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Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES.....	225	EDITORIAL—	
PRIMARY DEPARTMENT—		The Old and the New....	232
Marching.....	226	A Well-Founded Com-	
Anticipating Holidays....	226	plaint.....	232
SPECIAL PAPER—		Ventilation of School	
Well Doing—Its Own Re-		Houses.....	233
ward.....	227	Language and Grammar....	233
EDUCATIONAL MEETINGS—		LITERARY NOTES.....	233
West Victoria Teachers'		ENGLISH—	
Convention.....	228	A Visit to Longfellow's	
QUESTION DRAWER.....	229	Home.....	234
EXAMINATION PAPERS—		Questions and Answers....	235
University of Toronto,		BOOK NOTICES, ETC.....	235
Annual Examinations,		SCHOOL-ROOM METHODS—	
1890.....	230	Advanced Arithmetic....	236
HINTS AND HELPS—		FOR FRIDAY AFTERNOON—	
A Few Misused Words....	231	The Wind and the Moon....	236
Indoor Noonings.....	231	Our Future.....	236
Music.....	231		

✻ Editorial Notes. ✻

THE question of free text-books for the Public schools is under consideration in the State of New York. The School Committee of Pawtucket, R.I., have reported in favor of the innovation.

WE hope none of our readers will overlook the very interesting account of a visit to Longfellow's Home, which appears in the English Department of this number. With this graphic and charming picture of the poet's environments in the mind, one can turn to his poems, especially those rich in local references, with heightened pleasure.

WE commend the following suggestion of the New York *School Journal*, to our School boards in Canada, especially to those in the cities and towns, where it could be more easily acted upon:—

Boston will do well if she gives every teacher in her employ the ninth year, as a vacation year, on half pay. This will be to her instructors more than a year of jubilee. It will be a year of solid improvement and preparation for better work. It is advocated on the plea that it will keep those in the service "vigorous, cheerful and progressive. And it will."

DR. GEIKIE, Dean of the Faculty of Medicine of the University of Trinity College, took the opportunity afforded by the Annual Banquet of the Faculty and Students of the Medical Department of that University, to protest with warmth against the injustice done to Trinity by the restoration of a Medical Department to the Provincial University. There does certainly

seem to be something unfair and anomalous in the arrangement by which, as Dr. Geikie forcibly puts it, it results that in "Ontario in 1890, we find our chartered Medical Colleges—chartered by the Provincial Government—keenly opposed by the competing Medical Department of the University of the Province, with which some of these Colleges, as in the case of Trinity, are in affiliation!"

"BOOKS, before they are authorized should be a certain time before the public and be open to the criticism of teachers. Advice as to text-books should come from teachers, who should be the best judges in these matters. If all text-books were submitted to a committee of teachers before being authorized, it might improve the matter and lessen the price." So said Mr Gunne, in an address on the subject of text-books, at the Elgin Teachers' Association. Mr. Gunne's fellow-teachers evidently thought his words well said, as do we, for they appointed a committee to draft a resolution on the subject of text-books and report at the next meeting of the Association. The subject of text-books and kindred questions are likely to be earnestly discussed within the next year or two in Ontario.

OUR correspondents from Queen's will please accept our thanks for the information kindly given in the last and current numbers, in response to our request for particulars about the Seminary method. The plan of having the departments of the library which are cognate to special subjects of study in the courses, distributed and made easily accessible to those requiring them, instead of having all the books kept in a single room in which facilities for prolonged reading cannot easily be furnished, is an excellent one. So too, the method of throwing students upon their own resources, with the minimum of help and guidance necessary to enable them to make the best use of their time, is the only method that accords with true pedagogical principles. Of course the more advanced the student, the farther this system can and should be carried.

IN the course of an address on Reading at the last session of the Oxford Teachers' Institute—of which we had hoped some one

would favor us with a report—Prof. S. H. Clarke, Teacher of Elocution in McMaster and Trinity Universities, is reported as having said that the Canadians are atrocious pronouncers. He instanced such sounds as those of *ir* in "bird," *or* in "work," *a* in "ask," "cask," etc., and also in "fall," "ball," "call," etc. We fear there is too much truth in Mr. Clarke's criticism. The subject has been too much neglected in all our schools, from the University downward. We have noticed very faulty pronunciations by honor graduates of the University, men of ability and high attainments. Teachers and students should have at their elbows copies of the best pronouncing dictionaries and should turn their pages by day and by night, with a view to lend their aid in preserving the purity of their unique mother tongue.

"WE most decidedly and heartily give our support to the doctrine that, as a rule, children and young people do not need alcohol and are much better without it." So declares the London *Lancet*. The friends of Temperance in England, will be glad, even at this late day, of so unequivocal an opinion from so high an authority. In Canada, where thousands of children and young people, yes and people of middle age too, can be pointed out all over the land, who have never used alcoholic beverages in any form, and who are yet as healthful, stalwart and active in body and mind as any people in the world, the statement comes not only as a truth, but almost as a truism. "*They are better without it,*" is the great lesson which should be taught and emphasized in every school in the land, seeing that it has the two-fold sanction of hygienic science and of Christian morality. Suppose the *Lancet's* dictum, "they do not need it and are much better without it," were universally accepted and acted upon throughout Canada to-day, and that from this time forth all Canadian children were taught from childhood to manhood and womanhood, not only to do without alcoholic drinks, but to understand their injurious effects on body and brain, who can doubt that the next generation would be virtually a generation of "teetotallers." Just think what this would mean in regard to the characters and morals of the coming Canadian.

Primary Department.

MARCHING.

RHODA LEE.

TEN o'clock brings generally to the children a feeling of fatigue and a longing for change. When my bell rings at that hour, there is great promptitude displayed in the careful placing of pencils, and my little folks sit up with a very suggestive look of expectancy that means, "what are we going to do."

And what are we going to do to rest the tired minds and hands that have been so busily employed and relieve the feet that have been kept so quiet on the floor for the last half hour? It must be something that will be a complete change and rest and that will work off some of the latent energy that might degenerate and drift into mischief.

Fortunately there are enough exercises meeting these requirements to permit of great variety in the recreation. The interest in ten o'clock would be apt to pall had we not variety and special favorites for play-time. Some days it is a game, other days a motion song or favorite calisthenics and very often *marching*. This last exercise can be so varied as to give constant pleasure and benefit to the children.

Of course in marching as in all kinds of drill our underlying aim is to promote definiteness of action and thereby definiteness of character, and that is why we find such exercises so helpful—I had almost said necessary—in obtaining and preserving order. With all definite, energetic, muscular effort there must be a correspondingly energetic will action. Therefore whatever incites definite action is going to train and strengthen the character.

Marching affords a very apparent index of the spirit of a class. Careless and indifferent in other departments of work, they will be doubly so in their marching; prompt, obedient, and thoughtful at other times, they are sure to appear so in the drill.

Provided we see the desirability of having good marching and also the necessity for making it attractive, let us consider how it can best be varied.

Music of course is a delightful inspiration and this we can always have. Pianos are rarities in the school-room. However, we have a much-appreciated substitute composed of a comb and a piece of tissue paper upon which are produced the most inspiring strains and patriotic melodies.

I have known classes that were happy in the possession of a boy who could play the mouth-organ, and this with a triangle in the hands of another scholar, makes quite an orchestra.

Singing we can have quite frequently. The tune of "John Brown," with suitable words makes a good marching song. "The Maple Leaf," the "Red, White and Blue," and many others which might be mentioned have been used with success.

In the serpentine march it will spur up and encourage your little soldiers greatly to state your intention of stepping into the line wherever you see particularly good marching and keeping with them for a

time. Then you will see the heads straightened, the shoulders thrown back, and every child doing his utmost to get his teacher to walk next him.

Have occasionally a *flag-march*, allowing the best marchers to carry a flag. If there is a banner of any kind in the room, utilize it also. This march is a reward for extra effort and is always hailed with great delight. Paper caps can be made with but little trouble, either for the whole class or for only an honored few, different scholars earning the caps each day. The time-honored dunce-cap shape cannot be surpassed. However, the old cap has lost entirely its original identity. It has dropped into another sphere. Instead of shaming some downcast dullard or tearful truant, it adorns the straightest, manliest little fellow in the class, being instead of a disgrace, a much-coveted honor.

One other exercise the benefit of which is obvious is to have the scholars while marching, go through various motions with the hands, for which the teacher gives the commands.

Never allow careless marching at any time and endeavor to have every child *in step* as well as in time. This with young children is a somewhat difficult matter but by merely insisting on carefulness in starting off with the same foot, it can be done.

ANTICIPATING HOLIDAYS.

ARNOLD ALCOTT

CHRISTMAS-TIDE is approaching, and with it come the bubbling spirits, the effervescent happiness and jollity of good-nature. How may we keep this superabundant animation, sufficiently under control without compulsion? This is a very important question in our estimation; and it is especially pertinent with regard to those of us who teach the "tots," the little ones so near the creative power.

Perhaps a device which I have begun in my class, and which is to last for the remaining days of the session, may be suggestive to some of our readers.

THE PLAN.

I have drawn in one corner of the black-board four rectangles about two by eight. These correspond to the number of rows of seats across my room, and are numbered accordingly one, two, three, four. In the upper part of the rectangles I retain a depth of two inches or sufficient to make a square. The squares are filled in with white chalk. And "our boys and girls" commence the day with a clean record, and aim to keep the account pure. If a misdeed be committed, such as the failure of several pupils in a row to take position promptly, then the teacher is very *sorry* that she has to make a black mark on this white. The lower part of the rectangle is reserved for special attainment. If the pupils have succeeded in doing very neat work, or, very quick work, then we reward the rows by giving a bright yellow mark, and when four of these are placed across one another, the pupils have gained a "star," and they try hard to "shine" brightly. The extra marks are to be left on until the Christmas holidays. The black marks, if any, are erased every night. Some

days we have none. But every day we begin afresh to try to keep a pure picture. Our boys and girls are charmed with the plan. An educator when visiting us the other day said that there was a tremendous amount of morality taught in this little idea; and so we offer it to our readers hoping it may help them.

In the subject of reading we were speaking about word-recognition. Before a child can read intelligently, up to its limit of power, *i.e.* silent reading, it must be able to recognize the words automatically, that is, without conscious effort. Therefore, in order to get our pupils to this stage we must give plenty of word-recognition, using both ear problems and eye problems, or, in other words, dictating words to be written, and also writing words for the pupils to read. We must teach and impress the combinations such as *oi, oy, sh, ch, ing, tion, cious*, and others. This work should be taken in the first book classes, in the junior second, and even in the senior second. Perhaps it may be necessary to continue it still higher. Do give plenty of exercises in the recognition of words; also, have the pupils give the sounds in the words separately and distinctly. For work at the seats the teacher might ask the pupils to write a story about "sh," about "tion," about "cious" and so on.

Now, with reference to what we named in a former number of the journal as the third step in the processes of Reading, *viz.*, the extraction of thought from visible language (silent reading), we may give two kinds of gymnastic exercises as follows:—

First, we may limit the amount of time given; or, second, we may limit the amount of work to be done.

The former is the better, *i.e.* when the time is limited, and the amount of work left according to the ability of the individual pupil. So I say, "Pupils you have three minutes in which to get all the thought you can, beginning at page sixty." Then when the time has elapsed I ask for a reproduction of these thoughts, sometimes orally, but oftener in writing. If we believe that acuteness in the extraction of thought is a necessary step to the expression of that thought, then, it follows that an intelligent exercise of the mental powers in this specific department must precede the final stage in reading, namely, thought-expression orally.

BOOKS are the true levellers. They give to all who faithfully see them the society, the spiritual presence, of the best and greatest of our race.—*Dr. Channing.*

FOR INCIDENTAL TEACHING.—On the black-board every morning, in a conspicuous place, visible to all the pupils, there should be a motto from some author. A line or two, or more, of poetry or prose, embodying a thought which in future years will be found in many a heart as "a well of water springing up into everlasting life." That line laboriously written by you in your copy-book on that rough-hewn desk in the long, long ago, lives in your memory still, and shall live forever. Has not the thought in that line contributed its mite, too, in leading you upward to any good you may possess? Where to get your mottoes? On the right hand and on the left; in the Bible, an inexhaustible mine; and all literature is at your disposal. No matter if your school is nearly out; begin now. In four weeks there may silently steal into those young hearts twenty thoughts freighted with infinite possibilities.—*Western School Journal.*

* Special Papers. *

WELL DOING—ITS OWN REWARD.

BY FELIX ADLER, PH. D.

THERE is one question that touches the general subject of punishment and reward which I have reserved for the end of my discourse, because it is in some sense the most important and vital of all the questions we are considering. It throws a bright light or a deep shadow on the whole theory of life, according to the point of view we take. There is a deeply rooted notion in the breasts of men that the pleasures of the senses are to be regarded as reward for the performance of duty. The parent says to his child: "You have been good to-day; you have studied your lessons; your deportment has been satisfactory; therefore, I will reward you by giving you sweetmeats, or I will take you on an excursion into the country." Now stop for a moment to consider what connection there can possibly be between the performance of duty and the physical pleasure enjoyed in eating sweetmeats. Is not the connection a purely arbitrary one? Does it not depend upon the notion that there is no intrinsic satisfaction in a moral act? Now the idea which the new religion is bringing into the foreground is that moral action has an intrinsic value of its own, that the reward of doing good is contained in the doing of it.

There are many persons who willingly acknowledge that virtue is its own reward, and yet in practice they follow the traditional methods which are based on an entirely different view. We must learn to see that it is radically wrong to make enjoyments, pleasures of any kind, the reward of virtue; we must have the courage to make application of our theories to the education of our children, if we would develop in them the germs of the new, the nobler, the freer manhood and womanhood. I admit that a child is not yet sufficiently developed morally to love virtue for its own sake, and that its virtuous inclinations need to be supported and assisted; but we can give it this assistance by showing it the marks of our approbation or disapprobation. We can disgrace a child; that ought to be the heaviest penalty. And we can show it signs of favor. But simply because a child for a long time leads an animal life, simply because it is the most easily taken on the side of its animal instincts, we need not evince our favor by pampering its appetites. Yet this is what the parents in general do. They stoop to take advantage of the means by which the child is most easily influenced. But it should be our aim to raise the child above the mere desire for physical gratification, to prevent it from attaching too much importance to such pleasures. The conduct of many parents tends deliberately and artificially to foster that lower nature in the child which it should be their constant aim to repress. They try to control their children as they control horses, by the mouth. A child should be trained to take pleasure in intellectual labors, in study for study's sake, and to do its task for the sake of the satisfaction of conscience which accompanies the doing of one's duty. As this

is difficult in the case of very young children, they should be trained to do their duty for the sake of the approbation of their parents. An approving look, a kiss from father or mother, should be the highest reward which a child can expect, and a sign of disapprobation the punishment which it most dreads. We should beware how we teach a child to suppose that a cake, or money, or pleasure is the reward of having done its duty. It is possible to begin perverting the moral nature very early in this way. We ought not to be surprised at the misshapen and twisted morality which we see in the world around us. Most parents, by their method of bestowing extraneous rewards, make haste to pervert the character of their children in earliest infancy, giving it a wrong direction from the start.

But it may be asked, is there not some truth after all in St. Paul's saying: "He that will not work, neither shall he eat?" And do we not all think that there is something wrong when we see a person enjoying life who will perform none of its duties? And does it not appear that in a certain sense virtue entitles one to pleasure, and that the absence of virtue ought to preclude one from pleasure? In order to answer this question, let us cast a brief glance at the organization of human nature as a whole.

Human beings are endowed with a variety of faculties, moral, intellectual, and physical; and a different type of pleasure or satisfaction arises from the exercise of each one of these faculties. Pleasure in general may be defined as that feeling which results from the successful exercise of any of our faculties. Take, for instance, the physical nature; a skilful rider takes pleasure in the exercise of horsemanship, an athlete in the lifting of weights, an expert dancer in the rhythmical movements of the dance. Or take the intellectual and artistic nature. The more completely the artist commands the faculty of expression, the more pleasure does he derive from the art; the more complex and difficult the problem which the scholar resolves, the more does he feel his mental power grow within him, and the more does he find delight in study. The same is true of the moral nature. The more a man succeeds in harmonizing his inner life and bringing the principles of social harmony to triumph in the world about him, the more satisfaction does he derive from the exercise of virtue. Now it is a perfectly patent fact that we cannot pay for the exercise of any one faculty by the pleasure which is derived from the exercise of any other, but that each faculty is legitimately paid only in its own coin. Suppose you should go up to the horseman who has just returned from an exhilarating ride and say to him: "You have exercised your physical faculties to an unusual degree for several hours; but what reward do you expect for doing so? He would probably look at you in blank amazement with a doubt as to your sanity. The exercise of any faculty is its own reward. What we call pleasure is only the result of the activity of one of our faculties. If you ask the man who exercises his intellectual faculties what reward he expects to get for so doing, he will answer you, if he is expert in the use of his intellect: "Nothing but the exercise of the

mind." Pleasure is born in the efficient activity of our faculties. If you ask a man who is expert in the use of his moral nature, who is intent on creating harmony within and without him, what the reward is which he expects for his labors, he will answer you in the same way: "The exercise of the faculty is its own reward." Satisfaction necessarily results from the successful activity of any one of our functions. I have said that if you ask a mental or moral expert these questions they will return the answers I have indicated. I said expert—and there's the rub. The reason why average persons do not believe that the exercise of the mental or moral faculties is their own reward, is because they are not expert, because they have not penetrated far enough into knowledge and virtue to obtain the satisfactions of them. But the same is true of the tyro in dancing. An awkward, clumsy dancer, who cannot keep step and does not yield himself to the music, derives no pleasure from dancing. He must go on practising until he becomes an expert. In the same way a horseman who has not yet acquired a firm seat in the saddle or come into effective rapport with his horse, will hardly derive much pleasure from horseback exercise. Let him then go on trying until he becomes an expert; but in the meantime, while he is making his bungling efforts, I do not see why we should reward him with a cake. So, too, the novice in intellectual matters will not derive much pleasure from his pursuit until he has acquired a certain mastery over the elements of knowledge. Let him then go on working and drudging until he becomes an expert and he will obtain his reward. Likewise the moral novice will not find delight in the pursuit of his task until he has laid a firm hold on the principles which are essential to the ordering of life, and is able to apply them with ease and certainty. Let him then go on struggling, go on aspiring, until he becomes a moral expert, and he will have his satisfaction; but in the interval it would seem incongruous, would it not, to reward him for his efforts with money, or with pleasures to be derived from the exercise of a totally different faculty.

I have said that each faculty is sovereign in its own sphere, that each provides its proper satisfactions within itself and does not borrow them from the domain of any of the others. It is important, however, to add that there is a profound difference in rank between our different faculties, that some are higher than the others, that the moral and intellectual faculties are at the top of the scale. Bear this in mind, and you will be able to understand the truth contained in the words: "He that will not work, neither shall he eat." You will comprehend why we inwardly rebel when we see the indolent and the weak living in luxury and affluence. It is not that pleasure of the senses is the proper reward of virtue, or that physical pain is the proper punishment of the lack of virtue, but that the higher faculties should occupy the first place, and the lower faculties should not be exercised to the neglect and at the expense of the higher, that the legitimate rank and order of our faculties should not be subverted. And from this point of view I might deny

to a child that will not study, the privilege of going on an excursion into the country or following its favorite sports. I should make the denial on the ground that there is a proper order in which the faculties should be exercised, on the ground that the higher, the mental faculty should be exercised first, on the ground that he who will not aim at the higher satisfactions, neither shall he enjoy the lower. Do you not see that by making physical pleasures, sport, games and the like, the reward of study, you exalt these lower satisfactions so as to make *them* the higher, so as to make the satisfactions of knowledge appear of slighter value than the satisfactions of the senses? The two ideas which I have mentioned will, I think, carry us through the practical problems of discipline; the one that the exercise of every faculty carries with it its own reward, the other that some faculties are higher than others, and that the exercise of the higher must precede that of the lower.

In an ideal community every one of our faculties would be brought into play in its turn without our ever being tempted to regard the satisfactions of one as compensation for the exertion of another. The human soul has often been compared to an instrument of many strings. I should prefer to compare the soul to an orchestra. In this orchestra there are violins, viz., the intellectual faculties—they lead and inspire all the rest; there are the flute notes of love; there are the trumpet tones of ambition and there are the rattling drums and cymbals of the passions and appetites. Each of these instruments comes in at its own proper place, and the mortal plan of life is the musical composition, the noble harmony, now sad and tender, now broken and tearful, now swelling into tones of triumph and joy, which they all assist in rendering. In the ideal community men will perform both manual and intellectual labor gladly because of the delight which skill and the acquirement of knowledge give—what other reward should men seek? I should like to banish the vicious idea of extraneous reward altogether. I should like to impress upon men's minds the new thought of the new age, that life is an opportunity for the exercise of our faculties, and that each of the faculties carries with it its own satisfactions. I should like to expel the notion that man is an animal whose object in life is to eat and drink, to have gold and fine garments and to gratify every desire, and who can be brought to labor only on condition that he may obtain such pleasures. I should like to impress instead the notion that labor itself is satisfying—manual labor, mental labor, moral labor—and that the more arduous the labor, the higher the compensating satisfactions.

We can do a great deal to make or mar the moral future of our little ones. According to the seed which we plant in the furrows of their young hearts will be the fruit which will grow hereafter on their tree of life. And in educating our children we shall be educating ourselves. We shall gain a new insight into the mysteries of existence, and the light we kindle will reflect itself into our own souls to warm and illumine us.

Educational Meetings.

WEST VICTORIA TEACHERS' CONVENTION.

THE semi-annual meeting of the West Victoria Teachers' Association was held at Lorneville on Friday and Saturday, 21st and 22nd November. The attendance was not so large as on former occasions, but much interest was manifested by those present. Mr. McMillan, Delegate to Provincial Association, gave a full report of the proceedings of the meeting held at Niagara. In the discussion that followed, it was the opinion of the majority of the teachers that the subject of Agriculture should receive special attention in our Public schools.

Mr. McDougall introduced the subject "Arithmetic." He highly recommended Mental Arithmetic as a means of arousing thought, and strongly advised teachers to allow their pupils to depend upon themselves for solutions in order to the development of the mental faculties. He outlined his methods of dealing with this subject in each class. He suggested the teaching of fractions, after the elementary rules are thoroughly mastered, and before the compound rules are taught. He gave solutions of problems taken from the paper set for Third Class teachers.

Mr. Nutting, Headmaster of the Cannington Public School, gave an interesting lecture on "Geometrical Perspective." He illustrated each step to be taught, and gave proofs for every conclusion arrived at. He gave as a leading axiom that all retiring parallel lines meet in a point. He explained how to draw lines making different angles with the ground line or picture line; also, the proper method of measuring distance on such lines.

Mr. Morris gave a literary criticism of Burns' Mary. He read a racy paper, in which he pointed out some of the mysteries that surrounded this notable lady. Nevertheless, by a series of witty inventions, he came to the conclusion that she was none other than Burns' wife.

Mr. Birchard, Headmaster of the Beaverton Public School, kindly consented to take the subject "Physical Culture." He highly recommended calisthenics as a means for developing the muscles of the body. He exemplified about twenty different motions to be taught to pupils, but suggested that teachers be careful to observe that the motions be properly made and in good time. He also advised an occasional drill in order to vary the exercises. A vote of thanks was tendered Mr. Birchard for his interesting address.

Mr. Beazin gave a short talk on Entrance Examinations, after which the following resolution was passed:—

"Whereas the present school law and regulations do not distinctly draw the line between Public and High school work; and whereas, in the opinion of this convention, it is in the interest of both Public and High school education that this line should be distinctly drawn, that it is desirable that a "leaving examination" be established to include fifth-class work."

On Friday evening an entertainment, consisting of readings, recitations, singing and selections by the Woodville band, was given in Reid's Hall.

MANITOBA TEACHERS' CONVENTION.

THE following extract from the report given in the *Free Press and Sun* of proceedings at the Manitoba Teachers' convention contains the resolutions referred to in our last. Though the report does not explicitly say so, we presume that the resolutions were all adopted.

Mr. D. J. Goggin, chairman of the Committee on Resolutions, presented the report of that Committee, and moved its adoption clause by clause as follows:

That it is the opinion of this Association that, in the interest of education, no non-professional certificate should be a license to teach unless the holder has previously had professional training, at least equivalent to that required from third class professional certificates.

That in the opening of this Association permits should be issued only when certified teachers cannot be secured; that then they should be issued only upon the recommendation of the inspector in whose division such schools are situated.

That in the opinion of this Association no teacher should be granted a life certificate until he has furnished evidence of one year's successful teaching in the schools of the Province.

That in the opinion of this Association, the academic and the professional training of teachers should be conducted in separate institutions.

That this Association approves of the institute work as now conducted, and desires that the time devoted to each institute be increased to at least three days.

That a committee, consisting of Messrs. McColeman, Schofield and W. A. McIntyre, be appointed to wait upon the Department of Education and the Advisory Board to present these resolutions.

The resolution on separate institutions for the professional training of teachers was discussed with some earnestness by the principals of High schools who regarded themselves as specially interested.

Mr. F. H. Schofield, of Winnipeg, pointed out that the average age of the pupils in the high schools now was between fifteen and sixteen years, and that they were not mature enough to undergo professional training. The teachers in the High schools had now too much to do, and they would have still more to do if professional training were added. The pupils had now all they could do; why add to their burdens? These were, after all, but secondary reasons; the main reason was the incompatibility of the two courses; all who had a practical acquaintance with the character of academic work and professional work recognized this.

Mr. Davidson, of Brandon, said that if it was possible in Winnipeg to undertake professional training in the High school, how much more must it be so in a small school like that of Brandon. The lines of work were so different that it must be apparent to all that they can best be done separately. If it were introduced into the High schools, specialists would have to be appointed, and the courses to all intents and purposes kept separate. To put such work upon the High schools would be an imposition.

Mr. Cheeswright, of Portage La Prairie, followed, urging the undesirability of combining these departments.

Inspector McIntyre pointed out that the fatal objection to the proposed union of professional and academic work was their incompatibility. Academic work must underlie the professional work; the latter is based on it, and the history of education shows there is no need to repeat the experiment here, that professional work is based upon, apart from and after academic work.

The following officers were elected:—President, D. J. Wright, Crystal City; 1st Vice-President, F. H. Schofield, Winnipeg; 2nd Vice-President, W. P. Argue, Neepawa; Secretary, T. M. Maguire, Brandon; Assistant Secretary, W. Leece, Birtle; Treasurer, W. Pye, Stonewall.

The Executive recommended that the next convention be held in Brandon, the first week in July, 1891; that the local Association collect exhibits of school work, that the best be selected from these exhibits and sent to the Provincial Association, and that the best of these be sent to the World's Fair in Chicago in 1892.

The Association decided to co-operate with the Quebec Teachers' Association in the formation of a Dominion Association.

WEST BRUCE TEACHERS' ASSOCIATION.

(Condensed from *Kincardine Review*.)

ON the 23rd and 24th days of October, the autumn meeting of West Bruce Teachers' Association was held in the Model School, Kincardine. In the absence of the president on Thursday morning, the vice-president, Mr. D. Rannie, occupied the chair. The attendance was small and only routine business was done. At 1.30 the afternoon session opened with a full attendance of teachers, students and visitors. The president, Mr. J. McKinnon, of Port Elgin, presided. Miss J. McLean gave a reading, "Remembered by What I Have Done." The thoughts were well delineated, the expression good, and the clearness of tone excellent. The report of the delegates to the Provincial Association was given by Mr. D. Rannie. It contained a complete outline of all the business done during the four days at Niagara-on-the-Lake.

Mrs. D. McNeill gave an address on "Work." She gave numerous illustrations from her own experience of the advantages of work. Work is the

law of earth. The whole human family work. The great men of the past worked, the great men of the present are working, the great and good of the future will work. It is God-like to work. The teacher who would succeed must work, and he must teach boys and girls to work. He must inspire them with a strong desire to master every difficulty in their school duties and studies. Then, and then only, will they be able to discharge their duties to themselves and others when they become men and women.

Mr. J. Montgomery outlined his method of teaching writing. He considered penmanship the queen of arts, and gave some excellent illustrations of his ability in using the crayon on the blackboard. Writing, he said, does not receive the attention its importance demands. Much time is at present lost and the tempers of men sorely tried by the thousands of badly written letters that are daily received from correspondents on matters of business. Good penmanship does much in many cases in securing situations in schools, stores, banks, and manufacturing establishments.

Miss L. Sturgeon read an excellent paper on "Tact in the School." Many, she said, with excellent literary attainments, failed as teachers for want of tact. Teachers handling yearly from fifty to sixty pupils of different dispositions, ages, attainments and home training, require an unbounded fund of tact. The teacher must speak distinctly, never be excited or in a hurry, always in time, orders must be given in a low distinct tone of voice, and only once. Explanations must be clear and not repeated. The noisy teacher will have a noisy school. Loud and repeated ringing of the bell, striking the desk, and stamping on the floor, will never make an orderly school. Never belittle the pupils. Have few rules. Deal with cases on their merits and put the pupils on their honor. Always keep your word. Difficult cases should not be hurriedly disposed of. Time and new evidence may materially change the character of the case.

Twenty-four boys from the Model school, trained by Miss J. Thompson, sang a Kindergarten song, "The Busy Flowers."

Mr. James Grey, M.A., Science master in the High school, Kincardine, addressed the Association on the subject of "Combustion." The old and new ideas of simple elements were fully explained. The discoveries of Priestly, Davy, and other chemists in connection with oxygen and hydrogen were clearly outlined. The three kinds of combustion—spontaneous, ordinary, and extraordinary—were defined. Each was clearly shown to be chemical union, that is (1) the union of two simple elements, (2) the union of a simple element and a compound, or (3) the union of two compounds. The structure and nature of flame was fully illustrated by a diagram and appropriate explanations. Incomplete combustion in the burning of wood, coal and oil was well explained. The character and manufacture of common and safety matches were shown, and the advantages of each kind were pointed out. Several experiments were given with skill and success, and served to illustrate and prove the points under discussion.

The leading feature of the interesting evening programme, was a lecture by Professor J. H. Panton, of the Agricultural College, Guelph. His subject was, "Ten Hours Among the Boiling Springs, Geysers, and Canons of Yellowstone Park," and he spoke for seventy minutes to a very attentive audience of not less than 450 persons. The subject, naturally interesting, lost nothing in the hands of the lecturer.

MORNING SESSION, FRIDAY.

After the usual opening exercises, Home studies were discussed by Inspector Campbell. The teacher should strive to secure the proper amount of home study. One of the great objects of education should be to enable the boy to think and act for himself. His home studies should be of such a character that he would have to do most of the work himself, and should not receive much assistance from parents or others. Reading, spelling, history, and frequently geography and grammar, should be studied at home. Some teachers give by far too much arithmetic, map-drawing, analysis, parsing and composition for home work. There are three serious objections to this plan. First, the pupils have not sufficient time at home to attend to their classes properly; and second, they frequently get assistance and hand in as their own work which they have not done; third, these exercises

are in most cases very suitable for seat exercises in the school-room. Lessons should always be carefully assigned that pupils may know exactly the parts they are expected to prepare at home. Hints should be given on the best methods of study, and pupils should be encouraged to ask questions. Parents should be visited, and their assistance secured in getting their children to attend regularly and to prepare lessons assigned for home work. Regular public examinations should be held to awaken the interest of pupils and parents in school matters.

Mr. T. A. Reed took the subject of geography. He had drawn on the board before the morning session opened, the maps of North and South America, inland, and also one of a river and its tributaries. Mr. Reed gave a short account of his first lessons in geography, and characterized them as dry and uninteresting. First lessons he said should be on the school ground and surroundings. There should be familiar talks with young children about farms, horses, sheep, wheat, oats, boats, hay, sugar, hills, flowers, fruits, vegetables, etc. The first lessons should be with picture map, or on the floor, or on a large table. The greater part of the teaching in geography should train the child's imagination. The Rocky Mountains, the Thousand Islands, The Yellowstone Point, etc., etc., should be presented in such language and by such methods as to make the pupils see them as they are.

Professor Panton discussed for fifty minutes, in a clear, logical, and very interesting manner, "The Formation of Soil, or Geology applied to Agriculture." A large chart suspended in front of the audience assisted greatly in developing the leading points under consideration. The presence of boulders, limestones and hard heads in various parts of Ontario was fully accounted for. The rock formation underlying the soil in Ontario were well outlined and explained. The action of the air, water, frost, and worms in breaking up rocks and making soil of various kinds, was made exceedingly interesting and instructive.

AFTERNOON SESSION, FRIDAY.

This session opened with Indian Club Exercise by five High school students, directed by Mr. J. Grey. These exercises were conducted to the sound of music made with a mouth-organ by one of the students, and were performed with regularity and precision.

Points of interest in London, England, were taken up for thirty minutes by Mr. R. D. Hall, who had visited England during the summer holidays, and made special notes on many of the things he described.

Mr. M. J. McKenzie read a paper on fifth class literature. Different views respecting what should be considered literature were given, and the view that only what gives pleasure of some kind should be classed as literature, was favored. Illustrations from different authors were given in support of the ideas advanced. The object of the teacher of fifth class literature should be to give his pupils a clear and intelligent comprehension of the selections studied; to lead them to discover the skill of the authors in the use of words, figures of speech, arrangement of sentences, and the development of the leading ideas and the weaving in the subordinate parts, and to have the pupils prove their mastery of the parts studied by expressing the thoughts properly in their own words. The materials necessary to a broad and complete knowledge of the selections should be obtained by extensive reading. The pupils should be inspired with a love for the true, the beautiful, the noble, the good, in art, in nature, in character.

Miss J. Barr, of the Kincardine High school, gave a short address on reading. The first object of the teacher, she said, should be to put the pupils in possession of the thoughts contained in the selection to be read. This could be done by asking appropriate questions, and having the pupils answer them in their own words. When the teacher is sure the pupils have found all the thoughts, he should get them to realize them by fancying all the circumstances and the characters. This may be done by leading the pupil in imagination to see everything as he would see it if he had been an eye-witness. After finding and realizing all the thoughts, there will be very little difficulty in getting correct emphasis, inflection, tone, pitch and expression.

Miss L. MacLam, with a class of twelve little

boys and girls from the Elgin Market school, illustrated well her method of using the numeral frame. The process was carried on with the balls on the wires, and at the same time by means of picture numbers on the board.

* Question Drawer. *

IN your issue of 15th inst. (p. 204) you name Napanee as a town which serves as county town for two counties.

This is inaccurate. Napanee serves as county town for one county only, the corporate name being "The County of Lennox and Addington."

Many are deceived by the peculiar designation and suppose each portion of the name to be applicable to a separate group of townships, as in the case of "The United Counties of Northumberland and Durham," of which Cobourg is the county town. — J. BOWERMAN, Napanee, Nov. 25th.

To the question regarding home work, allow me to say that I can get along, and they can also, much better with home work than without it. How can pupils be taught to think if they are only asked to do so in the school-room? Where is the harm of home work? To my experience I look when I give this statement. Hoping to hear from others, I remain, yours etc., N. E. HINCH, Teacher.

1. WHERE can a compound microscope, such as is referred to in Department Regulations respecting Botany for Form III., be obtained, and probable price?

2. What is meant by "the author's syllabus of work" in referring to the High School Zoology? I have the text-book but cannot find the syllabus.— F. W. B.

[Microscopes can, of course, be procured from any dealer in optical instruments. But perhaps some reader who knows will kindly say if any special arrangement is made for procuring these instruments, and also answer second question.]

1. Teacher engages with Board Trustees for yearly salary, and afterwards they agree by resolution that he is to teach six hours instead of the usual five and a-half per day, and receive same rate for extra half hour's teaching. In consequence of sickness, by their order, the school is closed for two weeks. They then hold that teacher ought to receive pay by law for the usual five and a-half hours, but not for the other half hour. They also deduct for two days teacher was at convention, when school was closed by order of Inspector, etc.

2. State any particulars in which "French Civil Law" differs from British Civil Law. The above is given in Public School History, page 164, at the bottom.

3. Explain Seigneurial Tenure. Is this in force in Quebec at present, this land system, or have they Freehold Tenure?

4. A teacher being engaged by the month, is his salary for month due at end of teaching for month, or must he wait till 1st of next month? If due when teaching is done, and, if it be delayed, what course should be taken?—SUBSCRIBER.

[1. Those trustees certainly draw the lines very fine. It seems reasonable and just that the teachers should be paid at the full rate agreed on for the time when school is closed through sickness, and also during absence at convention. 2. There are important differences both in the constitution of the Courts of Civil Jurisdiction, and in the matters with which they may deal. For instance, in Quebec Justices of the Peace may collect assessments for building or repairing churches, parsonages and churchyards. 3. The Seigneurial Tenure was a system under which all the lands of the Province were held by the Seigneurs or nobles, under grants from the French kings. Under this system all the small farmers held their lands as tenants, on condition of paying certain levies and performing certain services for the nobles. The Seigneurial Tenure was abolished in 1854, and compensation granted to the Seigneurs for the surrender of their privileges. 4. We do not understand the question. The end of one month is separated from the beginning of the next only by a second or point of time—or say, by a day.]

Examination Papers.

UNIVERSITY OF TORONTO — ANNUAL EXAMINATIONS, 1890.
 JUNIOR MATRICULATION.
 ARTS.
 ALGEBRA,
 PASS.

Examiner—A. R. BAIN, LL.D.

NOTE.—Candidates for Scholarships are to omit questions I and II. For all others (whether for Pass or Honors or the Junior Leaving Examination) any nine questions will constitute a full paper.

1. Divide

$$\frac{a-I}{a} + \frac{b-I}{b} + \frac{c-I}{c} - I \text{ by } 2 - \left(\frac{1}{a} + \frac{1}{b} + \frac{1}{c}\right)$$

Prove that $x^n - y^n$ is divisible by $x - y$ for all positive integral values of n and utilize the theorem for determining whether $x^n + y^n$ is or is not divisible by $x - y$.

From the result obtained by dividing $x^3 - y^3$ by $x - y$ write out the quotient of

$$(a - 2b\sqrt{c} + d)^3 - 125(a + d)^3 \text{ by } (a - 2b\sqrt{c} + d) - 5(a + d).$$

2. Factor

$$(1) 3ac(d - c) + 3cb(3c - 3d) + 3ab(c - d) + a^2(d - c)$$

$$(2) x^3y + x^2yz + x^3z - xy^3 - zy^3 - xzy^2$$

3. Simplify

$$(1) \frac{x(y+z-x)}{(x-y)(x-z)} + \frac{y(z+x-y)}{(y-z)(y-x)} + \frac{z(x+y-z)}{(z-x)(z-y)}$$

$$(2) \frac{a^n + b^n - a^{-n} - b^{-n}}{a^n b^n - a^{-n} b^{-n}} + \frac{a^{\frac{n}{2}} - a^{-\frac{n}{2}}}{a^{\frac{n}{2}} b^{\frac{n}{2}} + a^{-\frac{n}{2}} b^{-\frac{n}{2}}}$$

4. Show that

$$(1) z + y = 0, \text{ if } \frac{x}{b-a} = \frac{y}{c-b} = \frac{z}{c-a}$$

$$(2) \frac{A^2}{a^2} + \frac{B^2}{b^2} + \frac{C^2}{c^2} = \frac{A^2 + B^2 + C^2}{x^2 + y^2 + z^2} \text{ if } \frac{A}{x} = \frac{B}{y} = \frac{C}{z}$$

$$\text{and } \frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1.$$

5. A and B were travelling on the same road toward Toronto, A at the rate of a miles, B at the rate of b miles per hour. At noon A was m miles and at 6 p.m. B was n miles from Toronto. Find how many hours from noon A passed B, a being greater than b . Interpret the result when $m = 40$, $a = 5$, $b = 3$ and $n = 26$; also when $n = 18$.

6. Solve

$$(1) xyz = a(yz - zx - xy) = b(zx - xy - yz) = c(xy - yz - zx).$$

$$(2) (a+b)^2 y + \frac{f\{(c+d)^3 - (a+b)^3\}}{(a+b)(c+d)} = \frac{2(a+b)^3}{(c+d)} + (c+d)^3 x.$$

$$(a+b)(c+d)x = (c+d)y - 2(a+b).$$

$$7. \text{ Solve } (1) x^2 - 4x + 3 - 7\sqrt{x^2 - 9x - 6} = 5x - 3.$$

$$(2) 2x^2 - xy = 6 \text{ and } 2y^2 - 3xy = 8.$$

8. Investigate the relations of the roots of $ax^2 + bx + c = 0$ to the coefficients.

Find what values of m will give equal roots to $x^2 - 3(2+m)x + 9(5+m) = 0$ and solve in the equation in each case.

9. Using the relations referred to in the first part of question 8, determine what values of the fraction $\frac{x^2 + 4x - 16}{x - 4}$ will make x imaginary.

10. From the expansion of $(x+y)^2$ deduce the rule for extracting the square root of numbers.

$$\text{Find the sq. root of } -11 - 60\sqrt{-1}$$

Determine for what values of a and b the expression $x^6 + 24x^5 + ax^4 + bx^3 - 31x^2 + 70x + 49$ is a perfect square.

11. A man divides \$1,300 into two sums and lends them at different rates of interest. He finds the incomes from them to be equal. If he had deposited the first at the rate of the second, he would

have received \$36, and the second at the rate of the first he would have obtained \$49. Find the rates of interest.

12. Define "Surds," "Imaginary Quantities," and "Conjugate Complex Quantities."

Give the value of $(1 + \sqrt{-1})^8$
 Find the rationalizing factor of any binomial surd in the form $x^{\frac{a}{b}} + y^{\frac{c}{d}}$; and apply the result to the example $x^{\frac{2}{3}} + (y+z)^{\frac{3}{4}}$.

BOTANY.

HONORS.

Examiner—J. J. MACKENZIE, B.A.

NOTE.—Honor candidates and candidates for the Senior Leaving Examination will answer the first four and any two of the last four questions. Candidates for Scholarships must answer the questions marked with an asterisk.

*1. Describe accurately the flowering plant submitted. Point out the characters which may be considered as belonging to the species.

*2. Refer it to its proper position amongst Phanerogams and name several allied Canadian species.

*3. Make drawings to illustrate the parts of the flower. Construct a floral diagram.

*4. Describe and illustrate by drawings the Cryptogamic plant submitted.

*5. Give a full account of, and illustrate by drawings, the structure of the flower in the sedges. How are they adapted to cross fertilization?

6. Describe the minute structure of a typical leaf.

*7. Describe fully the reproduction in the common ferns. What is meant by heterosporous ferns? Compare fern reproduction with the reproduction of the mosses.

8. Give a full account of the structure and physiological peculiarities of the fungi. Compare the structure of the common mushroom with that of the moulds.

EAST MIDDLESEX PROMOTION AND REVIEW EXAMINATION, NOV. 1890.

3RD TO 4TH CLASS.

GRAMMAR.

Time—2½ hours.

LIMIT OF WORK.—The sentence, clause and phrase. Classification of parts of speech. Inflections of nouns and pronouns, Analysis and parsing. (The first twenty-nine lessons of the authorized text-book.)

Insist on neat and legible writing. One mark off for every mistake in spelling.

1. Analyze :

(a) King John hearing this went to their assistance with his army.

(b) In the dark forests of Russia wolves roam about in countless numbers.

(c) Never will he see his home again.

(d) A brave man standing on the shore saw the danger.

(e) In the year 1759 General Wolfe, commander of the British troops in America, defeated Montcalm at Quebec.

2. Parse the italicized words (as fully as required in the above limit of work).

(a) *A pear tree does not always bear fruit.*

(b) *An iron ruler is heavier than one made of tin.*

(c) *Harness the horse as quickly as you can.*

3. (a) Write a sentence containing a predicate adjective.

Which is the predicate adjective? Why?

(b) Write a sentence having an adverb phrase. Which is the adverb phrase? Why?

(c) Write a complex sentence containing a noun-clause.

Which is the noun clause? Why?

4. Write the following, changing the nouns, pronouns and pronominal adjectives into the plural form and make the other changes rendered necessary.

Vainly the fowler's eye
 Might mark thy distant flight to do thee wrong,
 As, darkly painted on the crimson sky,
 Thy figure floats along.

5. Correct :

(a) Me and her tried to look seriously when he began to speak so earnest.

(b) Would you like me to learn you to sing?

(c) When a person begins to talk like that they ought to be ashamed of themselves.

(d) I shall try and come to school more regular in future and study grammar harder than I ever done before.

(e) I can see that each of the boys are returning back.

LITERATURE.

Time—1¾ hours.

LIMIT OF WORK.—The meaning of words, phrases, sentences and paragraphs in the reading lessons of the Third Reader.

With books open, write the answers of these questions in complete sentences.

1. Lesson XXI. Page 66.

(a) 11th line, "Disarmed revellers." Who were they? Why said to be *disarmed*? Why called *revellers*?

(b) 14th line, "Put to the sword." Explain.

(c) 16th line, "Never afterwards felt so sure." So sure of what? Why?

(d) Describe Douglas's stratagem or trick to escape the notice of the sentinel.

(e) The picture, page 63. Who are the persons shown in the picture? What are those three oblong holes seen in the turret at the end of the walk?

2. Lesson XXVI. Page 78.

(f) 6th line. Why should swinging on the garden gate put them in danger of drowning?

(g) 2nd and 3rd paragraphs. Describe the two kinds of fence used in Holland to separate fields or farms.

(h) 20th line, "Grow from aprons to full beards." Explain.

(i) 21st line, "One to start the water-rings." Explain.

(j) Page 80, 11th line, "No water fit to swallow." Why?

(k) Page 80, 22nd line, What makes the trees look so peculiar? Use an equivalent word or phrase instead of "bobbed."

(l) Page 80, 4th paragraph. Explain "three abreast" and "loose heels."

3. Lesson XLIII. Page 115.

(m) Is this prose or poetry? Give reasons for answer.

(n) Select three pairs of words that rhyme.

(o) Tell in your own words three good things the fairies did.

(p) Quote the lines on pages 117 and 118 that refer to the wheat shown in the picture.

(q) Quote the lines on pages 116 and 118 that refer to what the lower fairy in the left of the picture is doing.

(r) Quote the lines on page 118 that refer to the man in the little square picture.

(s) What is he holding in his hand?

(t) Quote the lines on page 117 that tell what the fairy in the right of the picture is doing.

4. Lesson XLIV. Page 119.

(u) How many paragraphs in this lesson?

(v) Tell in a short sentence the subject of the first paragraph; of the second; of the third and so on to the last.

NEARLY every teacher has noticed that there are times when the school is very noisy. Slates fall, there is more or less whispering that can be heard, if not traced to its source, feet shoved to and fro over the floor, and yet no one seems to be making any intentional noise. At such times it is well to stop all work. Throw the windows open and have a few minutes of gymnastic exercise or marching to lively music. After it is over the business of studying will go on as quietly as usual. Sometimes when the pupils seem tired, and work drags, tell them to close their books while you read an interesting story.—*Exchange.*

* Hints and Helps. *

A FEW MISUSED WORDS.

ALLUDE to, vulgarism for *refer to*, or *mention*; e.g. "the letter you allude to" though you have alluded to nothing, but have told your story straightforwardly, without hint or innuendo of any kind.

ALONE, for *only*, as, "I am not alone bound by honor."

AMONG, as: "He was there among the rest," for "was in the company," or "was with the rest."

AS, for (I.) *so* is almost universal. The rule is that the double *as* should be employed only when there is direct comparison. The most prevalent misuse is in connection with *soon*; (II.) for *that*, as: "I don't know as they do."

BE, means solely state, existence; but of all vulgarisms the most common is to use it to indicate motion; and, as a verb of motion naturally takes to after it, the confusion about the proper use of *be* induces a corresponding misuse of *to*, where no idea of motion is intended to be conveyed. "I have been to New York" is in no case right, but it is used in two senses: (1) "I was in New York; (2) "I went (or have gone) to New York." Many persons who do not say, "I was to Boston," find "I was *up* (or *down*) to Boston," unobjectionable; and others, who would not say, "I shall be to the theatre this evening," invariably say, "I have been to church this morning." "Pretty as she can be" is used as an emphatic phrase, whereas we are all of us as pretty as we can be; it is not owing to man's intention or carelessness that he is ugly.

BUT. (1) We may say that a man is "old but vigorous," because vigor united with age is something unexpected; but we have no right to say, "old but respectable;" (2) "I do not doubt but that he will come." The *but* is wholly unnecessary, and a vulgarism.

CAN, for *may*. A mistress will say to a servant, "You can go out," meaning to give her permission to go out, the proper word for which is *may*. There is no question whether the girl *could* go out, *i.e.*, had the ability to do so.

CATCH, for *reach*, as: Catch a car.

CENTRE, for *middle*. This very simple word comes in for a good deal of maltreatment in our days. It means merely a *point*, never a *line*; as, "A gangway was left down the centre of the room."

COME OFF, for *take place*. "The concert will come off to-morrow." This vulgarism should never be heard beyond the cockpit.

CONSIDER, for *deem*. It means to reflect upon, to take into consideration. We *deem* a man honest; we *consider* the question of his honesty. "Do you consider the dispute settled?" will ever be bad English, however generally sanctioned.—*Exchange*.

INDOOR NOONINGS.

BBBE.

KNOWING the difficulty that teachers are sure to find in properly directing the activities of their pupils during the noon-hour on stormy days, I offer some suggestions regarding amusements, which beguiled the time and made us all happier for the afternoon.

Little girls, almost without exception, love dolls—the larger the more charming. An old song, to the tune, "Glasgow Ships Come Sailing In," proved to us a valuable find. With this paper I send it. The lasses with cloaks, hoods and scarfs, prepare the dollies—more truly babies. This was entertainment for many minutes. When ready, the "little mothers" form in procession, and, singing the first verse, march forward. Standing in line, they carry out all the requirements in the management of their "dollies dear." Sometimes the performance is repeated, but usually it ends up in playing "keeping house and visiting."

CAUTION.—The little ladies must be very careful of the wraps and return them to their hooks always, else the play cannot be permitted.

That old game, "Jacob and Ruth," is always new. A ring, as large as the space in the front of the room allows, is formed, and Ruth trips round with the little silvery-toned bell, which is sole answerer to blindfolded Jacob's oft-repeated question, "Ruth, where art thou?"

As these are almost the only occasions in which the boys and girls have their games together, I actually believe that these noons have a good influence on both lads and lasses.

The little folks have a preference for companions of their own size and age, therefore, if the players in front may be safely left, the teacher may start "hot beans for supper," or "button, button; who's got the button?" for the little ones.

One game does not often last the whole forty minutes (I have allowed only twenty minutes for luncheon), but the children are themselves probably supplied with a list, and thus we learn new plays.

After the New Year I intend to introduce the "bean bag," or, as our name is, "Jumbo." It is now a well known game, so I forbear description further than that the necessities are a wide board with a square hole. The board is kept in a slightly slanting position by a support. Four small bags and one larger—the Jumbo—are filled with beans, and each counts so many—ten or twenty. Sides are chosen, and the throwing proceeds.

DOLLIES DEAR.

Tune—"Glasgow Ships Come Sailing In."

HERE we come with our dollies dear, dollies dear, dollies dear,

Here we come with our dollies dear,
And we're their little mothers. (*All bow*).

This is the way we love our dolls, love our dolls,
love our dolls. (*Caressing them with hands*).

This the way we love our dolls,
When they are good and gentle.

This is the way we scold our dolls, scold our dolls,
scold our dolls. (*Shaking hands with fore-finger lifted*).

This is the way we scold our dolls,
When they are very naughty.

This is the way we comb their hair, etc., etc., etc.
(*Imitate combing*),
To make them neat and pretty.

This is the way we mend their clothes, etc., etc.,
etc. (*Imitate sewing*),
When they have torn and ripped them.

This is the way we carry them, etc., etc., etc.
(*Walking forward and turning*),
When we go out to visit.

This is the way we sing to them, etc., etc., etc.
(*Rocking in their arms*),
When they are tired and sleepy.

This is the way we lay them down, etc., etc., etc.
(*Laying them on the floor*),
To sleep until the morning.

This is the way we take them up, etc., etc., etc.
(*Taking them up*),
And kiss them in the morning. (*Kissing them*).

And now we think we'll say good-bye, etc., etc.,
etc.,
As we are tired of singing. (*Bow and march off*).

MUSIC.

I HAVE had a very interesting time lately, teaching my pupils to read music, and perhaps a few suggestions as to the plan I have followed may be of interest to some.

Since each tone of the scale has its peculiar mental effect, I believe that, at as early a stage as possible, the mental effect should always precede the sounding of the tone just as thoughts precede oral language; and further, that the more vivid the mental effect the truer will be the tone, just as clearness of thought aids clearness of expression. I believe, also, that the cultivation of the imagination may greatly assist in forming and fostering these mental effects. Below is a brief outline of how I have sought to attain this end.

Taking "doh," the *firm* or *solid* tone, for the first lesson, I sound the tone, exaggerating its mental effect; the children sound it; I give hand sign; the children imitate. We sound "doh" while making the hand sign. I call attention to its mental effect. The children stand and mark time. They are on a solid floor; "doh" is a *solid* tone. We mark time while sounding "doh." I may then take them in imagination to a large flat rock. Let us mark

time here and sing "doh." "Doh" is firm and solid like the rock. I then sing two or three tones, one of which is "doh," to the same syllable, exaggerating the mental effect of the *solid* one, and ask the pupils to tell which it is.

"Me" comes next. I now in imagination take the pupils for a boat ride where the *peaceful, steady* motion of the row-boat as it glides slowly down the stream suggests the mental impression of this tone. Also, in making the hand sign, we may imitate the peaceful gliding motion of the boat, and thus foster the mental effect of the tone.

In singing "soh" the children imagine they are just dismissed for recess where the *full, joyful* tone of "soh" and the throwing up of the hand as in the hand sign, as they often do in their play, comes quite natural. In a senior class each boy may imagine he is an eloquent orator addressing a large audience.

Before introducing "ray" we have a review with special attention to "me," and go for another boat ride, being careful not to get into deep water. Now, by some accident the boat upsets and we all *struggle* for the shore. The *rousing, hopeful* tone is now introduced, and its hand sign may represent us holding our heads above water as we are breasting the current. Soon we reach the shore, and when on *solid ground*, we feel like singing "doh."

In singing "te" the *piercing* or *sensitive* tone, the girls may be reminded of the old custom of piercing the ears.

"Lah" is the little boy that is always *crying* and *hanging his head*. Let us imitate him just a little while.

With "fah" we imagine ourselves in the middle of a desert and are filled with *awe* as we view the heavens by night.

TEACHER No. 1 GREY TOWNSHIP.

A THING of beauty is a joy forever;

Its loveliness increases; it will never
Pass into nothingness; but still will keep

A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breath-
ing. —*Keats*.

I LEARNED, by practical experience, that two factors go to the formation of a teacher. In regard to knowledge, he must, of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils, so call forth their strength and the pleasure of its exercise, as to make the hardest work agreeable. Without this power, it is questionable whether the teacher can ever really enjoy his vocation; with it, I do not know a higher, nobler, more blessed calling than that of the man who, scorning the "cramming" so prevalent in our day, converts the knowledge he imparts into a lever, to lift, exercise, and strengthen the growing minds committed to his care.—*Prof. Tyndall, in The Forum*.

ONE of the most valuable lessons the school can teach is self-control, a command of the temper. No teacher can hope for success without the control of temper that will enable him to keep his head under the numerous provocations of school life. We know a teacher, who when an angry pupil comes before him for reproof, says: "You are not fit to talk to now about this matter; you are angry, and an angry pupil has not his usual sense. Go out, sit down, get your temper back, and then come to me, and we can adjust this difficulty in a little while." This advice applies to the teacher with as much force as to the pupil. An angry teacher is not in a condition to pass just judgment upon a case, and if he acts while in a passion, he is almost sure to have cause to regret his haste. An exhibition of passion on the part of the teacher injures him in the estimation of the school, and weakens his authority. Punishment administered in a fit of anger is subversive of the ends for which it is given, and fails to carry with it the moral support of the school. The pupil feels that if he can only avoid the teacher until his anger is gone he will escape punishment. Under no circumstances should a teacher allow himself to fly into a passion in the school-room, and in case he finds his temper rising to an unseemly height, he should dismiss the matter in hand until he is again master of him.—*Central School Journal*.

The Educational Journal.

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AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

J. E. WELLS, M.A.

Editor.

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THE OLD AND THE NEW.

NOTHING could better illustrate the great advance which has been made in methods of teaching English than a comparison of the course in this department prescribed in the present curriculum of the University of Toronto with that of a few years ago, and, we may add, with those which still prevail in too many of our colleges and universities. Which of us has not often had occasion to regret bitterly that the time spent in our own college days in poring over and vainly trying to memorize more or less ponderous treatises on the History of Literature, the Principles of Rhetoric, etc., had not been given to turning over the pages of our unequalled English Classics, with daily and nightly hand. We might, in that case, instead of learning at second hand something about the great English writers and little or nothing of the writers themselves as revealed in their writings, have left college with literary tastes so far cultivated and developed that the works of the best authors would have been a permanent source of delight in all the future.

How far this is from being the fact in the case of the average college graduate, most of us know but too well.

But not only did and do the old methods fail in regard to what should, we maintain, be a chief end of all college training, the formation of mental tastes and habits to dominate the future life, they violated and still violate a fundamental educational principle. Those methods give to the student ready-formed opinions and generalizations, instead of teaching him to form opinions for himself, and to do his own generalizing. Such methods are essentially dogmatic when they should be essentially inductive. They are now, it is pleasing to note, being superseded in our secondary schools of the better class, and in the most progressive colleges and universities by the more natural and scientific methods. The result can scarcely fail to be to make the study of literature a delight and a most healthful, mental stimulus, instead of leaving it to be voted as formerly one of the driest subjects on the programme.

The following which we clip from a recent article in the Toronto daily *Globe* and in which we recognize, we think, a familiar hand, explains well the changes that have been made in the University course. Referring to the old curriculum the writer says:

The names of Craik, Marsh, Demogeat, and Sismondi bristle on the page, and must have struck terror to the heart of the honest student who wanted to learn the language and not something about the language. This is the point in which the old curriculum sinned most gravely against the fundamental principles of pedagogy. It was a curriculum which encouraged students to be content with second-hand knowledge. The number of books which discussed literature was so large that there was no time for the study of literature itself. Most strikingly was this the case in English. The pass candidate of the first year was not required to read a single specimen of English literature, only such awful books as Craik's *History of Literature and Learning in England*, Bk. V., Earle's *Philology of the English Tongue*, and Bain's *English Composition and Rhetoric*. The honour candidate was treated to a larger supply of the same kind; he had in addition to read Abbott and Seeley's *English Lessons for English People*, and Marsh's *English Language and Literature Lectures*, VI. to XI. The only real literature he read was the prologue to the *Canterbury Tales*, the *Nonne Preste's Tale*, and one play of Shakespeare. In the second year the pass man had no English at all, in the third year either a book of *Paradise Lost* or a couple of cantos of the *Faerie Queen*, and in the fourth year he was treated again to portions of Craik and Earle, with no specimens of literature. The honor course in the second, third, and fourth years had the same kind of defects, viz., too much reading of criticism and the history of literature and too little of literature itself. The study of

English must have a wonderful vitality or it never could have survived.

The new English curriculum presents a cheering contrast. The pass man of the first year has no Craik, Earle, or Bain to worry over. Instead, he reads three plays of Shakespeare, an essay from each of the following modern masters of prose:—Irving, Lamb, DeQuincey, Emerson, Arnold, and Morley, and is required to give evidence of a practical knowledge of English by writing an essay at the examination. In the other years the same kind of improvement is evident; there is a great deal of good literature to be read, and very little criticism and history of literature. Besides, the study of Anglo-Saxon is introduced, so that now it is possible for a student to get a fair view of the whole course of English literature from the earliest times down to the present. It should be a matter for sincere congratulation that there is now a course in English which is a credit to the university and to Canada as an English-speaking people.

A WELL-FOUNDED COMPLAINT.

THE lecturers in Latin and in the various Modern Languages taught in the University of Toronto have sent a strongly worded memorial to the Senate, calling attention to the injustice done to themselves and the departments of instruction over which they respectively preside, in the fact that those departments are entirely without representation on the Councils of both the University and University College. They point out that under the present curriculum, Latin, German, French, etc., are assigned places as important as other subjects which are represented by Professors in the Councils; that questions affecting the efficiency of their (the lecturers) departments frequently come up for discussion in the Councils, and are, necessarily under the present arrangements, decided without reference to those who know most about these matters, and who are as fully and directly responsible for the efficiency of the instruction in these subjects as are the Professors in other departments for the efficiency of that given in theirs, and that the admitted principle, unquestionably a sound one, that the various departments of instruction should be represented in the Councils, is violated in respect to all those presided over by the memorialists. All these are links in a chain of argument which seems essentially unbreakable. The facts that the memorialists are not dubbed professors, and that their salaries are smaller than those of their colleagues who have attained to that dignity, might perhaps give grounds for additional complaints, but certainly can constitute no sufficient reason why the lecturers should be placed at a marked disadvantage in reference to their work as instructors, as compared with their more fortunate colleagues.

VENTILATION OF SCHOOL HOUSES.

THIS is a matter the importance of which can scarcely be over-estimated. We commend the following excellent and practical observations made by Mr. J. Dearness, I.P.S., London, in his recent report to the County Council of Middlesex, to the attention of all concerned:

No other person than an inspector going out and in different schools, as he does all the year round, and noting the effects of foul air and fresh air on the pupils and on his own feelings, can be more strongly impressed with the paramount importance of good ventilation for the school-room. In an atmosphere impoverished of oxygen, charged with chalk dust, floor dust, and the exhalations from the lungs and bodies of thirty or forty occupants of the room, it is impossible that the children can either thrive well or study well. The better and tighter the buildings are made the worse they are for ventilation, if provision is not made to draw out the foul air and supply its place with pure life-giving air from out doors.

Theoretically there is no other plan so practical and economical as to heat and ventilate by warm-air furnaces, and in most of the new schools recently erected basements are excavated to receive a furnace. But the very large majority of schools in the division are comparatively new buildings and constructed without any reference to furnace heating, and will for many years to come continue to be heated by stoves, although at the last annual meeting in two sections the trustees were empowered to excavate under the present school-houses and to have furnaces put in.

School boards that will not or cannot get a furnace could easily, and with incalculable advantage, follow the example set by No. 14, Dorchester. No other school in the division was formerly worse ventilated, and except those having furnaces, no other is now so well ventilated as No. 15. The means employed are cheap, simple and comparatively effective. A galvanized iron shaft of about one foot in diameter is carried from near the floor at the back of the room, heated by being led along (and for six or eight feet of the way enclosing) the stovepipe and then taken up through the ridge of the roof. There is, through this shaft, a strong current of foul air constantly drawn off while the stovepipe is warm. The fresh air is brought in by a duct passing under the floor into a jacket enclosing the upright part of the stovepipe. The cost did not exceed \$20. I drew a plan for No. 10, Westminster, that I think would be more convenient and effective and would look neater. Two foul air shafts with oblong cross section were carried from near the floor, one near each corner, so as not to obstruct the blackboard and led into a shaft hugging the stovepipe (half enclosing it) its whole length, and taken out through the ridge over the stove. The fresh air is

brought in through a duct made by flooring two joists passing under the stove from side to side of the building and opening it into a chamber heated by half the bottom, the back, and half the top of the stove and three or four feet of the pipe. The estimate for this did not exceed \$25.

LANGUAGE AND GRAMMAR.

THESE are but obverse sides of the one thing—which thing is the verbal expression of ideas. The function of school education is to equip the child with that knowledge by which he shall be able to direct himself in acquiring skill in any art, and pass on to the acquisition of new knowledge. The art side of verbal expression of ideas is the first knowledge the child acquires. It learns to talk, to write, and to interpret language by "doing." But the rule, in so far as the child is conscious of one, is the "rule-of-thumb." He does so because that is the way others do. It is a sufficient reason that "the book says so." Even the disciples of Socrates are said to have been satisfied of the truth of any proposition when it could be proved that "he said it." This is the attitude of credulity, and it is the one in which the child approaches the study of every subject. The attitude of scepticism, or the inquiry for the reason of things, is the one that leads to a scientific mastery of a subject. Until one has reduced his knowledge to a "causal series," he has no real knowledge of anything. He has merely items or material of knowledge. How to lead the child to arrange his knowledge in a "causal series," and to make him dissatisfied until this is done, is the problem of intellectual training. The spirit of inquiry into the reasons of things having been established, the learner will go on with increasing zeal in the investigation of the deeper causes that were at first beyond his ken. Aristotle long ago noted the order of our growth in scientific knowledge by distinguishing the different senses in which cause can be thought, viz.: (1) "material cause"; (2) "efficient cause"; (3) "final cause"; (4) "formal cause." Man's intellectual growth is measured by the sense in which he uses the word cause in his thoughts about things. The young child uses it chiefly in the first sense; the philosopher in all four. It is the doctrine of *The Journal* that it is the function of the teacher to lead the child on to the inquiry for a sufficient reason for everything that he does, as fast as he is able to go. What would be a sufficient reason to him in one stage of his growth will be insufficient in a later stage. But in whatsoever stage he is, he should ever be looking for the reason of things. In teaching the "verbal expression of ideas," therefore, the teacher should keep constantly in mind that the "doing"—the "language work"—in which the child learns to use language by being told how to use it and by constant practice in it under direction, is to look forward to and prepare the way for the discovery of the laws that govern in the verbal expression of thoughts. These laws constitute what is called grammar. One of the hopeful signs of progress at this time is that the importance of a knowledge of the grammar of our language is coming to be

appreciated. Some very excellent people led off a few years ago in a crusade against grammar, because in our machine-way of doing everything then, the results in grammar study seemed to be of less value than in any others. Grammar positively refuses to be ground out through a pedagogical machine or a "normal method." So the cry of "burn all the grammars" was raised, and in some sections of the country there is a large class of younger teachers who have no other knowledge of their language than that which the children themselves have. They have a little more skill than the children in using it. But they are as helpless as the children when a knowledge of the laws of the structure of sentences is demanded of them. There is now a movement setting in for the teaching of "language" in such a manner that the child's powers of reflection shall be used as fast as they unfold, and in such a way that when he comes to the age that he can make a study of the grammar of the language as a science he will find the road a short and easy one.—*Public School Journal*.

* Literary Notes. *

PROFESSOR E. A. FREEMAN, of Oxford, has written an article for the *North American Review* which is announced to appear in an early number, on "Modern Life in English Universities."

THE Primary Sunday-school lessons (from a kindergarten stand-point), by Miss Anna E. Bryan, are continued in the December *Kindergarten* (Chicago,) and are proving to be very popular because of their practical help in the difficult undertaking of teaching the Sunday-school infant class.

PROF. HUXLEY has attacked the idea that the people who spoke Aryan were one distinct race. His discussion of this point will be printed in *The Popular Science Monthly* for January and February, under the title "The Aryan Question and Prehistoric Man."

Babyhood (Babyhood Publishing Co., New York), for December, is an excellent number of this excellent magazine for mothers. Besides useful and suggestive editorial notes, it contains papers by competent writers on such subjects as "Children's Coughs," "What May Be Done To Prevent Diphtheria," "Nursery Helps and Novelties," "Toys and Amusements," etc. Every mother would be the better for the monthly visits of this well conducted magazine, and to very many its pages would be a revelation, a help and an inspiration.

A NEW monthly has been started by E. L. Kellogg & Co., of New York and Chicago, called *Our Times*. The plan of this paper is to give a clear idea of what is going on in the world from month to month. Though designed specially for teachers, it is of interest to all who wish to keep track of the current events of the world that contribute to its real progress. It gives all the important news of the month without the murders and scandals. A clear, comprehensive review of the contents is also given with numerous suggestions as to teaching them.

* English. *

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

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible, the editor will afford space.

A VISIT TO LONGFELLOW'S HOME.

BY MISS JENNETTE STREET.

TINKLE! tinkle! tinkle!

"I wonder how many times that bell has rung this evening"; Mrs. Richards remarked, laughing softly to herself. "Evidently there is something of unusual interest to come before the Chit-Chat Club, at this meeting. I believe I'll invite myself to attend,"—and acting straightway upon this impulse the lady glided down the stair-case and paused at the drawing-room door.

"Does the Chit-Chat Club admit unoffending visitors?" she queried pleadingly. Ten bright young faces, turned instantly toward her, assured her of her welcome, though several laughing voices demurred—"O, Mrs. Richards, that really isn't fair! You know we are the nucleus of what will some day be the great Canadian Sororis, and are therefore entitled to some respect! Of course, we can't work without some talking!" The incorrigible Mrs. Richards bowed low in mock humility. "I beg this august body to pardon me," said she, "and humbly petition to view from some distant corner, its mighty transactions. Perhaps, as I have some knowledge of arboriculture, I may be able to tell you how your acorn of influence is sprouting and whether the grand oak whose branches are to extend over all Canada, is destined ever to grow." "Mamma, you are still sceptical, I see," remarked the lady's fair daughter, as amid laughing remonstrances, Mrs. Richards was ushered to a seat of honor, "but to show that we are in real earnest, I will at once call this assembly to order, and request the secretary to read a report of our last meeting." Immediately silence prevailed in the room, while a bright-faced, intelligent young woman told, simply and directly, how they, a company of ten school girls, weary of the monotonous routine of French and German, Latin and Greek, Euclid and Algebra, and feeling that, in their haste to reach the summit of learning's mount, they were missing many of the sweet blossoms of literature that grow along the way, had resolved to devote one evening of every fortnight to the discussion of some author—his life, his home, his friends. Partly because the works of Longfellow were now being read all over fair Ontario; partly because he, more than any modern writer, was the universal poet, a favorite in every household, they had chosen to discuss at this, their first meeting, the well-known American and his associations. Therefore they deemed it a very fortunate circumstance that one of their number, already familiar with Cambridge, Mass., and its vicinity, should have recently visited the poet's old home there; for now they should be able to hear from one who knew whereof she spoke, something of Longfellow's home and friends. Hereupon the president was forced to hush the exclamations of pleasure and approval that broke forth as the Secretary resumed her seat, and the essayist of the evening was announced.

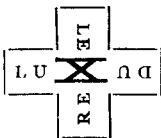
Mrs. Richards looked with much curiosity at the rather insignificant and somewhat embarrassed girl who now came forward,—and this is what she heard:—

"As the members of the Sororis may wonder that I should have been so favored, I will state that I owe my good fortune to the kindness of an influential friend in Cambridge. Through this friend, a note was sent to Miss Longfellow, telling of the present work in Ontario schools, and asking permission for me to call during my brief stay near Cambridge. Her prompt reply was:—

"MISS ———"

"DEAR MADAM,—I shall be very glad to have you see my father's study as you desire. Wednesday after two o'clock will be convenient. I shall not be able to see you myself, on account of recent illness, but the maid will show you whatever you wish to see. Very truly,
A. M. LONGFELLOW."

"Since I left Boston the very evening of the Wednesday mentioned, the last home I visited on Massachusetts' soil was that of the wide-renowned Longfellow. My way thither led me past Mt. Auburn Cemetery, where all that is mortal of our poet now lies. Not far from the stately entrance gate, on a side path, is a small plot, containing a solitary mound, marked by no lofty monument or elegant shaft—men whose memories are enshrined in the hearts of the people, need no such memorial—only a simple rectangular block of reddish-pink granite indicates the poet's last resting place. On the front of the smooth, but unpolished stone, is the one word 'Longfellow'; on one end, an odd inscription something like this:



Which being interpreted is:

"The light, the law, the leader,
the king."

Was ever so much said in so little?

"Quiet reigns all about, and thoughtfully gazing over the beautiful city of the dead, I call to mind Agassiz, the great scientist, the warm friend of our poet, who sleeps on the hill-side yonder; and Charles Sumner, the anti-slavery orator, who was one of the 'three friends, all true and tried' mentioned in the poem 'To the River Charles.' Many other distinguished men are gathered here, but it is especially pleasant to think of these three, so often together in life, in death not divided.

"A little farther down Brattle Street, and here is Elmwood, the home of Longfellow's witty fellow-poet, Lowell. The old colonial mansion, lone and deserted, the poorly cared for avenues, the scattered old elm trees, present but a sad contrast to the picture of 'the poet's house in the Elmwood thickets,' given us by Longfellow in 'The Herons of Elmwood.' There are no herons here now and only the lonely robin's chirp among the branches. Several years ago, Ole Bull's widow spent a winter here, but since then, the picturesque place has been most of the time unoccupied. Ole Bull, you will remember, was another friend of our genial Longfellow, and you cannot find a better description of the famous violinist than the sketch of the musician in the prelude to the wayside Inn,

"Fair-haired, blue-eyed, his aspect blithe,
His figure tall and straight and lithe,
And every feature of his face
Revealing his Norwegian race;

* * * * *

The angel with the violin.
Painted by Raphael he seemed.'

"On down this quiet, shady street, past fine modern houses sprinkled in amongst the broad-piazzed, white-columned old dwellings and we have reached the home of Mrs. Thorpe,—a large modern house withdrawn from the street; next is its counterpart, equally spacious and handsome, the home of Mrs. Dana. Both these ladies are daughters of Mr. Longfellow, and their dwellings are on the Craigie Estate, and within the shadow of the Craigie House itself,—dear old Craigie House, known by every man woman and child within a radius of twenty miles, as the abode of Longfellow. Yet it is an unpretentious three-storied dwelling, yellow, with white trimmings and dark green blinds, and it stands modestly back from the street with a hedge running along in front of it. Large elms shade the broad piazzas, of which one, on the western side of the house, looks out toward the above mentioned homes of Mr. Longfellow's daughters; the other on the east looks across a velvety lawn, upon the stately buildings and extensive grounds of the Harvard Theological School. In front and on the opposite side of the street, is a large meadow extending down to the Charles River. This land was bought some years before his death, by Mr. Longfellow, in order that he might always have an uninterrupted view of the

"River! that in silence windest
Through the meadows, bright and free."

How much love the gentle poet had for this pretty stream! Indeed, perhaps no river in all America has been so sung in poetry as this quiet Charles. That the poet's wish may ever be remembered, the city of Cambridge is making a park of this piece of ground, and a monument to the memory of the kindly, well-beloved citizen, is to be erected there.

"Turning again toward the house, and fearlessly swinging open the gate, I walked up the smooth gravel path, ascended the steps, and raised the old-

fashioned brazen knocker. It fell with such a clang against the white wooden door, that it was with some trepidation—hardly diminished when a moment later I noticed a door-bell to my left—that I awaited results. A maid, neatly dressed, and of lady-like appearance, opened the door and ushered me into the drawing-room. A glance about the room would satisfy the visitor with regard to the beauty and taste of its furniture, but what impressed me most was the exquisite carving of the white woodwork over the mantel and doors; I have never seen such fine work in any modern mansion. Then the deep window-seats, cushioned with velvet, gave me a perfectly clear notion of that passage in Evangeline:—

"Meanwhile apart, in the twilight gloom of a window's embrasure,
Sat the lovers together, beholding the moon rise."

The thick walls are sloped so that they converge toward one another and make, instead of the ordinary window-sill, a recess, where a low, wide seat can be fitted in. The windows themselves were small-paned, but lofty, and with an ornamented lintel of bronze above. The quaint wall paper and the high carved ceiling, also bear witness to the age of the house, and, beyond wonder at its perfect state of preservation, I had no difficulty in believing the maid's story of it.

"The dwelling, she said, was built in 1759, by a Colonel Vassalt. When, during the Revolution, the colonel deserted to the British, the State confiscated his property, and thus Washington came to make his headquarters here, after the battle of Bunker Hill. The war ended, a Mr. Craigie purchased the house, and among other distinguished guests, had once received in this very drawing-room, the wily courtier, Talleyrand. Some years before his marriage with Miss Appleton, Longfellow had lodged here; but, on his marriage Mr. Appleton bought the house and estate and gave it to the happy pair. A bust of Mrs. Longfellow stood on a table in one corner of the room and I could not but admire her shapely head and beautiful features.

"Passing through the hall again, I heard the great clock half-way up the broad staircase, ring musically out five o'clock. Noting my inquiring glance, the maid remarked that the tall, ancient time-piece was not the old clock on the stair that tolled

"With sorrowful voice to all who pass,
Forever—never!
Never—forever!"

but one that greatly resembled it. The original is one that belongs to Mrs. Longfellow's relatives.

"Then I entered the study, into the room where Agassiz, Sumner, Prof. Felton, Hawthorne, Holmes, and Emerson had so often entered before me. Their faces looked down upon me from the walls, and I felt as if I were in a charmed atmosphere. O the many pleasant hours these men of thought passed here! How gladly they were welcomed and how sorrowfully missed, as one by one the group became smaller, is shown in the sonnet which the fast-aging poet wrote after Sumner's death.

"Good night! good night! as we so oft have said,
Beneath this roof at midnight, in the days
That are no more, and shall no more return.
Thou hast but taken thy lamp and gone to bed;
I stay a little longer as one stays
To cover up the embers that still burn."

"The deep window seats are found here as well as in every other room in the house; here is the same carved wood-work, and over the mantel is inserted a round mirror, on the top of which the American eagle, with outspread wings, is composedly perching. Near one of the front windows stands an orange tree, thirty years old; near the other, a large old-fashioned secretary, with some well-worn books arranged thereon. Among them I noticed a Bible, a book of mythology and a copy of Homer. Between these two windows, is a very handsome walnut book-case, elegantly carved and containing all the different editions of Longfellow's works. On top of this lofty book-case, is a bust of Shakespeare—the great English poet keeping guard over the humbler American one. Five other book-cases, similar in size and material, stand in different niches about the room. All our English, and many of the Spanish, French and German poets are represented on those shelves. Seated by just such a fire as now glows on the bright hearth, the ruler of this realm of books, travelled in company with the bards, all Europe o'er again, heard

"The Alpine torrent's roar,
The mule-bells on the hills of Spain,
The sea at Elsinore."

"Then the arm-chair made from 'the spreading chesnut tree' attracts attention. Stained dark, polished and upholstered in dark brown leather, it is indeed a 'splendid ebon throne.' A bronze medallion with the leaves of the chesnut tree carved thereon, is set into the leathern back; and under the leathern cushion is an inscription to the effect that the children of Cambridge, in token of their love for the poet, presented to him on his seventy-second birthday, Feb. 27, 1879, this chair made from the wood of the village blacksmith's chesnut tree. As inquiries have been made whether the tree was of the edible or horse-chesnut variety, I have good authority for stating that it was a horse-chesnut tree, standing about an eighth of a mile farther down the street, with the blacksmith shop a little in the background.

"Like Mr. Robert Browning, our poet has an artist son, and near the east window, just behind the chair in which Longfellow invariably sat when at work, is an easel, on which rests the poet's portrait painted by Mr. Ernest Longfellow. The likeness is said to be perfect, and resembles very much the picture of the poet in Houghton and Mifflin's edition of his works.

"The most interesting piece of furniture in the room is the square table in the centre, at which Longfellow was wont to write. Here was a large bronze inkstand from Coleridge; another small inkstand, on whose lid stood an image of Mercury, a present from the Irish poet, Moore; a statuette of Goethe; several antique vases and curios picked up in travelling; and at the end, between the south and east windows, the poet's worn and ink-stained writing desks, on which he wrote Evangeline and Hiawatha and all that has made his name famous. Lying near are several quills—for he never wrote with pens—and, as I held the last one the poet ever handled I recalled the beautiful lines he then wrote:

"Out of the shadows of night
The world rolls into light;
It is daybreak everywhere."

In the silence that followed, Mrs. Richards gracefully arose—"I thank this assembly for their kindness toward my incredulous self," she murmured contritely, "and now I'll no longer intrude upon you but, sometime may I come again?" Amid a chorus of consenting voices, she withdrew, and, reader, that we may not appear less considerate, let us depart also, wishing long continuance and prosperity to the Canadian Sororis.

QUESTIONS AND ANSWERS.

I. SECOND READER.*—Explain "Telleth her beads," with reference to the dandelion. [The words have no further application to the flower than to attach to our conception of it, a notion of humility, goodness, virtue, etc., which notion is suggested by "telleth her beads."]

2. Correct, with reasons: (a) That is all the thanks we get for our pains. (b) How will you proceed in the matter? [The sentences are correct.]

FOURTH READER. †—Explain i., "Dear departed shade," p. 97. ["Shade" means the soul after death; the ancients spoke of it thus because they thought they could see but not feel the spirits of the dead.]

ii. "Fame is the fragrance of heroic deeds,
Of flowers of chivalry, and not of weeds!"

p. 114. [Fame and renown arise not from bad acts but from heroic and chivalrous deeds, as fragrance arises not from weeds but sweet flowers.]

iii. "Shapes of foul disease." p. 122. [All those foul forms that disease assumes.]

iv. "Ring in the thousand years of peace," etc. [The millennium, in which Satan is to be bound and Christ to rule. See Revelation xx.]

v. "The fortress cliff," etc., p. 163. [Quebec on its rocky eminence. The St. Lawrence is often termed the *portal* of Canada; it is but fitting that Quebec should be called the *key*.]

vi. [As to questions on "Ocean," see the JOURNAL of Oct. 1st.]

* From "M.M." † From "Subscriber." ‡ From "J.C."

vii. "The three great branches of the British family," p. 289. [England, United States, Canada.]

viii. "Divided by two wars," p. 290. [War of American Independence, War of 1812.]

ix. How much is a ducat? [The silver ducat about one dollar; the gold ducat about two dollars.]

FOURTH READER. ‡—Explain i. "If we consider where and how," p. 275. [If we consider where he did his work, viz., upon the "desert moor," and how he did it, viz., "without instruction," without model.]

ii. "He had his very materials to discover." [He had to discover the very subjects of his poems.]

iii. "Metal lay hid under the desert moor." [The scenes of the wild moor, the joys and sorrows of the peasant shepherd's life have been worked by Burns into his poems.]

iv. "To construct the tools." [Without the aid of poets who had dealt with such subjects, Burns was forced to be his own guide and instructor as to his language, versification, etc.]

v. "Through life he enacted a tragedy." [Burns' life was a tragedy—success and misfortune, happiness and sorrow, renown and neglect—culminating in an early death.]

vi. "Base entanglements." [Poverty, drunkenness and worse.]

vii. "Eyes dark and deep," p. 32. [Eyes differ in character; not only in color but in depth; some are shallow, some are like those of Mrs. Browning's "Kate":

Such a blue inner light from her eyelids outbroke,
You look'd at her silence and fancied she spoke..

THIRD READER.—i. Why "Uttaw'a's"? [To indicate that the poet, for the sake of the metre, wishes the accent put not upon the first syllable, as is customary, but on the second.]

ii. "Reef of Norman's Woe." [See JOURNAL of Nov. 15.]

Book Notices, etc.

Report of the Syracuse Browning Club. Pp. 94. C. W. Bardeen, Syracuse.

This pamphlet contains the papers read at the memorial meeting of the Club shortly after the poet's death, dealing with Browning as historian, artist, philosopher, and dramatist, and is a publication worthy of the oldest of American Browning Clubs.

Lessons in Language. Part I., by H. S. Tarbell, A.M., Superintendent of the Public School, Providence, R.I. Pp. 214. Boston: Ginn & Co.

This work is intended for pupils who are able to read. It aims to supply such pupils with lessons in grammar, pronunciation, writing, composition, of such a nature as to prepare him to use his native tongue with ease and accuracy. We confess we are especially pleased with the book—pleased with the press work, with the numerous illustrations, but above all with the steady belief that the author shows that a child has a heart to feel, a mind to understand, and a hand to execute, and that culture for all of these may be had even in very elementary stages of school work. We strongly recommend the book to any who desire to have a useful and suggestive book in English, or to see how far the theories of elementary teaching of English in the neighboring Republic are in advance of our own.

Synopsis of English and American Literature. By G. J. Smith, B.A. Pp. 125. Boston: Ginn & Co.

The author aims to give an outline of the literary activity of our race from the oldest remains in our language down to the works of to-day. The bare facts of literary history are presented clearly and on the whole accurately, while the reader is aided in his conception of the environment of the writers by the parallel references on every page to contemporary history. The book will be found serviceable by the student of literary history.

Shakspeare's King John, with Introduction and Notes, by T. Page. London: Moffatt & Paige.

This edition of *King John* is the best school edition that has yet appeared, with ample annotations and still within the reach of the ordinary student. Among its claims to superiority over the Clarendon Press and Rolfe's Edition are its "Chronological and Genealogical Tables," Sketches of the Plot and of the Character," Notes on Historical Inaccuracies," Notable Passages and Familiar Quotations," and above all the rest, "Notes on the Language of the Play," in which we find in condensed and convenient form facts which would otherwise have cost the student many hours' research.

Tales, Anecdotes and Stories for Teaching Composition. Boston School Series. Pp. 184. Boston School Supply Co.

This little volume is a collection of one hundred and seventy short stories with topical outlines intended for pupils' reproduction, together with letter forms and two hundred subjects for short papers. While the diction of the stories is scarcely worthy of Boston, the plan and purpose of the book are admirable. The stories will interest teachers and pupils, and afford material for many a good lesson in composition. The book is proof of the great importance attached to pure composition even in the elementary stages of school work.

The Natural Speller. Pp. 166. American Book Co., New York.

This work in some respects resembles the late High School Word Book. It is, however, illustrated, and prints in red or bold-faced type special difficulties in spelling. Exercises in synonyms, homonyms, prefixes and suffixes also find a place in a work excellent of its kind.

A Brief History of the Empire State, for Schools and Families. By Welland Hendrick, A.M., Syracuse. New York: C. W. Bardeen.

The author of this work states that when he began to teach American history in the schools of New York, he looked in vain for a brief school history of the State. This want he has supplied with a well-written outline of New York's history from the days of Hudson and Dutch rule to those of Governor Hill and Centennial celebrations. The book is well illustrated and has many admirable features. Due attention is paid to the people, their customs and education, and an interested and connected narrative has been produced. The tone is patriotic, but never verges on the "hifalutin."

Our Government: How it Grew, What it Does, and How it Does it. By Jesse Macy, A.M. Boston: Ginn & Co.

This is an admirable text-book, covering ground similar to that of Mr. Fiske's "Civil Government in the United States," which was recently noticed in these columns. The work is divided into five parts, treating respectively of the origin of governmental institutions in the United States, of municipal and educational matters, of the administration of justice, of Federal matters, and of subjects connected with the Constitution and with the party system as it prevails across the border. The functions of the different courts of justice and of the Departments at Washington are explained, while chapters, such as those on "Banks," and "Money and Coinage," are well adapted to clear up hazy views on these subjects. With such text-books the school-children of the Republic have certainly no excuse for remaining in ignorance of the institutions of their country.

"THE talent of success is nothing more than doing what you can do *well*, and doing *well* whatever you do, without a thought of fame."

THE advantage of living does not consist in length of days, but in the right employment of them.—*Montaigne.*

WHEN a firm, decisive spirit is recognised, it is curious to see how the space clears around a man and leaves him room and freedom.—*John Foster.*

School-Room Methods.

ADVANCED ARITHMETIC.

LET us assume that the pupils in the advanced division of the schools completed common and decimal fractions last year and are to commence percentage as soon as they have refreshed their memory of the last year's work.

The first thing to do is to take a rapid review of the work of last year. This will require four weeks' time in most cases.

If the teacher will conduct this review without much reference to the text-book, except to use it for examples, it will be better. What is needed is that the pupils recall the *how* and *why* of the operations in fractions without taking time to drill upon exercises to acquire skill and rapidity in working examples. They will have time for that when they enter upon the new work of percentage.

1. First see that they have a correct idea of a common fraction and of the numerator and denominator.

2. Then the definitions of the different fractional forms used in arithmetic.

3. Next test them upon their knowledge of the effect of increasing and decreasing the numerator; the denominator; and of increasing and decreasing both in the same ratio. This is a very essential step for the reason that all the other operations in fractions are based upon these facts. Be sure that they see clearly:

a. That multiplying the numerator multiplies the fraction.

b. That dividing the denominator multiplies the fraction.

c. That dividing the numerator divides the fraction.

d. That multiplying the denominator divides the fraction.

e. That multiplying both by the same number does not change the value.

f. That dividing both by the same number does not change the value.

Do not be satisfied with the mere memorizing of these facts, but have them see that they must be true by illustrations with objects. Slips of paper are as good as anything to use for objects.

4. Now see that they know how to make the numerators of the same kind in order to add or subtract them, and how principle *e* or *f* applies in doing this.

5. Then take multiplication and division in the same way,—first using an integer for the multiplier or divisor, and noting what principles apply.

6. Multiplying or dividing fractions is more difficult only because there is one more step in the process of thinking it.

For instance:

$$\frac{2}{3} \times \frac{3}{4} \text{ is } \frac{2}{3} \times 3 \div 4.$$

They already know that to multiply by three the numerator must be multiplied and to divide by four the denominator must be multiplied. So they see the reason of the rule:

$$\frac{2}{3} \div \frac{3}{4} = \frac{2}{3} \div 3 \times 4.$$

Now, these are all the operations in common fractions. When they are clearly in mind, the class can go on to decimals.

Decimals.—These are more difficult than common fractions for the reason that the pupil has to *imagine* the denominator. It is very proper, therefore, that they shall not be studied until the pupil has mastered the operations in common fractions.

1. First see to it that the pupil sees the importance of the decimal point in determining the value of any figure in the decimal. This is the all-important thing in decimals. When he can immediately supply the denominator for any figure in the decimal and for any decimal as a whole, and see that it is necessarily so, the main difficulty in decimals has been surmounted.

Such tests as the following are valuable:

$$264056.$$

What is the proper denominator of two considered by itself? of six? of four? of five? etc. The distance from the decimal point must determine these answers. What is the denominator of the whole? He sees that it is the same as that of six.

2. Now these facts make plain the operations in addition and subtraction. Any number that is the same distance from the decimal point as another

must have the same denominator and, hence, can be added to it or subtracted from it.

3. Multiplication is more difficult for the reason that the products of the denominators must be carried in the imagination while multiplying the numerators. An exercise like the following would be a good one:

$$\begin{array}{r} 365 \\ \times 247 \\ \hline \end{array}$$

What is the denominator for 2×3 considered by itself? for 4×3 ? for 7×3 ? for 4×6 ? for 7×5 ? etc.

It is readily seen that the denominator of the entire product must be the product of the denominators of those two numbers in multiplier and multiplicand that are farthest from the decimal point:—in this case of seven and five, each of which is 1,000. So 1,000,000 must be the denominator of the product.

4. Division of decimals is the most difficult of all. We will give some thoughts on this in our next number.—*Public School Journal.*

For Friday Afternoon.

THE WIND AND THE MOON.

SAID the wind to the moon; "I will blow you out,
You stare
In the air
Like a ghost in a chair,
Always looking what I'm about,
I hate to be watched—I'll blow you out."

The wind blew hard and out went the moon,
So deep
On a heap
Of cloudless sleep;
Down lay the wind and slumbered soon,
Muttering low, "I've done for that moon."

He turned in his bed, she was there again,
On high
In the sky,
With her ghost eye
The moon shone white, and alive and plain,
Said the wind, "I'll blow you out again."

The wind blew hard and the moon grew dim;
"With my sledge
And my wedge
I have knocked off her wedge;
If I only blow right fierce and grim
The creature will soon be dimmer than dim."

He blew and he blew, and she thinned to a thread;
One puff
More's enough
To blow her to snuff;
One good puff more where the last was bred,
And glimmer, glum will go the thread.

He blew a great blast, and the thread was gone.
In the air
Nowhere
Was a moonbeam bare.
Far off and harmless the sky stars shone,
Sure and certain the moon was gone.

The wind, he took to his revels once more
On down
In town
Like a merry-mad clown
He leaped and hallooed, with whistle and roar,
"What's that?" The glimmering thread once more.

He flew into a rage—he danced and blew,
But in vain
Was the pain
Of his bursting brain,
For still broader the moonscrap grew,
The broader he swelled his big cheeks and blew.

Slowly she grew, till she filled the night
And shone
On her throne
In the sky alone,
A matchless, wonderful silvery light,
Radiant and lovely the queen of the night.

Said the wind, "What a marvel of power am I
With my breath
Good faith
I blew her to death;
First blew her away right out of the sky
Then blew her in—what a strength am I."

But the moon, she knew nothing about the affair,
For high
In the sky,
With her one white eye,
Motionless, miles above the air,
She had never heard the great wind blare.
—*Good Housekeeping.*

OUR FUTURES.

FOR FOUR LITTLE BOYS.

First Boy.—

PERHAPS some of you people think,
Because we are so small,
We don't amount to anything;
But wait until we're tall,
And big and strong as some of you,
And then I guess you'll see
That boys that seem of no account
Of great account will be.
For I shall be a merchant,
And sail o'er all the seas,
And buy up all the pretty things,
The little folks to please.
When I grow up as large as you,
This is the wondrous thing I'll do.

Second Boy.—

And I shall be a statesman;
I'll set the country right;
I'll fix up all the politics,
And for the truth I'll fight.
And justice then shall not be blind,
But see on every side,
Over each country fair shall rule,
And o'er the ocean wide.
King Money then shall not be all
That man will hoard and save,
But Wisdom,—while their gold shall be
A very useful slave.

Third Boy.—

A merchant is a useful man,
But a farmer I shall be,
With my lands so broad and my barns all full,
Oh, who from care so free!
And with my ripened fruit and grains
I'll feed the needy poor.
A blessing they shall give to me
When turning from my door.
We may live without the precious gold,
And without worldly fame;
But for our daily wants and food
We bless the farmer's name.

Fourth Boy.—

You boys will all be noble men;
You've each a brilliant plan,
Now tell you I am going to be
A school committee man.
With squeaking boots and collar high
I'll come in at the door;
But I shall ask no questions, such
As boys ne'er heard before.
But, "Children, flowers are in bloom,
The lambs are out at play,
And all the birds are singing,
Would you like a holiday?"
When I grow up as large as you,
This is the wondrous thing I'll do.
—*American Teacher.*

THE December number of *The North American Review* brings to a close the 151st volume of that ancient and honorable periodical, which still retains the foremost place it has long held in periodical literature. It is a notable issue, containing articles on timely and interesting topics by many distinguished writers. The editor has increased the number of pages from 128 to 144, in order to make room for a greater variety of interesting matter.

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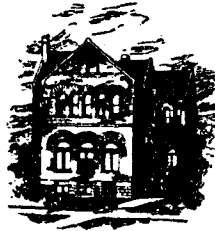
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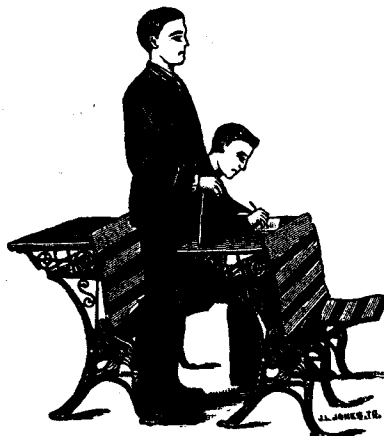
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11.15 A.M. to 12.30 P.M. Geography.
2.00 to 3.30 P.M. History.

SECOND DAY.

- 9.00 to 11.00 A.M. Arithmetic.
11.05 A.M. to 12.15 P.M. Drawing.
1.15 to 3.15 P.M. Composition.
3.25 to 4.00 P.M. Dictation.

THIRD DAY.

- 9.00 to 11.00 A.M. Literature.
11.10 to 11.40 A.M. Writing.
1.30 to 3.00 P.M. Temperance and Hygiene, or Agriculture.

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