading lessons, all receive added interest and usefulness from it, and we should suffer an indescribable loss were we compelled to confine our drawing to the hour, twice or thrice a week, which we devote to the mere tracing of simple designs in the Kindergarten or other drawing books.

Elementary drawing comprises, in the first place, the study of all such simple forms as the square, cube, sphere, cylinder, cone, etc. Such terms as vertical, perpendicular, oblique, parallel and others, should be familiarly and frequently used as being quite within the grasp of any ordinary child. Before leaving the subject of form let me suggest that you encourage the children to look on the streets and at home, for forms similar to the one just studied, and if possible bring them to school that they may be observed by all.

Connected with form-study, is modelling. Clay modelling is out of the question in the present state of affairs in our junior classes, but other substances may be used, and with great advantage. A handful of lentils, linseed or any other fine grain, placed on the slates will be a preparation for a delightful half-hour. These little heaps may with skilful fingers be fashioned into leaves, birds, nests, hats, umbrellas and other equally simple forms.

The invaluable shoe-pegs are another great help in drawing. I have urged the usefulness of these so often as to make it quite unnecessary to do more than mention them. Some day, for variety, make with the pegs objects seen in the school-room—tables, chairs, black-board, picture-frames, windows, doors, stove, etc. Another day visit the kitchen, the parlor, the street, the church or some well-known store in search of objects. When the form has been outlined with the pegs, someone may make a drawing of it on the black-board, or all may copy it on their slates. Drawing may generally form a part of the object-lesson also, but we will talk about that at another time.

To-day there is one species of drawing to which I wish more particularly to direct attention. It is not form-study, nor modelling, nor geometric drawing in books, which should, as quickly as possibly, take the place of slates, but it is what, for want of a better name, I call *picturing*. Let me instance by telling you of a "morning-talk," I both heard and saw in a first-book class, some time ago. It was a few days before the close of the short term and the teacher was telling the old, old Christmas story of the birth of our Saviour. When in the course of the story, reference was made to the shepherds watching their flocks on the lonely hill-side, the teacher asked a child to come to the board and

draw the hills. Another came and dotted one of the hills with sheep, which were made more distinct by a few dashes of green crayon, for background. Two or three roofs and fences, represented Bethlehem, and the great star beamed silently down upon the house where lay the infant. A few touches added by the teacher, brought life into the picture, made very crudely to be sure, yet cleverly, by the little people themselves. Words cannot describe the delighted interest displayed by the children during the whole story. It was followed by a repetition of the words of the familiar carol,

"While shepherds watched their flocks by night
All seated on the ground."

which crystalized very beautifully the thought of the picture. Encourage illustrations of all kinds. It is a power worth developing and a source of unbounded pleasure, both to yourself and the children.

HOW TO VARY SEAT WORK.

(Continued from Nov. 15th.)

ARNOLD ALCOTT.

In my former article I named two of the objects which the teacher should have in view, when prescribing seat-work for her pupils. These were, first, to give employment to both head and hands; in other words, to give both mental and manual work. Secondly, to develop the power of observation, or the perceptive faculties.

I now proceed to other objects which should be had in mind when determining this work. Seat employment should aim at the developing of the inventive or imaginative powers, and at assisting the pupil in expressing his thoughts clearly whether in representation of objects, or in words.

Let us tabulate these for better remembrance. The object of the teacher should be:

1. To employ profitably both head and hands.

2. To help the pupils to observe minutely, and so to discriminate.

3. To develop the inventive or imaginative powers.

4. To aid the pupil to express his thoughts.

Perhaps a few more exercises will be helpful. Let every teacher examine these, on the above principles, for her own satisfaction.

SCRAP BOOKS.

9. Have pupils bring cards, old picture books, magazines, illustrated papers, guide books, etc. Then having classified them somewhat, let the scholars cut out all the faces, and then let a few paint them with mucilage. Let this dry. Have a few of your class arrange some of these faces in a page of your book. Then wet and stick just as you would a stamp. What a fuss and muss this method saves!

10. In another book have pictures of animals classified according to countries, or according to zones.

11. In another have pictures of the different varieties of birds, and have your best writers place suitable gems underneath.

12. Devote another to flowers for the different seasons.

13. Another to leaves, according to form, margin, etc.

14. In another place pictures of the different nationalities.

15. In another place pictures illustrating the definitions in geography.

16. Another may be given to gems on different subjects, such as Kindness, Thanksgiving, Truthfulness, Courtesy, etc.

17. Another may contain the pictures of the principal places in the Dominion, or in Toronto.

BLACKBOARD.

18. Teacher writes on the board:

"I see——." Class copy and fill in with a picture of the object as "I see a **h**," instead of writing the word "chair."

19. In this the pupils write the names of the objects which they see, as, "I see a flag."

20. Same as eighteen but use "I have."

21. Same as nineteen but use "I have."

22. Teacher makes lists of words from the Reading Lessons and omits some of the letters from the words. The pupils are to hunt up these words, and of course must write them out in full.

23. Write a story about $10 + 9 - 4$.

24. Write all the words having silent letters in them.

25. Write all the name-words, in your lesson.

26. Go on a fishing expedition and catch all the nouns which you can.

27. Write all the names of colors which you know.

28. Write all the Christian names of girls which you remember.

29. Write all the Christian names of boys which you remember.

30. Write the names of all the tall people whom you know.

31. Write the names of all the short people whom you know.

32. Find all the work-words or action-words in your lesson.

33. Write all the words of one syllable.

34. Teacher writes a number of words in lines on the board. Pupil to arrange these so as to form a sentence from every line.

35. Pupil to write questions beginning with the word "what," then "where," and then "why."

36. Supplementary reading is an invaluable seat exercise.

THIS right spirit manifests itself in profound SYMPATHY for child nature. Sympathy is the most potent force in the school-room. It is that which gives effect to the teacher's method and wisdom to his philosophy. "Gentle of heart, yet knowing well to rule," with strong mind made stronger by the power of affection, he imparts along with knowledge a love of knowledge, and with notions of moral obligation fosters an unswerving loyalty to duty. To this is added a spirit of self-sacrifice which some one has called the spirit of God Himself, the most significant trace of the divine image in the human soul. "Education, habit, the cultivation of sentiments will make a man dig or weave for his country as well as fight for it." It ought to make a man teach for his country as well as legislate for it. It is the thing that gives strength and beauty especially to the teacher's character, for his work

is noble, and neglect of self is the essence of nobility. "Let the thought of self pass in and the beauty of a great action is gone—like the bloom of a soiled flower.—*Ex.*"

For Friday Afternoon.

WORDS WITH A MEANING.

Six little words arrest me every day:

I ought, must, can—I will, I dare, I may.

I ought—'tis consciences law divinely writ

Within my heart, the goal I strive to hit.

I must—this warns me that my way is barred,

Either by nature's law or custom hard.

I can—in this is summed up all my might,

Whether to do or know or judge aright.

I will—my diadem, by the soul imprest

With freedom's seal—the rule within my breast.

I dare—at once a motto for the seal,

And dare I? barrier 'gainst unlicensed zeal.

I may—is final, and at once makes clear

The way which else might vague and dim appear,

I ought, must, can—I will, I dare, I may;

These six words claim attention every day.

Only through Thee know I what, every day,

I ought, I must, I can, I will, I dare, I may.

—*Chambers's Journal.*

LITTLE DILLY-DALLY.

I DON'T believe you ever

Knew anyone so silly

As the girl I'm going to tell about.

A little girl named Dilly,

Dilly Dally Dilly!

Oh! she is very slow;

She drags her feet

Along the street

And dilly dallies so!

She's always late for breakfast,

Without a bit of reason:

For Bridget rings and rings the bell,

And wakes her up in season.

Dilly-dally Dilly?

How can you be so slow?

Why don't you try

To be more spry,

And not dilly-dally so?

'Tis just the same at evening;

And its really quite distressing

To see the time that Dilly wastes

In dressing and undressing.

Dilly-Dally-Dilly

Is always in a huff

If you hurry her

Or worry her,

She says, "There's time enough."

Since she's neither sick nor helpless,

It is quite a serious matter,

That she should be so lazy, that

We still keep scolding at her.

Dilly-dally-Dilly,

It's very wrong, you know,

To do no work

That you can shirk,

And dilly-dally so.

—*The Nursery.*

"In the realm of education," said Henry Ward Beecher, "schools are often made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine round about him as the morning glory around its support. Woe is me! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material."

* English *

Edited by F. H. Sykes, M.A., to whom communications respecting the English Department should be sent.

PROBLEMS IN GRAMMAR.*

FIRST SERIES.

STATE clearly the function and relation of the italicized elements, words or phrases in the following :

1. John, push the door *to*. It is *to*, already, sir.
2. The man is a *school*-teacher.
3. This is a *school*-house.
4. *Though* he should not come, you will, won't you, *though*?
5. She is a *good*-hearted girl.
6. Ten thousand *foot* were taken *prisoner*.
7. He talks *shop*.
8. The dog crept from *under* the table.
9. *Well begun* is *half done*.
10. That man is a *bear*.
11. He is a *well-to-do* man. (Treat the phrase, then each word separately).
12. Give me that book *there*.
13. *Deer* hunting in Ontario is done *for*.
14. *Out* on thee, *thou* fool!
15. She is clever though I thought her otherwise.

*Brief answers will be found to these problems in our next issue. Contributions of problems will be gladly received.

REJECTED ANSWERS.

FOUR years ago in the *Century* magazine Mark Twain gave the world some extracts from a book of selections of pupils' answers, a manuscript compilation sent him with the request to say if it should be published. We have all laughed at the unique absurdities in that little volume:—"Cleopatra was caused by the death of an asp which she dissolved in a wine cup." "Ireland is called the Emigrant Isle because it is so beautiful and green." "To find the weight of the earth, take the length of a degree in a meridian and multiply by 62½ pounds," etc. The Associate examiners in English Literature at the recent Departmental Examinations found no small amusement—not indeed ill-natured—in the peculiar answers in some candidates' papers. Some of these are here presented. They show a fair resemblance to the absurdities of Mr. Clemens' article, and make an interesting contribution to the literature of English as She is Taught, Learnt and Spelt. Yet beneath the humor of these answers, there is the stern lesson to every teacher of literature to use unceasing vigilance in the guidance of his pupils, to root out mere guessing at answers, to awaken intelligent thought on the subject in hand, and to insist on accuracy of definition, narration or impression. Unless pupils receive, in English classes, their lessons of accuracy in the use of English, they certainly will get it in no other classes. The mark of the trained student is his exactness in the use of language.

It will be easiest and most natural to give answers in order of the questions. The reader will bear in mind that they are selected from some thousands of answers of Primary H.S. candidates. It would, moreover, be unfair to ascribe them to any one cause—the ignorance of the candidate, the carelessness of the teaching, the nervous strain and hurry of the examination have each contributed their quota to the mass.

Question.—Explain clearly and concisely the exact meaning of the italicized words as used in the following passages :

PRIMARY LITERATURE.

"Collects his spades, his *mattocks* and his *hoes*."

1. outside garments, coat and vest.
2. trifling instruments, hammer, pict.
3. all his machinery.
4. battle-axe, tome-hooks.
5. Instruments for driving oxen.
6. moccasins.
7. his blankets or robes on which to rest in tilling the fields.
8. his socks.
9. eating utensils. 10. dinner-pail. 11. rakes, shovels, things for cutting grass.
12. crobars, scythe. 13. oxen. 14. baggage.
15. fishing-tackle.

"Clinging like *cerements*."

1. glue or composition for flouring.
2. glutinous and sticky substances.
3. leeches.
4. mucilage.
5. tattered clothes.
6. greeced rags, clinging like glew.
7. fish that clings to rocks.
8. snails, clinging insects.
9. A kind of water plant which grows on stones and old logs laying under the water.
10. a jelly matter out of the vines.
11. icicles.
12. sealing-wax.
13. bandages for bandaging horse's legs when sick.
14. a sort of curtain round the base of a goddess.
15. a bathing suit.

"The pompous strain, the sacerdotal *stole*."

1. carried off without permission.
2. mockery.
3. religious band.
4. cloak.
5. poem lay, tune of the psalm they were singing.
6. way people (*i.e.*, lawyers) conduct themselves.
7. crept, walk silently.
8. religious air in conducting service.
9. march of the procession.
10. took away, escaped with.
11. wardrobe. 12. alter. 13 stool.
14. unwarrantedly appropriated.
15. The pompous strain and stole the sacerdotal.
16. slow drawing tune.

"At the *sea-down's* edge."

1. sea-foam.
2. feathers.
3. weeds and long grass.
4. white-caps.
5. thistles.
6. the father led the family in prayer.

"Break, break, break,
On thy cold gray stones, OSea, etc."

Describe briefly, in your own words, the feelings to, which these verses give expression, and the circumstances which may have given rise to them.

The great sea is dashing against the shore and against the stones and the poet is wishing that he could utter in words the thoughts that the sound of the water brings to him. He the poet says that it is well for the fisherman's boy and the sailor at play that they are so happy and safe while in the water, for if he were dashed against the shore with the water that they would not be so happy.

The ships are allowed to go on to the end of their journey, and not harmed by the sea, but what if the ships are touched by the vanished hand they would be utterly destroyed and smashed.

Scan the stanza "Break, Break," etc. The "bre" represents the soft, sliding motion of the wave, the "ak" represents the whack it gives the shore.

This reminds me of a tragic writer on the "Barbara Freitchie" question, "Halt" the dust-brown ranks stood fast. 'Fire,' and forty thousand muskets hurled forth their leaden hail and the window was smashed! "

"But just when the *dingles* of April flowers
Shine with the earliest daffodils."

1. clusters. 2. hills. 3. dimples.
4. brilliant hues. 5. first appearance.
6. bell-shaped corolla.
7. stamens of flowers dangling down.
8. meadows. 9. fragrance.
10. pleasant noises. 11. signals.
12. petals, tender shoots.
13. dew upon the daffodils.
14. drops of rain which glisten in the sun.
15. calyxes. 16. smiles.
17. flowers. 18. blossoms, buds, sprouts.
19. flower beds.
20. hollow in the flower.
21. the patter of the rain.
22. The soft pitter patter of the summer rain.

It would do least good to reproduce errors of spelling. Words are here inserted, though merely to show the glaring errors that may be committed. When we think that each candidate lost a mark for each mis-spelt word, it will be easily understood, after reading the following list, that candidates may have lost through orthography what they gained in literature.

utential	throat	thoes.
expamble	sorrful	dosent
worter	heigh	fealings
appratuces	frases	pistols (pistils)
havisimer	sunner (sooner)	chunes
penality	mynotanus	disharted
tutched	axcented	obsccence (absence)
simple (symbol)	cloes	moddle
bewreaded	wrightings	continuely
veary	peritty	rong

The body of answers might be extended indefinitely, but sufficient are given above to indicate the character of the blunders committed, and to put teachers on their guard against trusting to the pupil's knowledge even in simple matters.

ANSWERS TO ENGLISH CORRESPONDENTS.

W.H.C. PURDY.—(i) Barry Cornwall (1787-1874) was the *nom de plume* of Bryan Waller Procter. After studying at Harrow, he became a lawyer, with more repute in letters than at the bar. He published successively *Dramatic Scenes*, *Mirandola* (a tragedy), *English Songs*, a life of Charles Lamb, *The Pale Queen*, etc. As a writer of lyrics—tender, simple and pathetic, Barry Cornwall will be longest known. In social life he was loved by many friends for his geniality and the simple kindness of his disposition. Adelaide Anne Procter, the well-known lyric writer, is his daughter.

(ii.) Mrs. Cecil Frances Alexander is the wife of the bishop of Derry. Her works are *Moral Songs*, *Hymns for Children*, *Poems on Old Testament Subjects*. She was editor as well of the *Children's Garland* for Messrs. Macmillan.

(iii.) Charles's Wain or Charles Wagon is one of the names for the seven brightest stars in the constellation of the Great Bear, popularly called the *Dipper*, the *Plough*, the *Butcher's Cleaver*, etc.

(iv.) Pronounce "Mrs." in Mrs. Brown as if written *mis'is*.

(v.) The lines of *The Brook* (III. R. p. 234-5) referred to mean (a) that the brooks sings musically over its stony bed. The expression "in little sharps and trebles" must not be interpreted closely. Being terms, the one for raising a note a half-tone, the other for denoting the higher tones of a musical instrument, they naturally suggest the bright, quick, gay sounds of the running water. The "flat" and "bass" on the other hand would suggest—if used—sadness and slow movement.

(b) The brook hastens down on its course—slipping, sliding down over the stones, casting now a faint gleam of light shadows (I gloom), now swift darts of light in the open (I glance), while the swallows are darting over its surface, grazing the water.

(vi.) We can point to no occasion in Bryant's life to give rise to his "Water-fowl," beyond what the poem suggests, namely, that the author's sight of a wild-duck in the evening sky.

(vii.) "King Hal" (II R. p. 124) was king of England, the River Dee referred to running past Chester into the Irish Sea.

(viii.) One's conscience is simply one's knowledge of right and wrong. It is therefore always a victory over our baser impulses, when we determine to do right.

J.—In *Making Maple Sugar* (IV. Reader, p. 126) the meaning of the passage in question is that the hired man said that the boy, who had told his companions that he had heard something like a bear, had really been frightened by the hooting of an owl.

J.G.C.—The questions you ask are encyclopædic in character; we are unable to give more than a brief outline in answer. (a) Thomas Wentworth Higginson was born in Cambridge, Mass., in 1823; educated at Harvard; became pastor of a Congregational Church in Newburyport, Mass. After 1858 he chose literature for his profession, though his labors in aid of the slaves—becoming, indeed, colonel of the first regiment of freed slaves in the Civil War—and of woman's suffrage, have been great and fruitful. Wounded in the War, he retired to Newport and became a voluminous contributor to magazines, and writer of books, as well as member of the Legislature of his State, and of the Board of Education. His works are many: "Army Life in a Black Regiment," "Young Folks' History of the United States," "Life of Margaret Fuller

Ossoli," "History of the United States," "The Monarch of Dreams," etc., etc.

(b) The mounds of the Mississippi Valley first came into public notice through the labors of the Rev. David Jones in 1772. Since then many writers and investigators have devoted attention to them. In 1784 Arthur Lee wrote an account of the mounds. In 1819 Caleb Atwater made the first general survey of the works. In 1848 the Smithsonian Institution published "Ancient Monuments of the Mississippi Valley," containing surveys, plans, notes of many workers—the first scientific exposition—and from time to time since have issued many volumes dealing with the subject

(c) To sketch the earliest works in metals would require a sketch of primitive civilization, for which we refer you to the encyclopædias. We can state briefly that after using stone weapons, many primitive nations, the ancient Egyptians, Assyrians, Greeks, passed to the use of bronze weapons, and from that to the use of iron. Certainly in Assyria great skill in the fashioning of metal had been attained before 2200 B.C. Homer V., the Greek poet of a later date, is full of descriptions of metal swords, shields, attesting the high skill of the workman and the esteem in which he was held. Every primitive people, urged by the necessities of life, has been forced to make more or less progress in the art of fashioning tools. It is worth noting that some—e.g., the Digger Indians—have not passed beyond the stone age.

(d) Painting began at a very remote antiquity, probably first among the Egyptians. Sculpture probably began still earlier, and painting used first to decorate statues. Painting proper began about 1400 B.C., in Egypt. The Greeks derived the art from Egypt and the Latins from Greece.

(e) Sculpture has a history very like Painting. The records of Egypt point to its arising there out of the worship of the Gods—the making of idols. The Assyrians, Etruscans, ancient Greeks, all became proficient in an art bound up in their religion.

(f) Pottery is an art of prehistoric man. The ancient Egyptians, Assyrians, Babylonians, were all skilful artificers in clay. Before the 7th century B.C., the Phœnicians traded with the Greeks and the Etruscans in pottery. The Hebrews after the Exodus seem to have been familiar with the art, probably learned from their masters.

SUBSCRIBER.—In the sentence "He went home," *home* is an adverb, modifying the verb *went*. Originally the word was a noun, but by frequent use it has changed in phrases such as this to an adverb. The word "mine" in "This book is mine," is a pronoun. Its possessive meaning may be seen by substituting a noun—"This book is John's." The function of both "mine" and John's is adjectival, because they express a quality of the book. Yet the adjective form of "mine" is "my," as in "my book." We may roughly indicate, then, the nature of "mine" by saying it is a possessive adjectival pronoun, having the function of a predicate adjective in describing "book."

ONE LETTER MISSING.

THE following poem of three stanzas of four lines each has often been alluded to as one of the most unique of literary curiosities, says a contemporary. Each stanza contains every letter in the alphabet except the letter "e," which all printers will tell you is one of the most indispensable of the letters, its relative proportion of use being 120 times to "j" 4, "k" and "g" 17 and 140. The one coming next to "e" in number of times of use is "a," which is used 80 times, while the letter in question is being used 120 times.

THE FATE OF NASSAU.

Bold Nassau quits his caravan
A hazy mountain grot to scan;
Climbs jaggy rocks to spy his way,
Doth tax his sight but far doth stray.

Not work of man, nor sport of child,
Finds Nassau in that mazy wild,
Lax grow his joints, limbs toil in vain—
Poor wight! Why didst thou quit that plain?

Vainly for succor Nassau calls.
Know, Zillah, that thy Nassau falls?
But prowling wolf and fox may joy
To quarry on thy Arab boy.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO— ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING AND UNIVERSITY MATRICULATION.

LATIN AUTHORS.

PRIMARY.

Examiners: { A. J. BELL, M.A., PH. D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

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

A.

Translate into idiomatic English:

Germanico bello confecto, multis de causis Cæsar statuit, sibi Rhenum esse transeundum: quarum illa fuit justissima, quod, quum videret Germanos tam facile impelli, ut in Galliam venirent, suis quoque rebus eos timere voluit, quum intelligerent, et posse et audere Populi Romani exercitum Rhenum transire. Accessit etiam, quod illa pars equitatus Usipetum et Tenctherorum, quam supra commemoravi, prædandi frumentandique causa Mosam transisse, neque prælio interfuisse, post fugam suorum se trans Rhenum in fines Sigambro- rum receperat, seque cum iis conjunxerat. Ad quos quum Cæsar nuntios misisset, qui postularent, eos qui sibi Galliæque bellum intulissent, sibi dederent, responderunt: Populi Romani imperium Rhenum finire: si se invito Germanos in Galliam transire non æquum existimaret, cur sui quidquam esse imperii aut potestatis trans Rhenum postulare?

1. Parse: *quarum, prædandi, prælio, dederent, æquum, imperii.*

2. Mark the quantity of the penult of the following words: *videret, facile, timere, receperat, dederent, invito, populi, transire, responderunt, existimaret, imperii, potestatis.*

3. *Frumentandi causâ.* Express the same meaning in three other different ways.

4. Derive and explain the meaning of: *commentarii, septentriones, clientes, alarii, repræsentare, portorium.*

B.

Translate into idiomatic English:

Ad hæc Ariovistus respondit: Jus esse belli ut qui vicissent iis quos vicissent quemadmodum vellent imperarent: item Populum Romanum victis non ad alterius præscriptum sed ad suum arbitrium imperare consuesse. Si ipse Populo Romano non præscriberet quemadmodum suo jure uteretur, non oportere sese a Populo Romano in suo jure impediri. Aeduos sibi, quoniam belli fortunam tentassent et armis congressi ac superati essent, stipendarios esse factos. Magnam Cæsarem injuriam facere qui suo adventu vectigalia sibi deteriora faceret. Aeduus si obsides reddidit non esse, neque his neque eorum sociis injuria bellum illaturum, si in eo manerent quod convenisset, stipendiumque quotannis penderent: si id non fecissent, longe iis fraternum nomen Populi Romani abfuturum. Quod sibi Cæsar denuntiaret se Aeduorum injurias non neglecturum, neminem secum sine sua pernicie contendisse.

5. Parse: *Jus, consuesse, oportere, adventu, illaturum, iis.*

6. Conjugate: *vicissent, uteretur, congressi, manerent, penderent, contendisse.*

7. Explain carefully the reason for the mood and tense of *fecissent*, and the difference between *vectigalia* and *stipendium*.

8. Translate the following phrases, explaining the grammatical peculiarities:

(a) *Ante diem quintum Kalendas Apriles.*
(b) *Vulgo totis castris testamenta obsignabatur.*
(c) *Tertiam aciem laborantibus nostris subsidio misit.*

C.

Translate into idiomatic English:

Haec quum animadvertisset, convocato consilio omniumque ordinum ad id consilium adhibitis centurionibus vehementer eos incusavit; Primum, quod aut quam in partem aut quo consilio ducerentur

sibi quaerendum aut cogitandum putarent. Ariovistum se consule cupidissime Populi Romani amicitiam appetisse; cur hunc tam temere quisquam ab officio discessurum judicaret? Sibi quidem persuaderi cognitis suis postulatis atque aequitate conditionum perspecta eum neque suam neque Populi Romani gratiam repudiaturum. Quod si furore atque amentia impulsus bellum intulisset, quid tandem vererentur, aut cur de sua virtute aut de ipsius diligentia desperarent? Factum ejus hostis periculum patrum nostrorum memoria, quum Cimbris et Teutonisa Caio Mario pulsus non minorem laudem exercitus quam ipse imperator meritus videbatur: factum etiam nuper in Italia, servili tumultu, quos tamen aliquid usus ac disciplina quam a nobis accepissent sublevarent.

9. Parse: *quaerendum, se, persuaderi, impulsus, quos, aliquid.*

10. Conjugate: *appetisse, discessurum intulisset, vererentur, meritus, accepissent.*

11. Explain carefully the reason for the mood and tense of *intulisset*, and the difference between *aliquis* and *quisquam*.

12. Translate and explain the meaning of:

(a) *Sibique decimam legionem prætoriam cohortem futuram.*

(b) *Complures annos omnia Aduorum Vectigalia parvo pretio redempta habere.*

(c) *Ipse in ceteriorum Galliam ad conventus agendos profectus est.*

NORTH HASTINGS UNIFORM PROMOTION AND REVIEW EXAMINATIONS.

NOVEMBER, 1881.

FIRST CLASS.

LANGUAGE.

1. WRITE questions with the words *smile, thrice, burden, fry, bubbles*, in them, and statements containing the words *Madoc, street, Sabbath School, shoes*.

2. (a) Name, in sentences, two seeds that are used for food.

(b) Write two sentences about a crow.

3. Write answers to these questions:

What is your full name?

What is your teacher's name?

What is the surname of the girl or boy who sits with you?

Where do you live?

4. In these statements, change *boy, sister* and *cat*, so as to make them mean more than one, making all other needed changes:

The boy was at home with his book.

His sister is good.

Her cat has a sore foot.

5. Open your Readers at page 59 (Lesson XXI.) and then answer these questions:

(a) What are the children doing?

(b) How many are there?

(c) What relation is the mother of the two boys to the girl?

(d) Why is the little girl sitting at the end of the table?

6. Write questions, using the words *I, eye, their, there, not, knot, dew, due*.

7. Write a story (four or five sentences) about two girls.

SECOND CLASS.

1. Use each of these words in two senses in a sentence: *match, spring, boy, pen, leaves, pound*.

2. Write a letter to a friend telling

(a) When Autumn begins.

(b) The Autumn months.

(c) The appearance of the trees.

(d) The appearance of the fields.

(e) The games played.

(f) The holidays of the season.

(g) Anything else about the season that you may think interesting.

3. Fill the blanks with *two, to* or *too*:

(a) He told Henry not—get—much candy for—children.

(b) —of the girls were going—ride, but it was—late.

(c) Do not eat—many apples, or you will be sick—go—school.

4. Use each pair of words in a command : night, knight ; flour, flower ; of, off ; fore, four ; quiet, quite ; track, tract.

5. Write the word *yesterday* after each of these sentences, making whatever other changes are needed : He wears an overcoat. He grows rapidly. The cold freezes the ground. They lie in their beds. John catches fish. He reads a great deal. Mary sings well. They ring the bell at noon.

6. Write the last five sentences in 5, putting *has* or *have* before the words in italic, and making all needed changes.

7. Look carefully at the picture opposite to the first lesson in your Second Reader, and then write a story about children playing like those in the picture.

8. Combine into one sentence and punctuate properly :

A boy was hurt. He was a small boy. He was a young boy. He was a timid boy. He was a German boy.

9. Write one word for each of the following : without leaves, full of life, of no value, in the fashion, to go out of sight.

THIRD CLASS.
COMPOSITION.

1. Write the following three sentences in two paragraphs, using punctuation marks and capitals correctly :

do you get a pailful of sap from one maple tree inquired robert yes said uncle james a large tree will produce a pailful of sap almost every day during the season it takes a great many pailfuls of sap to make a pailful of the syrup such as we have on the table now.

2. Write a letter to a friend describing an imaginary trip to Toronto,—the start, your company, incidents of the trip, your arrival, what you did while there, and your return.

3. Imagine you are in Manitoba. Write a letter to your mother giving an account of the Province, its size, climate, people, farm-buildings, productions, prospects, and anything else that would be interesting to those at home.

4. Robert Jamieson owes Richard Snow \$45 for wheat. On May 27, 1891, he pays the debt. Write the receipt.

5. Answer this advertisement :
Wanted—Clerk in Grocery. Address O. H., Stirling, Ont.—stating age, qualifications, references, and salary required.

THIRD CLASS.
GRAMMAR.

1. IN the Old Colony days, in Plymouth, the land of the Pilgrims,
To and fro in a room of his simple and primitive dwelling,
Clad in doublet and hose and boots of Cordovan leather,
Strode with a martial air, Miles Standish, the Puritan Captain.

(a) Arrange these lines in prose order.
(b) Analyze the sentence, stating kind, bare subject, modifiers of subjects, bare predicate, modifiers of predicate.

(c) Name at least nine phrases in the sentence and state definitely the function of each.

(d) Name the words, in the first three lines, whose function is to change the meaning of names.

(e) Into how many classes does your text-book divide such words? Indicate to which of these classes each of the words referred to in [d] belongs.

2. Beneath the cloud the starlight lurks,
Through showers the sunbeams fall ;
For God, who loveth all His works,
Has left His Hope for all.

(a) Which of the verbs in the foregoing stanza are transitive and which intransitive? Give reasons.

(b) What word acts as a substitute for a name and, also, links two statements together?

(c) What name is given to words which have such a double function?

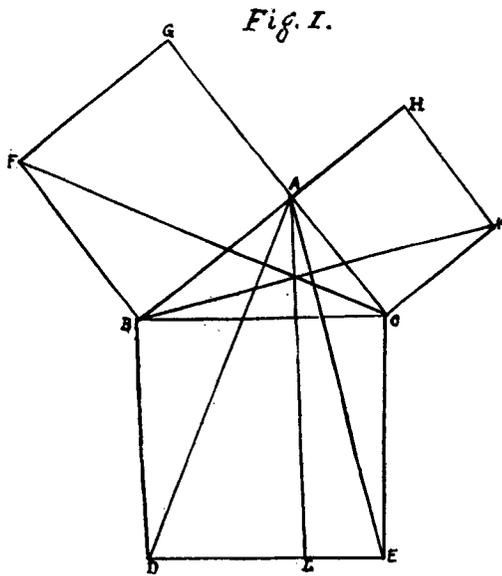
3. Write a compound and also a complex sentence on Manitoba.

4. Correct where necessary :
(a) I have got to finish this sum.
(b) The attendance is unregular.
(c) Were you there when he did it?
(d) Ain't you real glad I came home yesterday?
(e) Divide them between six boys.
(f) Lay down, boys, and set up when he has went by.
5. Define these terms : co-ordinate conjunctions, sub-ordinate conjunctions, pronominal adjective, gender-noun, abstract noun.
6. Name four classes of adverbs. Give an example of each kind used in a sentence.

* Mathematics. *

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

ELEMENTARY GEOMETRY.

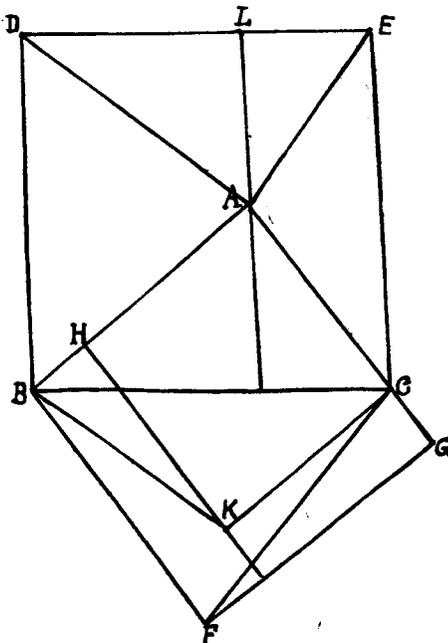


This is the ordinary figure of I.47, and the text proves $AF = 2FBC = 2ABD = BL$;
and $AK = 2KCB = 2ACE = CL$

Hence $AF + AK = BL + CL = CD$

If all the squares be described internally we have

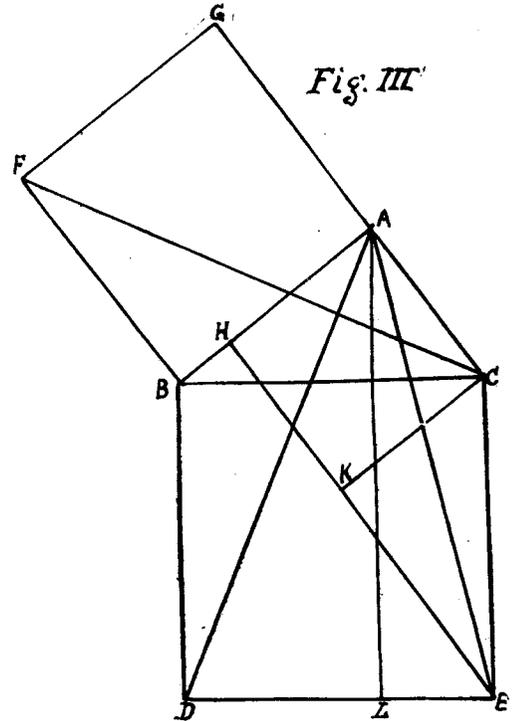
Fig. II.



In this $AF = 2FBC = 2ABD = BL$;
and $AK = 2KCB = 2ACE = CL$

Hence $AF + AK = CD$, as in Fig I.

If the squares on the hypotenuse and on the perp. be described externally, but the square on the base AC internally, we get



Here we join KE and easily prove that HKE is a straight line. Then as before,

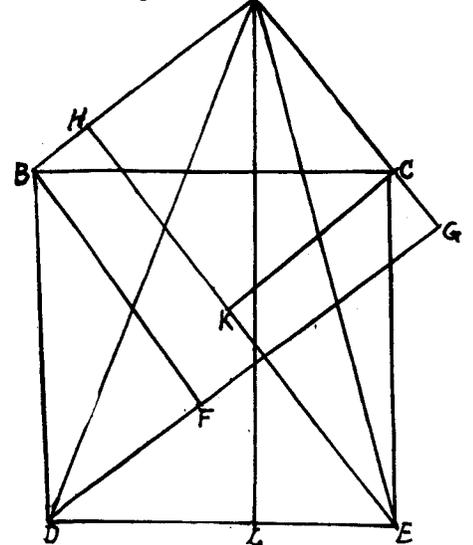
$$AF = BL ;$$

$$\text{and } AK = 2ACE = CL$$

Hence $AF + AK = BL + CL = CD$

If the square on the hyp. be external and both the other squares internal, we get

Fig. IV.



Here we join FD and KE and prove that HKE and GFD are straight lines. Then

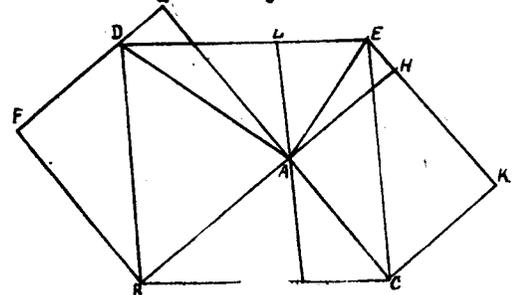
$$AF = 2ABD = BL$$

$$AK = 2ACE = CL$$

Hence $AF + AK = CD$

When the sq. on the hyp. is internal and both the other squares external we have

Fig. V.



In order to prove that D falls on FG and E on KH produced, it is simpler to describe the two small squares first and then draw BD perp. to BC and CE perp. to BC. It is easy to show that BD must meet FG and that CE will meet KH produced, also that BE is a square. Then as before,

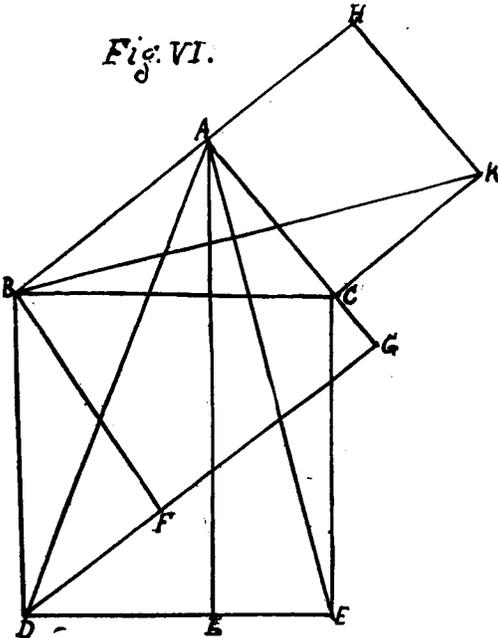
$$AF = 2ABD = BL; \text{ and}$$

$$AK = 2ACE = CL;$$

$$\therefore AF + AK = CD$$

If two squares on the base and on the hyp. be external while that on the perp. is internal, we get

Fig. VI.



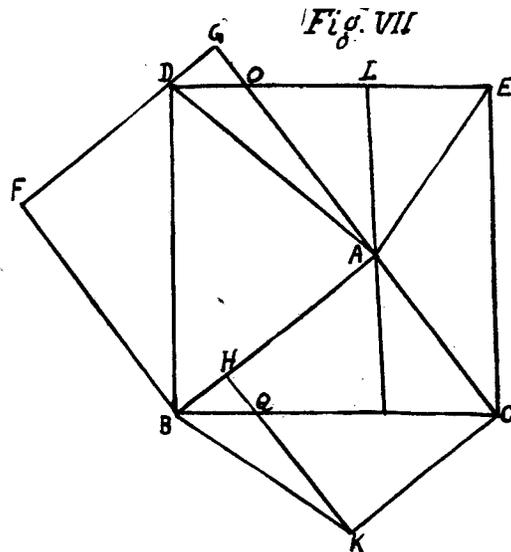
Here we show DFG to be a straight line and

$$AF = 2ABD = BL; \text{ also}$$

$$AK = 2KCB = 2ACE = CL$$

$$\therefore AF + AK = CD.$$

When the square on the perp. is external and the other two squares internal we have



Here $AF = 2ABD = BL$; and

$$AK = 2KCB = 2ACE = CL, \text{ etc., as before.}$$

N.B.—If this figure be cut through and dissected along BD, BC, DA and DO, the parts of AF and AK may be fitted together so as to form the square CD.

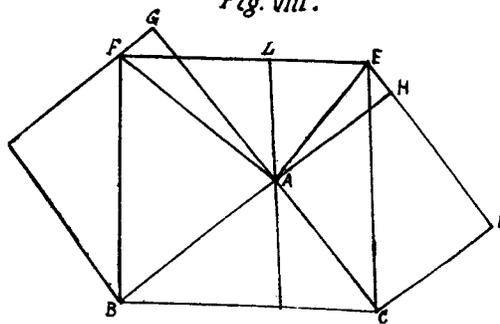
FDB will take the place of DAE

DGO " " " " " BHQ

CKQ + DOA will replace AEC and these three together form CD. Thus the proposition is proved by superposition.

Again, if the sq. on the hyp. is internal and the other two squares external we get

Fig. VIII.



In this figure

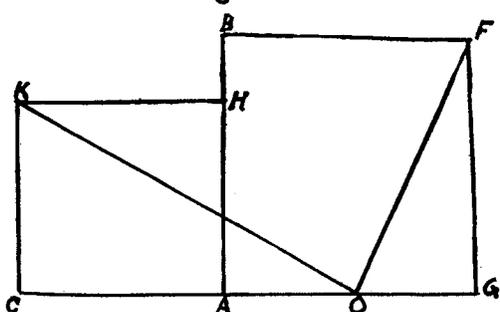
$$AF = 2ABD = BL$$

$$AK = 2ACE = CL, \text{ hence, etc., as before.}$$

For the sake of junior pupils learning mensuration, it may be well to give a proof which they can understand easily after having mastered the square root in arithmetic.

For this purpose we use

Fig. IX.



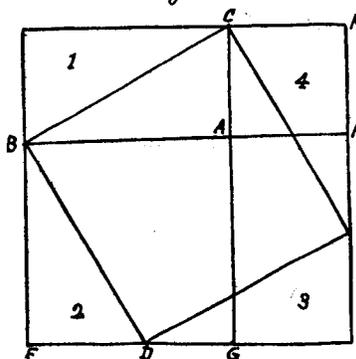
Cut out of a piece of paper the figure CF containing the squares on AC and AB. Measure $CO = AB$ and cut through the lines OK and OF. Then the two triangles OCK and FOG can easily be placed so as to complete the square KOF, which will be the square on OK. But $CH = \text{sq. on } CK$, and

$$BG = \text{sq. on } AB, \text{ i.e., on } CO.$$

Hence the two squares on OC, CK of the right-angled triangle KCO are equal to the square on the hyp. OK. This will suffice to give the pupils a working knowledge of the theorem.

A convenient proof may be had from

Fig. X.



Describe the squares on the sides of the triangle ABC as in the figure. Draw parallel lines to complete the outer square FK. Now first remove from FK the two squares AF and AK, and the remainder is the two rectangles BC and HG. Next remove from FK the sq. BE and the remainder is triangles 1, 2, 3, 4. But it is plain that each of these triangles is = half of HG or BC, and therefore all four = $KG + BC$, that is, the two remainders are equal. Hence BE must = $AF + AK$, and ABC is a right-angled triangle as in the other cases.

The following exercises refer to Fig. 1:—

1. The line FK passes through A. For the angles FAB, KAC are each $\frac{1}{2}$ rt. angle.
2. BG is parallel to CH. For the alternate angles GBH and BHC = $\frac{1}{2}$ rt. angle.
3. Produce DB to meet FG in M, EC to meet KH produced in N; also join GH, KE and FD.

The five triangles BFM, CKN, GHA, KCE and FBD are each equal to the given triangle ABC. For $ABC = GAH$ by superposition = $FBM = CKN$. For the other triangles, produce FB to meet DX perp. from D, and KC to meet EY perp. from E; $\therefore BDX = BAC = CEY$. But $BDX = FBD$, since $BX = FB$, etc.

4. The sum of the squares on GH, KE and FD = six times the square on BC. This follows from 3. For $FX = 2BA$ and $KY = 2AC$, \therefore

$$FX^2 = 4AB^2 + AC^2$$

$$KY^2 = AB^2 + 4AC^2$$

$$GH^2 = AB^2 + AC^2$$

$$\text{Sum} = 6BC^2$$

5. Produce FG and KH to meet in O; join OA and produce OA to meet BC in R. Then OR is perp. to BC and it passes through the point P where FC and BK intersect.

HINT.—Join OB and OC and show that CF is perp. to OB, BK to OC, and AR to BC. Then it follows that since BO, RO and CO intersect in a point O the perp.'s of these lines must also intersect in a point P.

6. Produce BC both ways and draw perp.'s FN and KM, also AR perp. to BC. Prove $FN + KM = BC$; and $NB = CM$.

HINT.— $FNB = ABR$, and $CKM = ARC$, $\therefore NB = AR = CM$, etc.

N.B.—By joining NP and FR, we may show $NP = FR$; $\therefore NC \cdot PR = RC \cdot FN$, i.e., = $BR \cdot RC$. Now if BK cuts AR in some other point Q, join KR and QM. We can then show $MQR = KBR$; $\therefore MK \cdot BR$ or $BR \cdot RC = BM \cdot RQ$; $\therefore = NC \cdot PR$. But $NC = BM$, $\therefore RQ = RP$, and therefore the points P and Q coincide, and hence FC, BK and OR pass through the same point, as was proved in 5.

7. Show that the lines BC, FK and GH, when produced, pass through the same point P.

HINT.—Produce BC and FK to meet in P; join PH and HG.

$$\text{Show } PHK = PCK = ABC = AGH$$

$$\therefore PHK, KHA, \text{ and } AHG = 2 \text{ rt } \angle \text{'s}$$

$$\therefore PH, HG \text{ are in a straight line.}$$

8. The equilateral triangles described on AB and BC are together equal to the equilateral triangle on AC.

HINT.—Make ABF, BDC, AEC equilateral. Draw FG perp. to AB, EH perp. to AC; join AD, CF, CG. Show that $BFG + FGC + BGC = AFB + \frac{1}{2}ABC$, also = ABD . In the same way $AEC + \frac{1}{2}ABC = DCA$.

$$\therefore AFB + AEC + ABC = BDC + ABC.$$

$$\therefore ABF + AEC = BDC.$$

Exercises of this kind are of great value to the junior student, who needs to look at the same leading truth from several points of view. There is no other subject better fitted for educative purposes when it is thoroughly taught and clearly apprehended; there is no other subject in which the mere "hearer-of-lessons" can do greater harm to the mind of the learner. In some future number we will make a study of Prop. II.

PROBLEMS, ETC.

H. K. Rockwood points out that the results in No. 16, November issue, ought to be $CN = 7\frac{1}{2}$, $NP = 5\frac{3}{4}$; but he is wrong in supposing that the solution of No. 4 is inaccurate. He sends us

PROBLEM 112.—A train of 30 cars, each 30 feet long, with an engine and tender 45 feet long, is moving at $19\frac{1}{4}$ miles per hour, and takes 45 seconds to pass a man walking in the same direction at 4 miles per hour. What is the space between each car. Ans.— $2\frac{1}{2}$ feet. We add

PROBLEM 113.—A sets out from Goderich to Buffalo and B at the same moment from Buffalo to Goderich, a distance of 84 miles. A reaches Buffalo in 9 hours after passing B on the road; B reaches Goderich 7 hours later. Find the time each took to make the journey at uniform rates, also their respective speeds per hour.

$$\text{ANS. } \begin{cases} A, 21 \text{ hrs. @ 4 mls.} \\ B, 28 \text{ hrs. @ 3 mls.} \end{cases}$$

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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TEACHERS' MEETINGS.

Oxford Teachers' Institute at Woodstock, on Thursday and Friday, Dec. 3rd and 4th.

✻ Editorials. ✻

TORONTO, DECEMBER 1, 1891.

THE TEACHER OUT OF SCHOOL.

THE great business of a teacher is, of course, to teach, and to teach in the very best manner. And the great business of a teacher's journal is to afford the teacher the best possible hints and helps in becoming what every individual teacher should aim at becoming—a thorough master of his profession. But, in addition to being an educator of the young, the teacher is also a man or a woman, or, as perhaps we should say, in conformity with the current fashion in speech, a gentleman or a lady. We see no reason why every teacher should not eventually become a gentleman or a lady in the highest and best sense of the term, that is to say, a man or a woman of the highest mental culture and the highest moral character. We are well aware that Public School teachers in Canada often begin their professional life without having enjoyed the highest advantages, either educational or

social. But, if after ten, or fifteen, or twenty years of service in a profession which holds out so many opportunities and inducements for self-improvement, the teacher does not at least approach the standard indicated, it must be largely his own fault.

In the first place, there are very few occupations which afford so much time for self-improvement as that of teaching. In most cases the industrious teacher can secure some hours every day and a large part of one day every week for his own purposes. We are well aware that this statement needs many modifications. The popular idea that the position of the school-master or schoolmistress is a very easy one because of the shortness of the hours of labor, is very erroneous. The teacher who has done his whole duty for five or six hours in the school-room has done a hard day's work, and has not much nervous energy to spare at its close. Especially is this the case when, as in most country schools, the two hard duties of instruction and government have to be carried on at the same time. The comparative shortness of the work day and the yearly vacations alone render the mental strain of such a work endurable. Those who have tried both will testify that they have often found their energies more completely exhausted, their sense of fatigue greater, at the close of a six-hour day's work in the school than at the close of a ten-hour day's work in the harvest field or at the mechanic's bench.

Happily, however, the truest rest is not necessarily cessation from labor. With the mind, as with the body, a change of employment is often the best remedy for fatigue. A couple of hours spent in a brisk walk in the open air, or in a leisurely stroll in some inviting field, will generally prove a most effective restorer of tired nature. Nor need such walk or stroll be barren of higher results than mere recuperation of exhausted powers. To the open eye and ear Nature addresses a varied language, and her teachings are always full of interest and profit. One may have a keen eye for beauties of landscape. Another may delight in the study of plants, or birds, or insects, or mineral specimens, or geological formations. There is no good reason why almost every teacher should not be an amateur artist or scientist in some special department. The opportunities afforded by these hours of recreation for social intercourse should not be overlooked. Kindly and sympathetic intercommunion with the minds and hearts of others is one of the best means of self-improvement, as well as one of the highest of human duties.

But, apart from the work and necessary recreation, there will still be left a few

hours of every day for reading and writing. How many men and women of literary tastes and hungry minds would give almost anything to secure a couple of hours every day for quiet study and thought. Two hours a day for 300 days in the year: 600 hours, or 100 six-hour days. In ten years 1,000 days of six hours each, or about three working years, all to one's self. How much should be accomplished in that time! And what is to prevent almost every teacher from securing at least so much? Are we not then speaking within bounds when we say the teacher ought to be among the foremost in every department of social and literary culture?

But there are lions in the path. Yes, we know it; many and formidable they often are. The want of books in rural districts and, with the pittance received as salaries, the want of means to buy them. The claims, lawful and right within certain limits, but to be resisted when ruinously excessive, of pleasant companions and social gatherings. Most to be dreaded in these days of "cram," the preparation of examination questions, the reading of reams of foolscap in the shape of answers, and the getting ready each evening for the everlasting drill of the morrow. The first of these obstacles is serious, often insurmountable. Where schools are sufficiently near each other the formation of teachers' reading clubs will materially help by dividing the difficulty. But why confine such clubs to teachers? Are there not in almost every district a few like-minded persons intelligent enough to take part in carrying on the work of such a club? The temptations to fritter away precious hours in nonsense and gossip can be conquered only by moral strength and courteous firmness on the part of the teacher. For the third difficulty we know no remedy save the good sense of public educators, which is already tending to reaction from the absurd and killing extremes to which the examination craze had swung. Within proper limits the written examination is one of the very best instruments of education, and is simply indispensable. So, too, a certain amount of every faithful teacher's time out of school, no matter how competent he or she may be, will be given to preparation for next days' classes. But these necessary labors may be kept within narrow limits, not only without detriment to the work, but with positive advantage, for in the long run no toil of the teacher tells more for the advantage of the pupil than that spent in gaining a higher culture and a wider range of information. But, after all, the proof of the strength is to found and often the highest benefit reaped, not in the removal, but in

the overcoming of obstacles. The teacher who will, may eventually take his place amongst the wisest and best in any land. The true man and woman will cherish no lower ambition.

TEACHERS' ASSOCIATIONS.

WE should like to report the proceedings of all the Teacher's Associations, but we have for many months past found it impossible to do so, without crowding out other matter, which seems to us still more important. We are at a loss to know what to do in the matter. If secretaries or other friends would kindly send us very brief reports of proceedings, such as would not occupy more than half or three-fourths of a column of THE JOURNAL, and then either secure for us copies or synopses of really valuable papers and addresses, or put us in communication with the writers, it would help us very materially in solving the question. There are many details of the customary reports of such meetings which are of interest only to a few. The fact that Mr. A. or Miss B. read a paper or gave an address or lesson on a given subject may be of interest to all the personal friends of the teachers, but it conveys no useful information to others. On the other hand brief accounts are sometimes given of the contents of articles which, so far as we can judge, are worthy of wider circulation, and would be helpful to many. But usually the name only of the writer is given, without the address, and we are unable to communicate with him or her, as the case may be. Will our good friends kindly help us in the matter.

EDITORIAL NOTES.

OUR 'young friend, "R. A. W.," has our thanks for his suggestive article on "Snowballing." It furnishes a good illustration of the tactful way of dealing with a difficulty at its inception, by enlisting the pupils on the right side. That is the secret of school discipline.

"ONE teacher looks at his pupils and sees nothing in their faces but an exhaustive command on his strength and patience; another sees in each face a mute appeal to all the wisdom, sympathy, and love that are in him." The words are fitly spoken. We commend them to the consideration of every teacher who reads THE EDUCATIONAL JOURNAL. Let each teacher ask himself or herself, "What do I see in the faces of my pupils? To which class of teachers do I belong?" (The answer will go far to enable one to determine whether he is a true teacher or not.)

* Question Drawer. *

(For answers to questions in English see English Department.)

G.D.—The price of the Concise Imperial Dictionary is \$4.50. We know no better for your purpose.

TEACHER.—The Universities of Ontario are: Queen's University of Toronto; the University of Queen's College, Kingston; Victoria University, Cobourg (to be soon removed to Toronto); Trinity University, Toronto; McMaster University, Toronto. The University of Ottawa; the Western University, of London. Victoria is connected with the University of Toronto; the others are independent. The Western has in operation only the Medical Department. There are also in Toronto Knox and Wycliffe Theological Colleges. (3) Prescott and Addington are two counties united for municipal purposes. (4) Muskoka is a district. (5) Incorporated towns are as a rule represented in the County Councils, some are separated by their own wish. (6) Nanaimo is not a city.

A.B.C.—You cannot renew your payments to Superannuated Teachers' Fund, or get your name restored by paying arrearages. If fuller information is wanted, write to Education Department.

A.M.H.—(1) The Senior Leaving Examination corresponds to Non-professional First Class Examinations. (2) The teacher's salary is to be reckoned in every instance on the basis of the proportion which the number of days actually taught bears to the number of teaching days in the year. (3) We learn on inquiry that the list of text-books is being revised by the Department and that a new circular will be issued in a few weeks. You had better send your address to the Department and have one sent you as soon as issued. (4) The Departmental Regulations read as follows: "Any one who holds a Second Class Professional Certificate and either a Senior Leaving Certificate or the University qualifications of a High School Assistant, and has had two year's successful experience as a teacher, shall be entitled to rank as a First Class Teacher of Public Schools, or Assistant Master of a High School, as the case may be; on passing the Training Institute final examination."

W.J.B.—(1) The Inspectors of Mechanics' Institutes are appointed by the Minister of Education. (2) There is no such thing as a British Constitution on paper. The British Constitution is unwritten. It is the growth of centuries, during which it has "broadened down from precedent to precedent." It is in fact still growing, as new precedents are being from time to time established.

TEACHER.—(1-2) The Public School teaching year now consists of two terms: in townships the first begins on the third Monday in August and ends on December 22nd; the second begins on January 3rd and ends on June 30th. The current term thus ends on December 22nd. (3) St. Joseph and Navy Islands both belong to Ontario. (4) Alumette and Calumet Islands belong to Quebec. (5) In "what has taken place to prevent his coming?" *place* is grammatically the object of *has taken*.

J.L.—You can profitably study History, Literature, Euclid, Geography, etc., at home. We can hardly undertake to answer your second question, but advise you to get as long a term at a good High School as possible. It is better to be sure than sorry.

F.L.—*The Schoolmaster* (weekly), 14 Red Lion Court, Fleet St., London; *Educational Times* (monthly), 89 Farringdon St., London, E.C. *The Journal of Education* (monthly), 86 Fleet St., London, E.C. We cannot give their rates.

FRANK LEIGH writes: In response to query in issue of Oct. 15th, I would say that I have used E. O. Exell's "School Songs" (Chicago) and C. Gordon Scott's "Joyful Songs" (Copp, Clark, Co., Toronto).

SUBSCRIBER writes: "In your journal I see that Beale's Calisthenics and Light Gymnastics

for Young Folks contains the Broom and Fan Drills, but I have looked in vain to find a book containing the Tambourine drill. By kindly answering where I may get a work containing the same in your next issue you will greatly oblige. Will someone kindly furnish the information?

Book Notices, etc.

On Self-Culture. By John Stuart Blackie, Professor of Greek in the University of Edinburgh. New York and Chicago: E. L. Kellogg & Co. Cloth. 20 cents net; by mail, 23 cents.

This little 64-page volume treats of intellectual, physical and moral culture, and contains in small space a vast amount of excellent advice. It will help hundreds of young teachers to make a right start, or set them right if they are on the wrong track. Although the book is published especially for teachers, it will make profitable reading for all, no matter what their calling, who wish to improve. The suggestions on physical culture are specially recommended to the many who are disposed to neglect that necessary part of education. This volume is one of a series of exceedingly valuable yet cheap books issued by this firm, called the "Professional Teachers' Series."

Tredemann's Record of Infant Life. An English Version of the French Translation and Commentary, by Bernard Perez, with Notes by F. Louis Soldan, Ph.D. Syracuse, N.Y.: C. W. Bardeen, publisher.

The editor says in his preface: "This essay is remarkable both on account of its contents and of the influence which its publication in France has had on the study of childhood. It is a reproduction of a little work by a German writer, which, I think, was written about 100 years ago, but was completely forgotten until a French translation of it appeared in 1863, in the *Journal General de l'Instruction Publique*, by Mr. Michelan. This translation attracted much attention, and seems to have given the first impulse to a number of most remarkable monographs on the development of childhood." It contains many interesting and instructive facts and observations in reference to the time and order of development of the various faculties in the child-mind.

Practical Lessons in German, by A. A. Fischer. Pp. 80. Price, 40c. in paper, 60c. in cloth. Philadelphia.

Herr Fisher's little book of lessons is primarily a class book for his own pupils, but of a nature to be used to advantage by any teacher of the "natural method." He begins with the simplest statements *Das ist ein Ball, Das ist ein Glas*, and by careful questioning and explanations (always in German), carries the learner to a comprehension of short stories. The little book will be helpful to the teacher and student of elementary German.—F.H.S.

IS LIFE WORTH LIVING?

Is life worth living? Yes, so long
As there is wrong to right,
Wail of the weak against the strong,
Or tyranny to fight;
Long as there lingers gloom to chase,
Or streaming tear to dry,
One kindred woe, one sorrowing face
That smiles as we draw nigh;
Long as a tale of anguish swells
The heart, and lids grow wet,
And at the sound of Christmas bells
We pardon and forget;
So long as Faith with Freedom reigns,
And loyal hope survives,
And gracious Charity remains
To leaven lowly lives;
While there is one untrodden tract
For Intellect or Will,
And men are free to think and act,
Life is worth living still.

—*English Illustrated Magazine.*

* Hints and Helps. *

A MANUAL OF PUNCTUATION AND SOME MATTERS OF TYPOGRAPHY, DESIGNED FOR PUPILS, TEACHERS, AND WRITERS.

BY JAMES P. TAYLOR, LINDSAY.

CHAPTER I.—THE COMMA.

RULE I.

NO mark is usually inserted between the subject and the predicate of a sentence.

EXAMPLES.

1. The first principle of narrative is to follow the order of events.
2. He who reads in a proper spirit can scarcely read too much.
3. But Master Johnny's serene confidence in his companion's seamanship was destined to be rudely shaken.
4. The difficulty of finding the little nests of the humming birds is increased by a curious habit possessed by some of the species.

(a) When the logical subject ends with a verb, and the predicate begins with a verb, a comma may be put between them; as, To say a thing is what it is, conveys no additional information.

(b) When the logical subject is long, and not easily seen as a whole, a comma may be placed after it; as, That some of the dissenting ministers were acquainted with Coppinger's intention, is plainly affirmed by himself.

(c) A comma is sometimes necessary to show whether a modifying word belongs to the subject or to the predicate: as, The boy that always does his work *quickly* advances to preferment. Here the sense will be determined by putting a comma after "work" or "quickly."

(d) When the nominative is followed by a pointed adjunct, a comma is required before the verb; as, The red sandstone rocks of Moray, Cromarty, and Ross, are covered by red-boulder clays.

(e) The case of two or more nominatives without a conjunction will be noticed under Rule IV.

RULE II.

When two words of the same part of speech are connected by *and* or *or*, no mark is inserted between them.

EXAMPLES.

1. Men and boys enjoy skating.
2. The bakers come and go.
3. The girls are quiet and attentive.
4. John or his brother will help us.
5. Never read hastily or carelessly.
6. I will go over or around the hill.

(a) But, should the first of two connected words be qualified by a term not applicable to the second, or the second be followed by a qualifying term not applicable to the first, a comma may be necessary before the conjunction; as, The children are *neatly* dressed, and provided with substantial food. He could draw, and paint fairly *well*.

(b) When the first of two phrases joined by a conjunction ends with a noun, and the second begins with a noun, a comma may precede the conjunction. And, when both have a common relation to the remainder of the sentence, a comma may be put after the last phrase; as, Refinement of mind, and clearness of thinking, usually result from grammatical studies.

(c) When *or* connects two words or expressions one of which explains the other, commas are used; as, Indian corn, or maize, flourishes in a warm climate.

RULE III.

When two words of the same part of speech, and in the same construction, are not joined by a conjunction, they are separated from each other by a comma.

EXAMPLES.

1. Follow the old, well-beaten path.
2. Eat, drink, what is on the table.
3. Moderate exercise of the body tones, strengthens it.
4. He was anxiously, momentarily expected.
5. Poor lone Hannah,
Sitting at the window [,] binding shoes,
Faded, wrinkled,
Sitting, stitching, in a mournful muse,

6. Mistake, error, is the discipline through which we advance.

7. All lands, all seas, have heard we are brave.

(a) When the first of two adjectives qualifies the second and a noun, no mark is put between the adjectives; as, The color of the tiger is a *light tawny* brown. The messenger was a little old man.

(b) When the first of two adverbs qualifies the second, no mark is put between them; as, The boy acquitted himself *remarkably* well.

RULE IV.

Words of the same part of speech, in a series, are separated from each other by commas.

EXAMPLES.

1. The father, mother, and children were saved.
2. Wolfe, Moncton, and Murray landed with the first division.
3. Ages, countries, and individuals differ in their sense of what is excellent in composition.
4. Not a reptile, fish, mollusc, or zoophyte of the cretaceous system continues to live.
5. Cabbages, cherries, gooseberries, plums, apricots, and grapes might be now seen in English gardens.
6. The woman was poor, and old, and gray,
And bent with the chill of the winter's day.
7. Collect, digest, and remember solid information.
8. This is what poses, perplexes, embarrasses, and torments you.
9. Julius Cæsar wrote in a clear, natural, correct, and flowing style.
10. This eminent man wrote purely, naturally, and perspicuously.
11. The savage is nature's thrall, whom she scorches, freezes, starves, drowns, as her caprice may dictate.
12. Every man, every horse, every dog, glorying in the plentitude (*sic*) of life is in a different attitude, motion, gesture, action.

Notice the first five examples. Some writers would omit the commas immediately before the conjunctions. But their insertion preserves the even connection or alternation between the particulars. Were the comma omitted before the conjunction in any one of these sentences, there would seem to be a stronger union or a greater alternation between the last two particulars than between the others, which is not the case. On the other hand, some would put a comma after the last particular. But it is altogether unnecessary, "because the conjunction shows," says Wilson, "that all the particulars have, either separately or together, a relation to what follows in the sentences."

(a) When the conjunction is omitted between the last two particulars of a series that makes the subject of a verb, a comma is put after the last particular; as, The earth, the air, the water, teem with delighted existence. Vituperation, abuse, depreciation, calumny, find a place in the oratory of all ages.

(b) When, in a series of verbs that have a common object, there is no conjunction between the last two, a comma follows the last verb; as, A teacher should not slight, discourage, ridicule, his pupils. If, however, the object be a monosyllable, the comma may be omitted. See Exercises 2 and 3, Rule III.

(c) Words may be in juxtaposition, and not in a series; as, Early in the morning, men and boys go to work.

RULE V.

When words or expressions are used in apposition, they are set off by commas.

EXAMPLES.

1. Quebec, the Gibraltar of America, is on the St. Lawrence.
2. William Laud, Archbishop of Canterbury, directed the affairs of the Church.
3. Prince Rupert, the nephew of Charles, led the Royalist cavalry.
4. In 1705, Thomas Newcomen, a smith and ironmonger, and John Crawley, a plumber and glazier, both of Dartmouth in Devonshire, took out a patent for an improved machine, which they shared with Savery.

(a) When, however, a pronoun is added merely for emphasis, or when one of the words is used as a general name, the comma is omitted; as, I myself have seen it. Uncle George laughed heartily. The river St. Lawrence is the finest river in the world.

(b) When the parts of a compound name are given in order, no comma is used; as, John Campbell. But, when the order is inverted, the comma is used; as, Campbell, John.

(c) When a title is added to a proper name, it is set off by a comma; as, Rev. John Campbell, D.D. William H. Powers, Esq. Geo. F. Littlebone, LL.D., Toronto.

RULE VI.

Words repeated are separated by commas.

EXAMPLES.

1. Verily, verily, I say unto you.
2. No, no, Master Fox.
3. His effect of gravy, gravy, gravy.
4. Let me see, let me see. So, so, so, so: Yea, marry sir:—Ralph Mouldy!—let them appear as I call; let them do so, let them do so.—Let me see; where is Mouldy?

RULE VII.

Words in pairs are separated into pairs by commas.

EXAMPLES.

1. Was he young or old, healthy or sickly, tractable or rebellious?
2. Earth to earth, ashes to ashes, dust to dust.
3. Upon his armory and his woodlands, his house and grounds, his furniture and painting, he spent thousands of pounds.
4. Thus high and low are coupled, humble and superb, momentous and trivial, common and extraordinary.
5. I have searched, I have enquired, so has my husband, man by man, boy by boy, servant by servant: the tithes of a hair was never lost in my house before.
6. And these have been corrected and recorrected, altered and revised, mended and re-mended, until we must have a very true and pure text of the poet in this century of ours.

A FEW SUGGESTIONS

BEBE.

THE best remedy for whispering, giggling, restlessness, and general disorder is—WORK.

We all know that the child does not like "nasty medicine," hence we use some precautions, we sweeten the dose, offer it in a dainty glass or china dish, or lead the child to understand that the good it must do him will far outweigh the unpleasantness of the moment. Similar precautions require to be taken in administering work.

I remember quite clearly how a certain question asked, it seemed to me dozens of times a day during my first term in teaching, used to trouble me. It was "Please, what will we do now?" Of course I had assigned work before dismissing the class, but the pupils attacked it with such energy that the question, "Please, what will we do now?" greeted me before the next class had completed its recitation.

Upon examining the, to me, complex problem of "How to get rid of the question?" for not even the occasional substitution of "shall" for "will," according to directions, lessened my dislike to it, I discovered (1) that the work done by the pupils sadly lacked correctness and neatness, and had, therefore, almost no educational value. (2) The pupils were making little advancement, (3) they were not really in love with their work, (4) they worked for marks, or to please me. As it was plainly imperative that I should be pleased with my pupils, I decided (1) to assign new work that would be attractive, requiring it to be done as carefully as possible, (2) to accept no work that did not say "I am done as well as he can do me," (3) to vary the exercises after each recitation, (4) to teach that the pupils may have one aim more, in doing well, than the gaining of marks, or the pleasing of me.

Experience will suggest many devices to the teacher who has it, but I am aiming to help the teacher who has not had long tuition under Experience. The very truest advice I can offer is "Subscribe for an educational magazine or journal." By and bye one will not satisfy you. No, I am not canvassing for editorials, that I am constantly recommending them. There are so many capital ones, weeklies or monthlies, full of inspiration and encouragement, and any amount of just the sort of busy work you desire. Then I would advise you to take good care of the numbers you receive, and fasten them together. A dozen make a convenient volume. Look over them often, you will some-

times be surprised to find much, in a second or third reading, that you were not ready for when the journal was fresh. A teacher told me that the woman with whom she boarded thought nothing of tearing a leaf off her school journal to cover the children's dinner. I should be very careful that my kindest and best friends did not come under her sacrilegious hands.

But I have gone out of my way that I might direct you to the place in which I found attractive work for my classes. As a matter of course Accuracy and Neatness dropped into the habit of spending longer portions of time each day with us, perhaps because they saw that the children really enjoyed the work, or it may be that they are companions of pleasant Work.

When my children are asked, What would you like to do now? the answer is almost invariably, "We should like to draw," in all grades of tone from the whisper upward. But what would you like to draw? "Anything—just what we like." When I ask these questions it means that my children have been remarkably good for some time. One or two children get old drawing books, another asks for Walter Smith's Manual of Drawing, others choose dictionaries or educational, but very many prefer the Public School Geography. There it is the tapers, lions, tigers, birds, etc. that charm. Some draw from memory figures or objects according to fancy.

While speaking of drawing, I may mention a capital little pamphlet, sent me by one interested in education, "Easy Drawings for Geography Class," by D. R. Augsburg. It is full of drawings, suitable for Second Class. My pupils have gone into their Geography with new zest since being set at drawing little sketches, representing in one, an island, a sea, a cape, a peninsula; in another, a volcano or a valley, etc. The sketches are pretty, and so simple that anyone may easily place them on the blackboard. The children are interested in making their work vary from that on the board; for instance, they make the island a different shape, with the peninsula at the south instead of at the north, etc. The definitions follow quite naturally.

As exercises in Geography, besides drawing a plan of the school-room, the yard, the children are interested in drawing a block containing one thousand acres as our blocks do, and dividing it into farms, writing on each the owner's name, and marking the position of his house and barn. In time they may draw a map of the section, marking the concessions and sideroads.

The drawing of the block may be used as an exercise in Arithmetic; the lots have eighty rods frontage and are two hundred rods deep. Four lots make one mile. The roads are four rods wide. Short problems may be given with this work in the Third Class. How many acres of land are taken up in a mile of the road, in a mile and a quarter, in the road around the block?

The naughtiest children in school will be as good as the best, if the work is suitable.

UNTIDY CHILDREN.

MISS L. MURRAY, HAMILTON, ONT.

In every school, in every class, there are specimens of this kind of pupil—children who are untidy in regard to their persons, their desks, the floor, their work. Neatness in regard to the person is, perhaps, the most important, as it influences all the rest. It is unreasonable to expect neat, clean work from a pupil with dirty hands.

In many instances the teacher has to contend with the influences of the home. In some of the poorer sections of the city, where the mother is away from home, working all day and sister or perhaps no one is left in charge, the child runs off to school without any care being taken that his hands and face are washed and his hair brushed. In such cases the teacher must be very careful not to wound his feelings, for some of these little ones are extremely sensitive. Often a kind word spoken in private will make a great change in the appearance of the child. Then a cheery word of encouragement will make him feel that you notice and appreciate the improvement. If the child's self-respect can be aroused, the teacher has a strong ally.

There is another class whose mothers are glad to get them out of the way, and start them off early. In this case the child, though clean at starting, has time to change his appearance before presenting

himself at school. So I have found a piece of soap a very convenient article of school furniture.

It is well to speak to the class about washing before coming to school—brushing their hair, cleaning their boots and finger-nails.

A cross on the paper, not so much for good work as for improvement, the prospect of having the paper, if neat, pinned to the door; a word, a glance, to show that the improvement is noticed, or a mark, are all inducements to keep the work neat. It is not necessary to keep account of these marks in the primary grades; it is sufficient satisfaction to get them.

On the other hand, if an untidy paper is handed in, the teacher may refuse to accept it, and have it re-written carefully.

It is a great help to neat papers to have the slate work neat. In every kind of work show the class how you want it done. Have the new words written in columns, neatly separated by vertical lines. In Arithmetic, have the figures kept under each other and not crowded together.

The teacher should make a point of seeing every slate or paper. There is a great temptation to do the work carelessly if the child thinks there is a probability that it will not be seen.

As to the desks and floor, it is a good plan to place the waste paper basket so that the pupils pass it on their way out in the line, and let them bring their waste papers up with them. It takes only half-a-minute to pass down the aisles after four o'clock, and note the seats that have papers under them, and next morning a mark may be given to the pupils whose seats were tidy.

SNOW-BALLING.

R. A. W.

HAVE you had your first snow storm? We have. Its approach announced by a flurrying messenger or two, it descended upon us one calm evening, "between the dark and the daylight," the large fleecy flakes lingering and intermingling in their mazy pathways until as if by some sudden impulse, each swiftly sought a resting place upon the bosom of mother earth.

In the morning all youthful hearts were glad. The eager children, each brimming over with cheerfulness and enthusiasm, were at school in good time. Morning exercises and tasks, seemed to have no effect in reducing their enthusiasm. When these were completed, and school dismissed, dinners were "bolted and soon all were outside.

"Oh, jolly boys, it packs!" shouted John.

"Let's have a battle," cried Earnest.

"All right, here goes," and mischievous Harry delivered the first shot with such precision that Earnest's hat was knocked off. Then began a "Random Engagement," each boy making a mark of each other boy. This lasted long, and when the bell summoned the boys to their tasks once more, the school porch bore many a mark of "the conflict." Good nature seemed to rule that day, and girls and boys took their places, with faces all aglow, and eyes sparkling with good natured mischief.

"Girls and boys, attention"—a pause—a look of anxious inquiry over spreading each face.

"I want to say a few words about snow-balling." Each face takes a soberer look.

"I like snow-balling, and I see by your faces you do too." The sober faces, wreathed themselves in happy smiles, each jewelled with a pair of twinkling eyes.

"You have enjoyed yourselves to-day, and I am glad to see your cheerful, glowing faces. To-day's engagement was the first of the season; and I shall now tell you what will be expected of you in any future snow-battles you may have.

"When I was a boy one thing I always liked to see was fair play, and I like it just as much yet. So I want to give you fair play, and shall, of course, expect the same from you all. I am going to give you a few easy rules to guide you hereafter.

"The first is, *Snow-balls must not be thrown at or towards any part of the school building.* When playing snow-ball, girls or boys must not tempt their playmates to break this rule, by taking refuge in the school porch or school-room.

"Is the first a fair and easy rule?"

"Yes, sir," comes from a chorus of voices.

"The second is, *Play honorably or play not at all.* There is a person that I think all girls and boys despise; his name is MEANNESS. Any one,

who will put a piece of ice, or a stone, or any hard substance in a snow-ball, and throw it at another, is *mean and cowardly*, and deserves to be shunned by honorable boys."—nods of approval—"Do you agree with my idea of such a boy?"

"Yes, he's a coward," say all.

"He would never make a general," says thoughtful James.

"The third is, *Do not snow-ball any one who does not wish to play.*"

"That would be mean," said Harry.

"Now those are my three rules. What do you think of them?"

"They are fair," was the immediate response.

"We thought you were going to make us stop playing snow-ball, at first. We would be mean if we broke the rules," said Earnest.

"To-morrow, perhaps, I may show you that I have not yet forgotten how to snow-ball."—A clapping of hands.

"Thank you girls, and boys, for your cheerful attention. Now let each apply himself as earnestly, to his task as he did to the snow-balling, and our work inside will be as enjoyable as our play outside."

"Second, Third, Fourth and Fifth classes will find their work on the side-board. First class, Reading, ready, rise, forward."—A quiet hum of busy earnestness.

School-Room Methods.

GEOGRAPHY.

GENERAL LESSONS FROM GLOBES AND MAPS.

EARTH AS A WHOLE.—In the fourth year, elementary lessons upon a globe should be begun. The subjects to be taught at this time are as follows:

1. *Form of the Earth.*—Illustrate with clay or croquet ball flattened at two opposite sides.

2. *Motions of the Earth.*—Use knitting-needle or wooden needle for axis, and teach the effects of rotation and revolution. Only the most general and simple facts should be taught at this time. Teach equator, poles and hemisphere.

3. *Land and Water Hemispheres.*—Draw a line around a globe so as to lead pupils to see that most of the land is in one hemisphere and most of the water in another.

4. *Northern and Southern Hemispheres.*—Show with a globe the relative amount of land and water north and south of the equator.

5. *Eastern and Western Hemispheres.*—Why called old and new worlds?

6. *Bodies of Land.*—The names and relative size and position of the continents should be taught from a mapped globe. Lead the pupils to discover similarity and difference in shape, and character of outline.

7. *Bodies of Water.*—Teach the name and relative size and position of the oceans from the globe. Lead the pupils to see which are in the Eastern and Western Hemisphere.

8. *Climate.*—Hot, cold and temperate parts.

9. *Production and Commerce.*—A few of the principal productions should be named and the climate and localities in which they are produced. Some ideas of commerce, both domestic and foreign should be given by showing where and how the various productions are carried.

Some of these elementary lessons may be given by drawing with a crayon upon a plain black globe—*Prince's Courses and Methods.*

NEVER give up! it is wiser and better

Always to hope than once to despair;

Fling off the load of doubt's cumbering fetter

And break the dark spell of tyrannical care;

Never give up or the burden may sink you,

Providence kindly has mingled the cup;

And in all trials and troubles bethink you

The watchword of life must be,—never give up.

—Tupper.

To persevere in one's duty, and to be silent, is the best answer to calumny.—*Washington.*

WHAT A MAGAZINE COSTS.

A VERY good idea of the amount of money it costs to successfully conduct one of the magazines of to-day, is aptly illustrated in some figures regarding the editorial cost of *The Ladies' Home Journal* of this city, says the *Philadelphia Public Ledger*. The *Journal* is edited by Mr. Edward Bok. For shaping the thoughts of his 750,000 women readers each month, Mr. Bok is paid \$10,000 per year, and has an interest in the business besides which nets him fully twice his salary. He has a staff of sixteen salaried editors, which includes men and women, like Rev. Dr. Talmage, Robert J. Burdette, Palmer Cox, Margaret Bottomo, Isabel Mallon and Maria Parloa. The combined salaries of these editors exceed \$20,000 a year. The *Journal* spends each month \$2,000, or about \$25,000 per year on miscellaneous matter not contributed by its regular editors, and the working force in the editorial department means at least \$6,000 more in salaries, making over \$60,000 a year, and this represents but a single department of the magazine; and I question whether any periodical is conducted on a more business-like and economical basis than is the *Journal*. No wonder that J. B. Lippincott, when asked by a friend why he did not keep a yacht, replied: "A man can only sustain one luxury—I publish a magazine!"

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SCRIBNER'S MAGAZINE.

AN EXCEPTIONAL YEAR.

THE year 1891 has been marked by a greater advance than any similar period since the magazine was established. Not only has the literary and artistic excellence been maintained and increased, but a corresponding gain has been made in the sale and influence of the magazine. At the end of 1891 the circulation has risen to more than 140,000. It may justly be promised that the further improvements for the coming year will be proportionate to these largely increased opportunities.

FOR NEXT YEAR.

It is not possible to give, in a brief space, an account of all the features in preparation, but the material is deficient in neither importance nor range of subject. Among the subjects treated:

THE POOR IN THE WORLD'S GREAT CITIES.

It is proposed to publish a series of articles upon a scale not before attempted, giving the results of special study and work among the poor of the great cities. The plan will include an account of the conditions of life in those cities (in many lands) where the results of research will be helpful for purposes of comparison as well as for their own intrinsic interest. While, from a scientific point of view, the articles will be a contribution of great importance, the treatment will be thoroughly popular, and the elaborate illustrations will serve to make the presentation of the subject vivid as well as picturesque.

WASHINGTON ALLSTON.

Unpublished reminiscences and letters of this foremost among early American painters. A number of illustrations will lend additional interest to the articles.

IMPORTANT MOMENTS.

The aim of this series of very short articles is to describe the signal occasions when some de-

cisive event took place, or when some great experiment was first shown to be successful—such moments as that of the first use of the Atlantic cable, the first use of the telegraph and telephone, the first successful experiment with ether, the night of the Chicago fire, the scene at the moment of the vote on the impeachment of Andrew Johnson, etc., etc.

OUT OF DOOR PAPERS.

In the early spring will be begun a number of seasonal articles, among them being: "Small Country Places: How to Lay Out and Beautify them," by Samuel Parsons, jr. "Fishing Lore from an Angler's Note-Book," by Dr. Leroy M. Yale. "Mountain Station Life in New Zealand," by Sidney Dickinson. "Racing in Australia," by Sidney Dickison, with illustrations by Birge Harrison.

The illustrations are made from original material. A full prospectus appears in the Holiday Number, now ready. Price, 25 cents; \$3.00 a year. Charles Scribner's Sons, Publishers, 743 and 745 Broadway, New York.

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As the *Living Age* approaches its jubilee, it is interesting to recall the prophecy made concerning it by Mr. Justice Story upon reading the prospectus in April, 1844. He then said:—

"I entirely approve the plan. If it can obtain the public patronage long enough, it will contribute in an eminent degree to give a healthy tone, not only to our literature, but to public opinion. It will enable us to possess, in a moderate compass, a select library of the best productions of the age."

That the *Living Age* has fully justified this forecast is proved by the constant praises, which during all the years of its publication have been bestowed upon it by the press, some of the more recent of which are given below. A weekly magazine it gives more than three and a quarter thousand double-column octavo pages of reading-matter yearly, forming four large volumes. It presents in an inexpensive form, considering its great amount of matter, with freshness, owing to its weekly issue, and with a completeness nowhere else attempted. The best Essays, Reviews, Criticisms, Tales, Sketches of Travel and Discovery, Poetry, Scientific, Biographical, Historical and Political Information, from the entire body of Foreign Periodical Literature.

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"There is but one *Living Age*, though many have essayed imitations. While their intent has, no doubt, been worthy, they have lacked that rare discriminating judgment, that fineness of acumen, and that keen appreciation of what constitutes true excellence, which make *Littell's Living Age* the incomparable publication that it is."—*Christian at Work, New York*.

"He who subscribes for a few years to it gathers a choice library, even though he may have no other books."—*New York Observer*.

"Certain it is that no other magazine can take its place in enabling the busy reader to keep up with current literature."—*Episcopal Recorder, Philadelphia*.

"It has in the half century of its existence, furnished its host of readers with literature the best of the day, such as cannot fail to educate and stimulate the intellectual faculties, and create tastes and desires for loftier attainments. The foremost writers of the time are represented on its pages."—*Presbyterian Banner, Pittsburgh*.

"For the amount of reading contained, the subscription is extremely low."—*Christian Advocate, Nashville*.

"The fields of fiction, biography, travel, science, poetry, criticism, and social and religious discussion all come within its domain."—*Boston Journal*.

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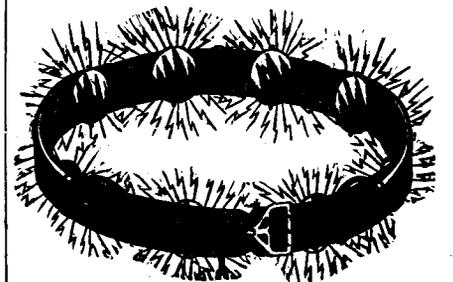
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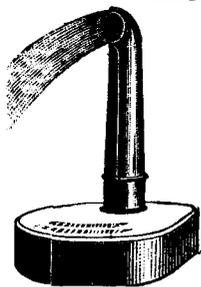
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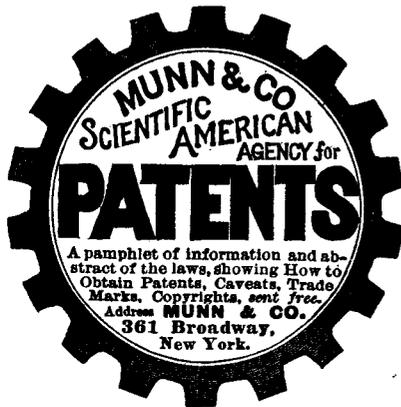
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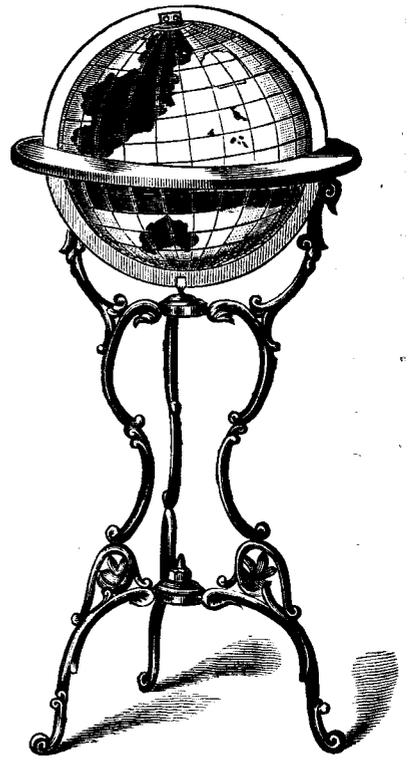
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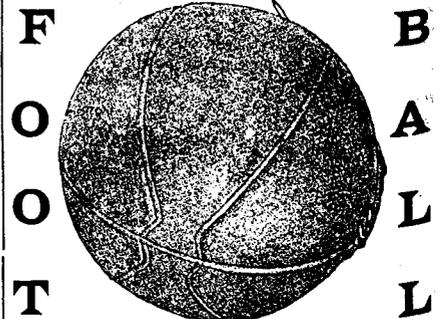
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