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# The Educational Journal.

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## Table of Contents.

PAGE.	EDITORIALS—	PAGE.
EDITORIAL NOTES..... 353	Adaptation of Punishment to Fault..... 360	
SPECIAL PAPERS—	Supplementary Reading.. 360	
Formation of Good Habits 354	LITERARY NOTES..... 361	
Can we Avoid Corporal Punishment..... 355	HINTS AND HELPS—	
EDUCATIONAL THOUGHT... 355	Some Virtues of the Un-graded School..... 362	
ENGLISH—	Two Modes..... 362	
Third Reader..... 356	The Little Ones..... 362	
Rhetoric..... 357	EDUCATIONAL MEETINGS—	
Correspondence..... 357	Hamilton Primary Teacher's Association..... 362	
EXAMINATION PAPERS—	PRIMARY DEPARTMENT—	
Huron Uniform Promotion Examinations, March 25 and 26, 1891... 258	Be Yourself..... 363	
SCHOOL-ROOM METHODS—	Drawing..... 363	
An Exercise in Synonyms 358	BOOK NOTICES, ETC.— 364	
Percentage..... 358	FOR FRIDAY AFTERNOON—	
Map Drawing..... 359	There's a Boy in the House..... 364	
QUESTION DRAWER..... 359	Looking Forward..... 364	

## \* Editorial Notes. \*

THERE are, it is computed, in America, four hundred and eleven institutions with degree-conferring powers.

WE are glad to give space to the brief report of the first meeting of "The Hamilton Primary Teachers' Association." The list of subjects discussed shows that these teachers are doing their work intelligently and in the right spirit. We are glad to learn that they find our "Primary Department" so helpful. We shall strive to make it increasingly so, and shall always be glad of hints and helps which will aid the writers in that and other departments.

WE are sorry that we failed to note that Arbor Day would fall this year on the first day of the month, the day of publication for THE JOURNAL. We had intended to make our next number in part specially fitted to help in the observance of the day. We may still do this to some extent, though the paper will be too late to be so useful as we could wish. We will make a special effort to place it in the hands of our readers two or three days earlier than usual.

AN anonymous correspondent complains that our note in respect to the appointment of the Principal of the new city Collegiate Institute, did not correctly represent the facts as to the relative standings of the various competitors. We certainly gave the impression left upon our mind by the reading of the report of the discussion at the Board meeting, given in the morning

papers, though we did not minutely analyze the votes. We meant no disparagement of the claims of any applicant, and are sorry if the mention of but two names of Head Masters seemed to have that effect in regard to others.

MONTREAL is indebted to the enterprise of one of its citizens, Mr. John Lovell, for a very full and complete historic report and census. According to this the population of the city proper consists of 170,098 females and 101,204 males; total, 211,302. Of these, 155,511 are Catholics; 58,385 Protestants; 28 Chinese; 923 Jewesses; and 1,005 Jews. The towns of St. Henry, St. Cunegonde, St. Louis of Mile End, Coteau St. Louis, Notre Dame des Niegues and Outrement, all of which border on the city limits, contain respectively, 11,714, 8,159, 3,449, 2,853, 773 and 363 inhabitants; or a total of 27,311.

THERE is no wiser philanthropy than that which establishes and supports industrial schools for the training of destitute children. From the statements of a deputation which recently waited on the Ontario Government on behalf of the Mimico Industrial School, it appears that there are at present 145 boys in the school, and that 116 boys are seeking admission, but cannot be taken in for want of room. When we think of all that is involved for these 116 boys in the denial of such a training for citizenship, we can form some conception of the blindness of the penny-wise, pound-foolish policy which fails to provide ample means for such a purpose. We should be glad to hear of Industrial schools spring up all over the Dominion; teachers of all grades should be the best friends and helpers of such schools.

WE are requested by the Education Department to remind our readers that Arbor Day falls this year on Friday, the first day of May. We hope that arrangements will be made for carrying out the purpose of the day on the largest possible scale. We are glad to learn from the Report of the Minister of Education that during the five years which have elapsed since its establishment, the movement has been heartily supported by teachers and

trustees with excellent results. During these successive annual Arbor Days, commencing with 1885, the number of trees planted have been respectively, 38,940; 34,087; 28,057; 25,714; and 21,281. "In a very few years," it is predicted, "every rural school in the Province will have its pleasant, shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification." Nor are the good effects of the day confined wholly to tree-planting. In the clearing up and tidying of the school grounds, cultivation of grass and flowers, and so forth, much is done to develop the love of neatness and beauty which is, in itself, no unimportant part of education.

REPLYING to inquiries of correspondents, we said in an editorial note, in last number, that on any subjects prescribed in the University curriculum for Matriculation, which are not included in the Leaving Examination, the student will have to pass the University Supplementary Examination. In so saying we expressed ourselves very carelessly and our note is, consequently, misleading. We were not thinking at all of the "Supplementary Examinations," properly so called, of the University, which are held in September, but of the fact, that the Leaving Examination has to be supplemented for Junior Matriculation by the University Examination. The fact is, as all our readers are, we suppose, aware, that the regular Matriculation Examinations of the University are held at the same time as the Leaving Examinations, so that whatever University Examinations are needed to supplement the latter and admit the student to full Matriculation, may be taken at the same time, and presumably—though we have seen no distinct statement on this point—at the same place with the Leaving Examination. Judging from the inquiries sent to us, we think that a clear, simple explanation of the whole arrangement should be issued either by the Education Department or by the University. It seems to us, moreover, a great pity that an agreement could not be reached by which the Leaving Examinations could be accepted as a full equivalent for the Matriculation Examination.

## \* Special Papers. \*

## \* FORMATION OF GOOD HABITS.

MISS M. H. DAVIS.  
IN TWO PARTS.—II.  
(Concluded.)

THE next habits to be noticed are Industry and Perseverance. A teacher will readily observe a marked difference in children with regard to these two qualities. The naturally quick perception, possessed by one, enables him, with scarcely an effort, at once to see through, and make his own what it will cost a plodder hours to accomplish, yet the latter not unfrequently attains more practical results than the brighter or quicker intellect, for his tenacity will often achieve his purpose, while the other in unexpected difficulty is apt to get discouraged, and give up the attempt in disgust. In fact, each child at certain stages, when first beginning to study, would require an individual teacher. I honestly believe that there would be many brighter and more clear-headed thinkers among pupils if it were practicable to have some one who could clear away their difficulties before they had time to build unstable structures on false foundations. Few children possess the power of concentrating thought for more than a few minutes at a time and taught as they must be in masses, it becomes a question of the "survival of the fittest."

Industry and Perseverance as I have said are natural to some children; but may be acquired by others. As to rewards and incentives, the question has many sides. Words of hearty approval should always cheer the painstaking pupil; but whether one child deserves a tangible reward for doing a duty which another accomplished without, will admit of difference of opinion. One point, I think will be conceded without discussion, which is, that if a child is to be taught perseverance, he must not be permitted to leave a problem or a task till he has mastered it. This may be difficult, for children love change, and I am aware that some teachers affirm the desirability of passing over a problem or a lesson that is distasteful or difficult, even if they should go back over it again. But I think that if once allowed to shirk a difficulty, it will be extremely difficult to persuade children to return to it, and I also think the feeling of intense satisfaction at the mastering of the subject more than repays for the close application. I would signify approval too, by granting to the successful boy or girl such little offices in the school-room as children highly appreciate, such as those of acting monitors, two appointed each week, whose duty it is to distribute copy-books and pens, usher out and down the stairs the classes of little ones, and examine the slates of the younger children, etc. Some feel amply rewarded by being permitted to run the lawn-mower in the school ground after their work is done. To aid in making a child industrious, I think it would be well to have the time-table so arranged that the work of each class will fully occupy every member of it up to the moment he is called upon to recite. This too will prevent

any opportunity for indulging in talking, as idleness is the fertile mother of mischief. The smaller classes can be kept quite busy with very simple little problems on small slips of white paper about four inches square, each holding *four* problems and having the little owner's name at the foot. As soon as all the class can readily give the result, the papers are passed on to a lower grade, and a new set given to them. I had tried drawing but the little artists would persist in coming up to the desk to exhibit their sketches, so I had unwillingly to give it up.

I will refer briefly to the last two items in the list, Obedience and Cleanliness. I have never had any difficulty with regard to the first except in the very extreme cases where the pupil was subject to unhappy influences at home, and where a malicious desire to refuse obedience and annoy the teacher was considered an evidence of independence and cleverness. But a quiet determination neither to provoke unnecessary hostility nor recede one iota from what was just and right has always conquered and secured obedience either willing or *unwilling, to all reasonable commands*. There is a great deal of truth in the old saying: "There's more in a *come* than in a *go*." To be plain, a request courteously put, generally accomplishes more than a command, except in such cases as I referred to awhile ago. To secure prompt obedience let your wishes or commands be well understood, be sure that they are reasonable, and then never recede from your word. When a lesson has been imperfectly committed, or a problem slurred over, a quiet seat apart from companions, with a gentle intimation that *recess* may be spent there, will generally result in a correct solution or perfect recitation within the allotted time.

Last in order, but by no means least in importance, is *cleanliness* of person, which is not merely desirable but an actual necessity where forty or fifty children are sitting together in one room for any length of time. No odor is so disagreeable as that which exhales from want of cleanliness, and many children of delicate constitutions are made really ill by it. (The teacher's sensations don't count). True the garments may be, and often are of the very poorest description, and many children possess little else, but these can be well tolerated if the face, neck, ears and hands are clean. In this respect, too, there is a marked difference in children. I have in one of my classes two little boys each six years old, belonging to the poorer classes, who come to school miserably clad. Both are good looking and one a very pretty child. The other has a rather heavy lower face, redeemed by a full forehead, fine dark eyes and most beautiful teeth. But the child's garments and person are at all times almost filthy! I have sent him home occasionally in charge of a brother a year or two older, but not any cleaner, with directions to have his face and hands washed, but found that the necessary ablutions had been performed at the nearest puddle. In fact these children, or their parents, or both, seem to have a most unaccountable antipathy to water.

The other little fellow, though in equally ragged costume, is nevertheless a pleasure to look at, so pure and fresh are the rosy face, ears, neck, and every part of his person, and though his outer clothing is, as I have said, ragged to a degree, yet his underwear, wherever visible, is scrupulously clean. The father of one is a clever mechanic who can earn from one to three dollars per day and the other a working man earning fair wages. But the first is shiftless and improvident and in the other case the mother is to blame. So true is it that a man is usually whatever his mother makes him. Until sanitary laws are better enforced than they are at present in the dwellings of the classes I have mentioned, it will be hopeless to expect any improvement in this respect. Indeed I think a small lavatory would be a very welcome addition to most schools.

There is another point on which I purpose making a few remarks, that is, the children's amusements. Years of observation have led me to the conclusion that more bad habits (I mean those of conduct) are acquired and developed in the play-ground, than are ever exhibited in the school-room; owing, of course, to the greater license and the removal of all restraint for the time being. It is a little world in which the strong and unscrupulous triumph over the weak and timid, and the cunning and dishonest get the better of the simple-minded. The instances are few indeed where nobility of character and pure unselfishness assert themselves. Not the least thing to be deplored is the language too often used.

I think many of these evils might be done away by better facilities for children of different ages enjoying their *recess* without being tyrannized over by older and stronger ones. No matter how extensive the play-ground, if a group of lads commence a game of cricket or baseball, which they do almost invariably, they monopolize it to such an extent that the smaller children and girls cannot indulge in any games except at the risk of being struck by bat or ball, or even knocked down if in the way of the eager runner for goal. I think every play-ground should be divided into two parts at least, in one of which the girls and little children who usually comprise by far the larger half of the school, can pursue their amusements without danger.

Here too the teacher (if so disposed) may greatly benefit himself, as well as the children, by putting them through a simple Calisthenic exercise with a light pole or rod about four feet long and slight enough to be swung over the head without fatigue. The children gladly bring their own on Friday afternoons.

Battledore is also a good open air amusement and safer than skipping as it involves less physical and rapid motion.

One other most desirable adjunct to the cultivation of *Good Habits* is a moderate sized shed, open towards the south if possible, where boys may indulge in their games of marbles during wet or wintry weather. I think there is no game so provocative of *squabbles*. The unlawful appropriation of *taw* and fobbing of *allies* are most fertile sources of discord. To permit boys to indulge it in the school-room

lessens their respect both for it and their teacher, who cannot sit tamely by and tolerate the unseemly dissensions and discordant clamor that are carried on throughout the game. The points I have referred are, it may be considered only side issues; but they have strong bearing, if an indirect one, on the subject of my paper.

In closing I would say to teachers that in view of the dread responsibility which each assumes in the teaching and guidance of children for even six hours a day, it may be for years of life, in which each young soul bears away day by day some impress made by you, to be in turn transmitted to others; we cannot tell throughout how many ages, it becomes each one to approach his daily task with clean hands and pure heart so that in the great day of account, when his work is at an end, he may never have to reproach himself, or be reproached with having been a stumbling block in the way of the least of God's little ones.

### CAN WE AVOID CORPORAL PUNISHMENT?

BY JOHN WALLIS.

RESPONSIBILITY for a pupil's behavior is three-fold: that of the pupil; that of the teacher; and that of the parent. All teachers recognize the first, many recognize the second, and some the third. But all must be taken into account if corporal punishment is to be avoided.

#### THE PUPIL'S RESPONSIBILITY.

Little need be said of this, beyond mentioning the fact that unskilful teachers almost always blame the pupils for much misconduct for which they themselves are personally, though indirectly to blame. Pupils must be led to realize that they are responsible for what they do whether others do well or not; and that misbehavior as soon as they are unwatched, is very dishonorable.

#### THE TEACHER'S RESPONSIBILITY.

It is possible to govern a school so well that, while maintaining excellent discipline, not only may corporal punishment be avoided, but for weeks at a time all punishment may be unnecessary; but this requires skill, and that particular kind of skill known as "tact." Errors on the teacher's part, as before stated, are often the indirect cause of disorder. Some of these errors may be mentioned:

(a) *Scolding*; scolding never does good and always does harm, and it easily becomes a habit. There is special danger of scolding when lessons are not well learned; when an overt act of mischief is committed; when pupils are tardy; when pupils are careless, untidy or noisy.

(b) *Partiality*; pupils and parents very quickly resent this. A pupil often excuses himself for doing wrong on the ground that the teacher has a grudge against him, and "it does not matter even if he does do right, the teacher will find fault." Such pupils will not behave well until they think they are treated as well as the others.

(c) *Sarcasm and ridicule used as weapons*. This error of the teacher is an excessively mean one, and its natural, immediate consequence is an angry and uncivil retort by the pupil.

(d) *Talking to pupils about their faults before other pupils*. Would the teacher like such treatment before companions? The Golden Rule applies in such cases.

(e) *Becoming angry*. An exhibition of temper is always immediately followed by a loss of power to control, in proportion to the intensity of the anger.

(f) *A stern or harsh manner of speaking*. The tone may be firm and yet kind. Never parade the fact that "I am Master of this School!"

#### THE PARENTS' RESPONSIBILITY.

Every parent has a right to expect that his or her children shall be treated with strict fairness, constant kindness and courtesy by the teacher. When a pupil, having been so treated, either will not promise to behave, or has broken such a promise, in almost every case the home training was bad, and the parents should assume their share of responsibility for the conduct of their child. In other words, the pupil should be suspended until the parents promise to become responsible for the child's good behavior. I have known one case in which, in spite of home-training of a high order, an appeal to the parents was necessary; but in every such case the parents will quickly co-operate with the teacher.

It is sometimes said that suspension does not punish the child. Sometimes this is true; but one of the best effects of suspension is to arouse the parents to a sense of their duty to their child, and they very often stir up the child. Sometimes they try to stir up the teacher; and I have known them to threaten to stir up the Board. A father once called to ask why I did not whip his sons instead of reporting them for misconduct at home, and said, among several other things, that he would "see the Board about it." I told him that I had informed him fully regarding his sons' misbehavior, and if he thought they required whipping to make them behave, he should whip them himself; but if they did not, I had no reason for whipping them. One of my assistants received a note one day, saying, "If you do not whip Eddie for playing hookey, I'll know why." With the consent of my assistant I replied to the note, saying that it was not the fault of the teacher that Eddie played truant; that, as he already disliked school, it would not lessen that dislike to whip him when he came, and that the teacher was not employed to whip truancy out of children whose parents could not keep them at school.

One thing more. If pupils have any complaint to make about you, have them make it to your face; do not let them carry it beyond the walls of the school. When you criticise your pupils' conduct, give them an opportunity of telling you freely of any fault they have to find with you. If you talk privately with a pupil about his misconduct, allow him to tell you whether he thinks you treat him fairly. Fair play begets fair play. It often does us good "To see ourselves as others see us." Treat pupils with constant fairness, kindness and politeness; that is their right. But it is not right that teachers should be required by parents to control their children when they cannot control them themselves. A skilful teacher will always do more with ill-trained

pupils than their parents can without punishment; but Public Schools are not Reformatories.

## Educational Thought.

THE kingdom of God does not consist in a scrupulous observance or trifling formalities; it is in each individual the performance of the duties that belong to his condition.—*Fenelon*.

TO be forever seeing when your boy yields to a temptation, and never discovering when he resists one, is the surest way to promote the faults and discourage the virtues.—*Lyman Abbott*.

HE who has learned what beauty is, if he be of a virtuous character, will desire to realize it in his own life—will keep before himself a type of perfect beauty, in human character, to light his attempts at self-culture.—*John Stuart*.

INTEREST has to be roused. The Teacher having first made his class alive to the world-wide sweep of language; and how words, and painting, and sculpture, and all shapes seen by mortal eye in different ways by which thought struggles to make itself felt; and having made clear the wonderful mystery of the commonest talk, and thus opened the mind to unexpected discoveries in common things, will proceed to enlarge the scope of this magic familiarity, and unfamiliar magic. He will take common things, and give them a tongue, or rather will force his hearers to do so. The ink-tands which hold their ink, the chairs they sit on, the paper on which they write, the room they are in, the games they play, anything and everything, the commoner the better, can be pressed into service, and by dexterous questioning and cross-questioning be made first of all to give out all the very complex thoughts which they embody by their shape, their material, their history, their making, their present condition, what they have done, have seen, have helped, etc., and secondly, whilst full of exciting novelty, can force with skilful treatment the answerer to overhaul his whole mental stock, disentangle all the confused ideas, sort, separate, arrange, put in order the facts he knows indeed, but has never before known that he knew them, or cast a thought about their having right places, every one of them, and not being a mere loose jumble like potatoes in a sack. In this way the Teacher creates a new world, new in its facts, new in its suggestive power, new in the faculty of order and composition.—*Thring*.

THERE are those who allow the pupils to think that submission is a compliment to a teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as though they kept order for their own advantage. Their piteous pleas for order, "I cannot stand your noise," "I must have order," "Stop talking, or you will drive me distracted," "You cannot think much of your teacher, or you would not behave so," etc., etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.—*Hughes*.

## \* English \*

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto, to whom communications respecting the English Department should be sent.

### THIRD READER.

#### BURIAL OF MOSES.\*

BY MISS CHRISTINA ROSE.

THE subject of Literature is an important one, and in presenting it one must aim at creating an interest in, and a love for the subject in the mind of the child. He who can do this affects beneficially not only the future of the child, but that of the whole race. Aware of its importance, I regret that our Committee were not more fortunate in their choice of a teacher to present this beautiful lesson, but since they have chosen me, though "more honored than happy," I have, in response, like Hubert, "done my best."

With a Third Class, merely the name and nationality of the author are taken, unless there are other selections from his pen in the Reader, in which case I revert to them.

This poem, though a description of a Burial, includes an interesting biography, and before touching the lesson proper, and without intimating the connection between them, I would make my pupils familiar with the career of Moses, whom someone has beautifully called the "inspired legislator."

To this I would devote a part of our Friday afternoon, and this for a two-fold reason: (1) the novelty of the procedure may stimulate interest and attention; (2) the interval between Friday and Monday affords an excellent opportunity for looking up the references given them.

Keeping in view the points in his career alluded to in the poem, I begin the lesson on his Biography by showing, on the map, the place of his birth, which they name—Egypt.

"The Children of Israel," descendants of Jacob, lived in Egypt, in the capacity of slaves to the Egyptians, but were increasing in numbers so rapidly that Pharaoh, king of Egypt, fearing they might rise in rebellion, made a decree, by which all the male Hebrew children were to be put to death. Moses was born while this law was in force.

The pupils will likely be familiar with his early history, and questions will elicit an account of his preservation and his residence from infancy to manhood at court, from which he was obliged to flee, having got into trouble by defending an Israelite against an Egyptian. While doing the duty of a shepherd in the far-off land to which he had fled, God called him to his life-work, viz.: The leading of the Israelites, who were now very grievously oppressed, out of Egypt, the land of bondage, into Canaan, the land of promise. Here I use the board, writing "Call to Life-work"—Exodus iii.

Touching briefly on the many signs and wonders which, God being with him, he performed in Egypt, we find his mission successful, for he led the Israelites out of Egypt by way of the wilderness of the Red Sea (which is shown on the map), God going before them, by day in a pillar of a cloud and by night in a pillar of fire.

Questioning will again draw forth an account of the wonderful deliverance at the Red Sea. Here passages of Moses' song are read or quoted for them and questions elicit the fact that he was a poet, and on the board is written, "Moses' song of praise and triumph for deliverance at Red Sea."—Exodus xv.

Mount Sinai is next shown on the map, and questioning may draw from them that God here gave the people, through the agency of Moses, the Ten Commandments, by which they were to be governed. This is followed by a short judicious talk on the wisdom and ability of Moses as a ruler or governor of the people, and on the board is written, "Moses the Lawgiver, Statesman, Sage." Exodus xx. Book of Leviticus.

Referring briefly to the removings and encampings of the Israelites, we come to the Desert Zin, where, at the waters of Meribah, Moses being impatient at the constant murmurings of the people, in order to get water for them, struck the rock

twice, instead of speaking to it as directed by God, who tells him that for this he may not enter Canaan. Using the board again we write, "At Meribah, God tells Moses that he may not enter Canaan." Numbers xx. 1-13.

Continuing their journeyings, the Israelites encounter Sihon, King of the Amorites, who refuses them permission to pass through his land, and under their leader, Moses, they utterly defeat his troops, and also those of Og, king of Bashan, who comes out against them.

Here, pupils when questioned tell that Moses was a warrior, and on the board is written, "Israelites, under Moses, defeat Amorites and Bashanites." Numbers xxi.

Just here, the pupils may be impressed with the idea that Moses, as well as being a warrior in the commonly accepted sense, was a warrior in a higher and nobler sense, for he led a mighty people from bondage to freedom, fighting against and overcoming their weaknesses, not with the sword, but with weapons provided by his omnipotent Captain. This done, to the last item on the board we add, "Jehovah's chosen warrior."

Following the journeyings of the Israelites, we find them encamped in the plains of Moab, east of the river Jordan, which now separated them from the Canaan of promise. Here Moses, who is the author of the 90th Psalm, wrote another of his inspired songs, his subject being God's mercy and vengeance. On the board is now written—"Author of 90th Psalm, writes inspired song on God's mercy and vengeance." Deut. xxxii.

And now Moses, the man of God, after bestowing in lofty and figurative language his farewell blessing on the Twelve Tribes of Israel, is commanded, by God, to ascend Mount Nebo, and view from the top of Pisgah the promised land, which he may not enter. On this Mount, Nebo, he dies. Nebo, Pisgah and river Jordan are, if possible, shown on the map, and on the board is written the final item, "Moses' farewell blessing." Deut. xxxiii.

Moses views the promised land, dies on Mount Nebo and is buried by God in a grave unknown to man. Deut. xxxiv.

After a short review of the events narrated, pupils take notes of what is on the board, and are requested to look up the references.

We are now ready for the lesson proper, and the pupils, being acquainted with the history of Moses, readily answer introductory questions, and are able to locate Mount Nebo and river Jordan.

Drawing as much as possible upon their knowledge, we proceed to find meanings for words, phrases, lines, etc.

It is, however, now wholly unnecessary to go into minute details, suitable for class purposes, and I shall dwell only upon particular points.

"On this side Jordan's wave."—The east side. An allusion to the fact that Moses was not permitted to cross to the other side and enter Canaan.

"No man knows that sepulchre."—Man does not know the exact spot where Moses was buried. Another allusion which the pupils will readily explain. Deut. xxxiv. 6.

Sepulchre—A grave or tomb.

"The Angels of God upturned the sod."—Pupils already know that Moses was buried by God, and reading that "Angels of God" buried him, may give rise to confusion which may be removed by telling them that God was often represented by His Angelic Messengers, and no doubt God and angels both were present.

"That was the grandest funeral."—We consider a funeral grand, when it is attended by kings and princes and by the rich and great of earth, whose power and pomp are fleeting and who flourish but for a season. There was present at this funeral the King of Kings, the Lord of Hosts, the ever omnipotent God, and the poet is therefore justified in speaking of it as "the grandest."

"No man heard the trampling nor saw the train." Man did not hear the procession as it moved down the mountain side.

Then follows the beautiful comparison of the noiselessness of the procession to the silence with which light follows darkness; to the silence in which the red line which heralds the morning, grows into the sun; to the silence in which nature renews the earth, clothing it with verdure in the spring-time.

"The crimson streak."—A thin red line.

"Ocean's cheek."—The surface face or bosom of the water.

The word "grows" implies a gradual develop-

ment of the "crimson streak" into the "great sun," though some maintain that on the sea or ocean the sun bursts at once into view, and does not "rise" gradually, as we commonly say it does on land.

Pupils are asked to name other great works or changes that God performs in silence. Sun, moon and stars at His command illumine the world. Impress upon them the majesty of silence. In perfect silence God's presence may be felt.

This funeral represented perfect power allied with a perfect silence which added to its grandeur.

"Without sound or music or voice of them that wept."—No beating of drums, no funeral march, and no noise of weeping; silence both solemn and sublime. Note the dignity of movement implied in the word "swept." In the next stanza the poet intimates that perhaps bird and beast saw what man was not privileged to behold.

"Perchance the lion stalking still shuns the hallowed spot."—Allusion is made to the fear which the lower animals are reputed to have of the supernatural. The place where birds of prey—such as the eagle mentioned—build and hatch is called an eyrie. The pronunciation of this word and "stalking" is taught from the board.

The lion stalking or roaming about in search of prey avoids the sacred spot. The graves of all dead are more less sacred, but this one eminently so, being the resting-place of a man so honored as to have been buried by his Maker. Not only is it therefore hallowed as the resting-place of Moses, but being visited by the "Most High" it is doubly so.

Next follows, by way of contrast, a description of a soldier's funeral. The car or carriage bearing his body, is followed by fellow-soldiers carrying their guns, with their muzzles behind them, pointing downward in token of sorrow. The drums are muffled to produce a subdued sound; and, as at other funerals, the church bell tolls every minute, so at this a gun is fired every minute, hence the word "peals" is used. His horse, now riderless, is led after the bier on which are placed the flags taken by the warrior. The contrast is continued in the next stanza, and allusion is made to Westminster Abbey, where Britain's great and illustrious dead are buried. Here is the resting-place of the sage, who may be defined to be a learned and very wise man—a philosopher. Here, too, is the tomb of the bard or poet, fitly adorned with costly marble, which is, no doubt, a magnificent tablet bearing an inscription.

The transept of the great minster or cathedral is an aisle projecting at right angles to either the altar or the body of the church, and though written in the singular, may mean more than one of such projections.

"Lights like glories fall."—The light streaming through the stained glass of the windows seems like the halos which are seen around the sun before a storm, or like the gleams that are seen in paintings around the heads of saints. Pupils will have observed both of these and will readily comprehend.

"The emblazoned wall."—The walls adjoining the tombs are decorated with shields having different devices, and with flags and other trophies of the sleeping heroes.

The contrast is concluded by the statement that, notwithstanding the absence of surroundings such as these, Moses was a warrior, poet and philosopher. From what they have already been told, pupils understand why he is called the truest warrior that ever clasped on sword. They also know something of his powers as a poet, and as God particularly endowed him with his power he is justly called "gifted."

It is the duty of philosophers to teach others; this they do by writing books containing the truths they wish to impress. These teachings are precious, hence the expression "golden pen." It is not the pen but that which it writes that is golden or precious. Good books—that is books containing excellent matter, live after their authors moulder in the grave, and there are books which on account of their excellence shall always live. We thus see the suitability of the term "deathless page," more especially as the truths that Moses taught live in the "book of books."

The many statutes, judgments and precepts written by him for the teaching of the Israelites entitle him to the name philosopher.

Though he was not honored, as we honor our illustrious dead, there was much real grandeur in connection with his funeral. Nature supplied pall, plumes and tapers and heaven attendants.

\* A paper read before the West Middlesex Teachers' Association, and published by request.



"The hill-side for his pall or resting place."—Instead of nodding plumes, the dark rock pines waved majestically above his bier.

The stars were the tapers. Allusion being made to the Romanish custom of lighting candles and placing them about the dead. While lying in state he was attended by angelic watchers. When a great person dies, the body prepared for burial, and attired in official robe is placed in a coffin, in an apartment, where any who wish may go to see it, and this is called "lying in state." Lastly he was placed in his grave by his God.

But there is yet more honor in store for him. His uncoffined body shall break the bonds of the tomb—a thought to fill one with wonder—all the more awful because he shall burst the barriers of the grave before the general resurrection at the judgment day, and there upon the hills of Canaan, never trod during life, he shall stand in the radiance of heavenly glory and talk with the Son of God, who shall at that time be "in the flesh," dwelling among and ministering to men. The subject of their talk will be the death of Christ, so soon now to take place, that death which gives to us eternal life.

"And it came to pass that he took Peter and James and John and went up into a mountain to pray. And as He prayed the fashion of His countenance was altered, and His raiment was white and glistening. And, behold, there talked with Him two men, which were Moses and Elias; who appeared in glory and spake of His decease which he should accomplish at Jerusalem."—The Transfiguration, Luke ix.

In the last stanza the poet gives utterance to the prayer or wish that rises in the heart while meditating upon the death and burial of this truly great man. In expressing this wish she addresses his grave and entreats it to speak to our restless, inquiring hearts, by teaching a lesson in patient submission to God's will—a lesson much needed for our hearts harassed by doubts and fears and shaken by sorrows, rebelliously question God's dealings, and in times of impetuous anguish we vainly ask how and why, for God concealeth His reasons. He hath His mysteries of grace; that is, He has ways of favoring, benefiting and blessing us that we in our shortsightedness do not comprehend, too often mistaking blessing for bane. To Him, the end is as the beginning, though hidden from us as is the grave of His servant, but if we await with calm and patient resignation the completion of His will toward us, we shall eventually understand His now mysterious dealings. "The perfect whole we yet shall see, when that shall come, which is to be."

LESSONS IN RHETORIC.

BY J. E. WETHERELL, B.A.

FIGURES OF CONTIGUITY.

WHEN we say "the terrors of the sword" instead of "the terrors of war," or "the bottle causes the ruin of many," instead of "alcohol causes the ruin of many," we use a more forcible mode of expression. The more concrete the presentation of the idea the more suggestive and impressive it is.

This figure of accompaniment or association, which designates a thing by a change of name is styled *metonymy*. The figure, in its simplest form, is found only in a *noun*. The following examples will exhibit some of the different varieties of metonymy:

- (1) He feared the *frowns* of his friends.
- (2) The two armies stood watching them with *straining eyes*.
- (3) When the magistrate was compelled to pronounce sentence on his son, the *father* was subordinated to the *judge*, and the culprit found no mercy.
- (4) All was now over on this side the *tomb*.
- (5) O for a beaker full of the *warm South!*
- (6) Can *grey hairs* make folly venerable?
- (7) His banner led the *spears* no more amid the hills of Spain.
- (8) Great is the power of the *purse*.
- (9) The *country* is jealous of the *city*.
- (10) *Tower and town and cottage* have heard the trumpet's blast.
- (11) They are the best of all sepoys at the *cold steel*.
- (12) It was a barren desert, valuable only in the eyes of *superstition*.

(13) The leap was impossible to all but *madness and despair*.

(14) Numberless herds of kine were breathing the *vapory freshness* that uprose from the river.

(15) There was a sound of revelry by night, And Belgium's capital had gather'd then Her *beauty* and her *chivalry*.

(16) The harp, his sole remaining joy, Was carried by an orphan boy.

The nature and the rhetorical value of the interchange of names in each case may be examined. Some sign, or symbol, or significant adjunct, or striking attitude or appearance, may supply the needed designation. Cause may be used for effect, or effect for cause. The container may be used for the thing contained. The instrument may be used for the agent; the material for the thing made of it. The concrete may be used for the abstract, and, in poetic wantonness of style, the abstract may do duty for the concrete, and may thus contribute to variety and elevation of expression. In the last example, above, the name of a passion is given to the object that excites it.

Another figure of contiguity worthy of separate consideration is that by which we name a thing by some important or conspicuous part of it. When we say "a fleet of ten sail," the picture of a number of vessels at sea is called up more readily than when we say "a fleet of ten ships." Out of this use of language, as might be expected, grows the very opposite, the use of the whole (with some striking modifier), for a part. Some examples of this figure of *synecdoche* are the following:

- (1) I shall retreat to my father's *roof*.
- (2) Stalworth and stately in form was the man of seventy *winters*— Fair was she to behold, that maiden of seven-teen *summers*.
- (3) He works for *gold*, while the rest of us must work for *bread*.
- (4) Thine the full harvest of the *golden year* (autumn.)

Other modes of *synecdoche* are the use of the species for the genus, and the use of the genus for the species:

- (1) The highwaymen of those days were not common *cut-throats*.
- (2) "Now tread we a *measure*," said young Lochinvar.
- (3) I am now ready to be offered, and the time of my *departure* is at hand.

The following examples will show that metonymy and *synecdoche*, like other figures, may become faded and colorless from frequent use:

- (1) We were not always thus; we have known a better *day*.
- (2) All the *hands* on the farm were present.
- (3) Sixty *vessels* entered the harbor.

Another figure of contiguity very common in poetry is the *transferred epithet*:

- (1) The ploughman homeward plods his *weary* way.
- (2) She seized the urchin with *impatient* hand.
- (3) Their *coward* swords did from their scabbards fly.
- (4) Through the long night he tossed upon a *restless* pillow.

This figure is mostly a licence of poetry, due in many cases to metrical reasons. From long use in the realm of poetry this device has come to have the special value that attaches to modes of expression distinctively poetic.

Before leaving the figures of contiguity attention must be called to a mode of expression resembling metonymy—the use of some *impressive associated circumstance* for greater vividness or force:

- (1) *In the sweat of thy face* shalt thou eat bread till thou return unto the ground.
- (2) "His heart more truly knew that peal too well Which stretched his father *on a bloody bier*."

These longer extracts may now be examined for figures of contiguity:

- (1) "It had been abundantly proved that neither tenfold odds, nor the martial ardour of the boldest Asiatic nations, could avail aught against *English science and resolution*. Was it possible to induce the Governor of Bengal to let out to hire the *irresistible energies* of the imperial people, the skill against which the ablest chiefs of Hindostan were helpless as infants, the discipline which had so often triumphed over the frantic struggles of *fanciticism and despair*."

(2) "The Templar loses, as thou hast said, his social rights, his power of free agency, but he becomes a member and a limb of a mighty body, before which thrones already tremble—even as the single drop of rain which mixes with the sea becomes an individual part of that resistless ocean, which undermines rocks and engulfs royal armadas. Such a swelling flood is that powerful league. Of this mighty order I am no mean member, but already one of the chief commanders, and may well aspire one day to hold the baton of Grand Master. The poor soldiers of the temple will not alone place their foot upon the necks of kings—a hemp-sandall'd monk can do that. Our mailed step shall ascend their throne—our gauntlet shall wrench the sceptre from their gripe."

- (3) "Even bearded knights, in *arms* grown old, Share in his frolic gambols bore, Albeit their *hearts*, of rugged mould, Were stubborn as the *steel* they wore. For the grey warriors prophesied, How the brave boy, in future war, Should tame the *Unicorn's* pride, Exalt the crescent and the star."

CORRESPONDENCE.

THE Editor has received word from the Copp, Clark Co. that they have the new edition of Chaucer's Prologue, by Professor Skeat, now in stock. He has likewise been asked by Messrs. Macmillan & Co., New York, to announce that their various Chaucer publications will be sent post-paid to Canadian teachers at English prices.

TO SUBSCRIBER.—Charles Dickens, born in Landport, Hampshire, 1812, died 1870, author of "David Copperfield," "Pickwick Papers," "Martin Chuzzlewit," "Nicholas Nickleby," "Tale of Two Cities," etc. Mrs. Hemans, born in Liverpool, 1794, died 1835, author of "Songs of the Affections," "The Forest Sanctuary," "The Homes of England." William Wordsworth, born in Cockermouth, Cumberland, 1770; died 1850; author of "The Excursion," "Lyrical Ballads," "White Doe of Rylstone," "Sonnets." J. T. Trowbridge, an American; born 1827; author of "The Three Scouts," "The Vagabonds," "The Man Who Stole a Meeting-House," "At Sea," "Midsummer." H. C. Anderson, born in Odensee, in Funen, Denmark, 1805; died 1875; author of "Poems, Fantasies and Sketches," "Picture-Book Without Pictures," "Tales for Children," "The Wild Swans," "The Ice Maiden." J. S. Blackie, born in Scotland, 1809; author of "Horæ Hellenicæ," "Self Culture." H. W. Longfellow, born in Portland, Maine, 1807; died 1882; author of the novels "Hyperion" and "Kavanagh," and the poems "Evangeline," "Hiawatha," "Miles Standish," "Tales of a Wayside Inn," etc. Allan Cunningham, born at Blackwood, Dumfriesshire, Scotland, 1785; died 1842; author of "Lives of the Painters," "Life of Burns," "Life of Sir David Wilkie." R. Southey, born at Bristol, 1774; died 1843; author of "Madoc," "Thalaba," "Curse of Kehama," "Life of Nelson."

TO S. H.—1. Caldon Low is in North Staffordshire, Eng. 2. "Norman's Woe" is the picturesque name of a rocky headland, reef and islet, on the coast of Massachusetts, between Gloucester and Magnolia. The special disaster in which the name originated had long been lost from memory when the poet, Longfellow, chose the spot as a background for his description of the "Wreck of the Hesperus," and gave it an association it will scarcely lose while the English language endures. Nor does it matter to the legend lover that the ill-fated schooner was not "gored" by the "cruel rocks" just at this point, but nearer to the Gloucester coast. (Introduction to Dutton's edition.) 3. The expressions "ten dozen (of) eggs," "ten dozens of eggs," are both correct. In early English the singular form was more common in such nouns of measure. 4. Read the words "wild world" with a very slight pause after and a sustained pitch on "world," yet without breaking the connection with the following words, or sacrificing the sense to gain a perfect rhyme.

TO YOUNG TEACHER.—1. See elsewhere in this issue. 2. The difference between the possessive pronoun and the pronominal adjective is (1) sometimes one of form: "yours and mine," "your hat

## Examination Papers.

HURON UNIFORM PROMOTION  
EXAMINATIONS, MARCH 25 AND 26, 1891.

## II. TO III. CLASS.

## LITERATURE.

Values—15, 12, 16, 20, 17.

1. Write out carefully the first three stanzas of "Johnny's Private Argument," or the first four stanzas of "Abide with Me."

2. "Oh!" said Growler, much enlightened.

"Why, the fact was," said the tabby cat, "I was springing at a mouse, and knocked down a dish, and, not knowing exactly what it was, I smelt it, and it was rather nice, and \_\_\_\_\_"

"You finished it," hinted Growler.

"Well, I believe I should have done so, if that meddling cook hadn't come in. As it was, I left the head."

"The head of what," said Growler.

Name and give the use of all the punctuation marks in the extract.

Give the meaning of *enlightened*, *tabby*, *dish*, *smelt*, *finished*, *meddlesome*, *cook* and *head*.

3. Write complete sentences containing the following words: Angry, overseer, stranger, whistled, strolling, scarecrow, blithe, crystal, rude and blue-bottle.

4. Give, in your own words (or in the words of the book if you remember them), the fable of "The Dog in the Manger," or "The Fox and the Grapes."

80 marks a full paper.

## ARITHMETIC.

Values—10, 10, 10, 8, 7, 12, 3x4, 12, 12, 12, 12.

1. Add  $8931 + 872 + 98831 + 9832 + 8762 + 7918$ .

2. Divide  $673,540,212$  by  $721$ .

3. How much must be added to  $6163443$  to make  $7986 \times 897$ .

4. Write in Roman notation 1891, 3858, 979, 445.

5. Write in words 2013, 10876, 62734.

6. A lot cost \$360, the house on it cost four times as much as the house less \$126. Find the cost of both together.

7. Find the sum, the difference, the product, the quotient of 222642 and 279.

8. Find the total cost of the following:

6 pounds of tea at 63c. a pound.

208 pounds of sugar at 8c. a pound.

76 yards of cloth at \$1.25 a yard.

29 hats at 83c. each.

9. A cow is worth \$40, a sheep \$8 and a horse is worth \$170; how many cows are worth as much as 3 horses and 15 sheep?

10. Define addend, subtrahend, multiplicand and dividend.

100 marks a full paper.

## SPELLING.

1. Making the vales rejoice.

2. Before the autumn leaves fell.

3. The hare and the tortoise started off.

4. Easy to decide who is to wear it.

5. Your own conscience is deceived.

6. The fourth Thursday in February.

7. As merrily on we glide.

8. Seizes their prey by the neck.

9. Questioning expression.

10. There dwelt a miller hale and bold.

11. The greatest beauty and variety of form.

12. Watched the whole proceeding.

13. A fair compensation he'll surely receive.

14. Resting in the bosom of a daisy.

15. Travelled on more leisurely.

16. Stamens, pistils and pollen.

17. Banditti, moustache and dungeon.

18. Fluttering and tremulous motion.

19. Melon and pumpkin seeds.

20. Potatoes are tubers. Walnuts are fruit.

Value—50 marks. One mark off for each misspelled word.

## GEOGRAPHY.

The questions are of equal value, four make a full paper. All may be attempted.

1. Define river, watershed, slope, plateau, delta, estuary, mountain range, beach, cape and creek.

2. Draw very carefully a map of your school premises, and along with it the roads you travel in coming to school.

3. Draw a map of the County of Huron, marking off the townships, towns and incorporated villages.

4. Where and what are Ganges, Andes, Nile, Vancouver, Tasmania, Gibraltar, Cuba, Horn, Babelmandeb, Nipegon.

5. Describe the shape of the earth and name its various motions.

80 marks a full paper.

## GEOGRAPHY—II. TO IV. CLASS.

Values—17, 12, 19, 10, 20, 3, 8, 12.

1. Define plateau, river-basin, isthmus, channel, horizon, equator and axis of the earth.

2. Give the exact position of Regina, Chicago, Geneva, Paris, Odessa, Victoria, Woodstock, Owen Sound, Rat Portage, Pictou, Cairo and Kamloops.

3. Draw a map of Ontario, marking (a) the position of its cities, (b) its water boundaries, (c) the course of the Thames, Grand, Severn and Maitland rivers.

4. Name the zones, with three animals that live in each.

5. What portions of Canada are noted for the following products:—(a) Wheat, (b) Apples, (c) Pine, (d) Coal, (e) Salt, (f) Copper, (g) Iron, (h) Peaches, (i) Petroleum, (j) Gold?

6. What causes day and night? Why does the sun appear to set in the west?

7. Through what waters would you pass in going on a steamer from Goderich to Belleville? Name the port towns you would pass.

8. Where does Canada get her supplies of tea, sugar, canned salmon, tobacco, coffee and oranges?

80 marks a full paper.

## ARITHMETIC.

The questions are of equal value. Six constitute a full paper. All may be attempted. 100 marks a full paper.

The answers to questions 1, 2, 3, 6, 7 and 10 must be absolutely correct, or no marks will be given.

1. Find the price of a load of oats weighing 1,534 lbs. at 51 cents per bushel.

2. Find the price of  $70\frac{1}{2}$  lbs. of tea at  $25\frac{1}{2}$  cents per lb.

3. A cheese factory received in one day the following weights of milk: 75, 178, 394, 28, 964, 1264, 321, 436, 729, 936, 251, 1049, 378, 419, 374, 536, 974, 179, 436, 364, 549, 296, 345, 745, 524, 342, 574, 386, 271, 78, 36, 42. These weights are in pounds. How many pounds were received?

4. If it takes  $9\frac{1}{2}$  lbs. of milk to make one pound of cheese, how many lbs. of cheese should the quantity of milk in question 3 make?

5. If milk be bought at 8 cents per gallon of 10 lbs., and cheese is sold at 11 cents per pound, find the day's profit in question 3—the cost of making a pound of cheese being one cent.

6. How many times in succession can 1,440 be subtracted from 8,235,460,874, and what will be the final remainder?

7. How many days does a man work, who begins work on February 17th and quits on December 19th, supposing him to work seven days every week?

8. My railway fare from Hamilton to Montreal, at 3 cents a mile, was \$11.55. I returned by boat at one cent less a mile. What was my fare for the round trip?

9. I have a coin and on it is stamped M D C IV. In what year was it made?

10. Find the average of 263, 425, 363, 29, 46, 120, 263, 428, 32, 95, 58, 64, 39, 425, 964, 384, 230.

## School-Room Methods.

## AN EXERCISE IN SYNONYMS.

IN the following sentences select the correct synonyms:—

1. Our (acts, or actions) speak more plainly than words.

2. The house was entirely (empty, or vacant).

3. The circumstance (alone, or only) is sufficient proof.

4. (Continuous, or continual) droppings wear the stone.

5. The vegetation is (luxurious, or luxuriant).

6. The food furnished was (healthful, or wholesome).

7. He is scarcely (sensitive to, or sensitive of) the cold.

8. The Irish are (perpetually, or continuously) using *shall* for *will*.

9. Her death was hourly (anticipated, or expected).

10. There were none (less, or fewer) than twenty persons present.

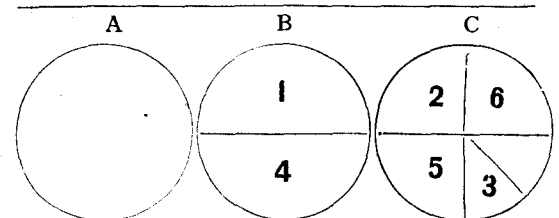
11. Potatoes are very (plenty, or plentiful) this season.

12. I have found the package (alluded, or referred) to in your advertisement.—*Journal of Education*.

## PERCENTAGE.

BY WM. M. GIFFIN, COOK COUNTY NORMAL SCHOOL.

"I HAVE in my hand an apple. What do we call this outside part?" "The peel." "If I take one half of the apple, what part of its peel will I take?" "One half of it." "If I take one third, thus, what part of its peel do I take?" (Continue with different parts.) "How many thirds has an apple?—fourths, tenths, hundredths? Yes,  $\frac{1}{88}$ , or we may say one hundred per cent. If I then take one half of an apple, or any object, what part of its one hundred per cent. do I take? What is one half of one hundred per cent.?" "Fifty per cent." "One half of anything, then, is what per cent. of it?" "Fifty per cent." "I have five apples, and they are fifty per cent. of what I had yesterday. How many had I yesterday?" "If five equals fifty per cent. of them, then five must be one-half, and all of them must be two fives or ten." Give other like questions, using thirds, fourths, fifths, sixths, etc. After the subject has been thus developed the following good oral drills may be given:



[The circles are to be drawn on the blackboard. They should be about four inches in diameter, that all may see them.]

A is equal to what per cent. of B?

A is equal to what per cent. of B and C?

A is what per cent. of A, B and C?

1 is what per cent. of B? Of 1?

1 equals what per cent. of A?

2 is equal to what per cent. of 1?

2 is equal to what per cent. of A?

2 is equal to what per cent. of A and B?

3 is equal to what per cent. of 2? Of 1? Of A?

2 is equal to what per cent. of A and 1. 5 is equal

to what per cent. of A and 2? 5 is equal to

what per cent. of A, B and C? 6 is equal to what

per cent. of A, C and 1? 3 is equal to what per

cent. of A, C and 1? 2 is equal to what per cent.

of A, 4 and 5? etc., etc.

I have \$3 and earn 50 cents more; what per

cent. do I increase my \$3?

I have \$3 and spend \$1; what per cent. do I

spend?

I have \$10 and pay \$6 of it for a hat; what per

cent. of my money do I pay for my hat?

If to \$3 I add 25 cents, what per cent. do I in-

crease my \$3?

I have \$49 in the bank, and draw out \$7; what

per cent. is that?

If to \$40 I add \$1, what per cent. do I increase

the \$40?





# The Educational Journal.

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART  
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J. E. WELLS, M.A. Editor.

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## ✻ Editorials. ✻

TORONTO, APRIL 15, 1891.

### ADAPTION OF PUNISHMENT TO FAULT.

THE paper by Miss Davis, on "The Formation of Good Habits," which is concluded in this number, contains many useful suggestions by which young teachers will do well to profit. It is in no critical mood that we take occasion to remark on one or two points incidentally touched, rather than discussed, by Miss Davis.

Few of our readers will, we think, dissent from the proposition that in the school, as in the State, the chief aims kept in view in punishment should be the prevention of crime and the reformation of the culprit. To these ends it is always desirable that, as far as possible, there should be a direct relation between the offence and the penalty. A good illustration of a punishment logically and wisely related to the offence is given in the earlier part of Miss Davis' paper, when, speaking of the means of enforcing punctuality, she says: "If the fault is that of the child, the offence will not be repeated more than once or twice if it be well understood that the offender forfeits just as many minutes at the next recess

as were lost through his tardiness." We are not sure that a principle of Jewish law might not be wisely applied in such cases by making the offender forfeit twice or thrice as many minutes as were wasted by him through carelessness or truancy, instead of exactly the same number. Be that as it may, the pupil, in such a case, can scarcely fail to feel the justice of the penalty, and to associate it in his mind with the fault, as its legitimate and righteous outcome.

In another place Miss Davis says: "I would not hesitate to use the strap for the suppression of falsehood, the use of bad language, wilful disobedience, or for the terrorism exercised by larger pupils over little children." These offences are all, it will be observed, distinctly moral in character. The writer of the paper will no doubt agree with us that the main thing to be desired and aimed at is the correction of the moral turpitude in which they have their origin. The only way in which the vice of falsehood can be eradicated is by producing in the mind of the culprit a conviction of the baseness and guilt of lying. It seems tolerably clear that there is nothing in the infliction of mere physical pain to make a boy feel the guilt of falsehood, or to beget in him a love of truthfulness for its own sake. And so in regard to the other offences named. And yet it is not usually very difficult to create in the school an atmosphere in which lying will be despised as mean and base, the use of bad language as foul and filthy, wilful disobedience as unjustifiable and wrong, and terrorism of the strong over the weak as unchivalrous, cowardly and contemptible. Let such an atmosphere be created—and there is always a nobler instinct in the breasts of the majority which will respond to such appeals—let it become known that the boy who is guilty of any of these vices will be sent to Coventry by his playmates; let him be made to feel that he is despicable in the eyes of teachers and schoolmates, in his own eyes, and in those of all higher and nobler intelligences, and the way is paved to a genuine reformation.

On the other hand, is it not a fact of experience, as well as of moral science or knowledge of human nature, that the attempt to suppress these faults by corporal punishment has no such tendency to produce genuine reformation. The boy who is flogged for lying is very apt to regret simply that he has been found out, and to resolve that the lying shall be more skilfully done next time. He who is flogged for terrorizing over smaller children will generally feel that he is in turn being treated in the same fashion by one bigger than himself, and that the whole question is one of relative size and strength. Is not the effect

of a flogging by the teacher in such a case too often to create a desire for revenge, or an ugly feeling which will vent itself upon the first weaker lad with whom the victim comes into collision? And so in the other instances. We know that Miss Davis can quote many and distinguished authorities in favor of the course she recommends. We doubt if she or they can point to many cases of genuine moral reform wrought by such methods.

### SUPPLEMENTARY READING.

THE fear has been expressed by some, and we dare say felt by many teachers, that the prescription of a necessarily small number of poetical selections for the annual examinations may tend to comparative neglect of the broader and more varied course of reading in prose and poetry which is essential to the cultivation of the literary taste and habit in the young. The minute and careful study of a limited number of selections of special excellence is of course desirable, and in fact essential, but so far as the effect is to lessen reading and study in a wider field, the main object will be defeated. The series of papers on Rhetoric now being given in THE EDUCATIONAL JOURNAL by Principal Wetherell, is designed in some measure to counteract this tendency. We are glad to learn that the High School Inspectors, Messrs. Hodgson and Seath, realizing, no doubt, the danger referred to and the need of counteracting it, have prepared and are seeking to introduce a scheme of supplementary reading in English literature, and have issued a memorandum for High School Boards and Head Masters, to explain the method agreed on. In accordance with the provision now made in the High School programme for "Supplementary Reading in English Literature from the High School Library," they have wrought out a scheme which is recommended for the consideration of Head Masters. One of the first difficulties that will present itself to the mind of the teacher is that of books. To meet this it is suggested that the authors read should form part of the High School library, half a dozen or more sets being provided for each of the Departmental Forms, and each set consisting of enough copies to allow of one for each pupil in a division. It is further suggested that the authors selected for each division should be suited to its requirements, and as interesting as possible. A list to select from will be found on pp. 10-15 of the Departmental Catalogue of Books recommended for High School Reference Libraries. For juniors the Inspectors suggest in prose such works as Irving's "Sketch Book," Lamb's "Tales from Shakespeare," Scott's "Novels,"

and Hawthorne's "Twice Told Tales;" and in poetry, suitable poems of Scott, Longfellow and Tennyson. For seniors works of a more difficult character should be selected. The Inspectors see no reason why the pupils of Form III. should not read several plays of Shakespeare, and several of the Canterbury Tales in addition to the works prescribed for this form.

A second formidable difficulty will, no doubt, be that of finding time for this work in Literature. It is recommended that provision be made for it in the time-table; on Friday afternoons or oftener. In the case of juniors it is proposed that "the reading should be taken up in the class, difficulties being discussed and the exercise being made as pleasurable as possible. In the case of seniors, a suitable amount might be assigned for home reading, the teacher discussing it in the class, and having such portions read aloud as he may wish to dwell upon or to impress upon the pupils. This work should be done by the teacher of English Literature, and should be as untechnical as possible. English Composition may of course be based on this supplementary work."

This is, unquestionably, another step in the right direction. The importance of all such exercises tending to beget and develop a taste for good literature, and the power of really appreciating and enjoying it, cannot, in our opinion, be over-estimated. The effect upon the whole after life of the student will be, in most cases, powerful and salutary, if for no other reason than that he will have thereby gained access to sources of enjoyment for leisure moments which will constitute one of the best safeguards against temptations to lower forms of gratification, and which will be perennially elevating in their influence. The bearing of such tastes and habits upon the general intelligence of the individual and the nation is too obvious to need even mention. We may be permitted to add, as a personal opinion and without any disparagement of the value of the critical study of the special selections, that general exercises of the kind recommended, covering a wider range, will be found much more efficacious for the purposes intended. The critical faculty can be but gradually and slowly developed in any case, and its growth will be sound and healthful only as it is original and spontaneous. All forcing processes produce results more or less artificial, not to say superficial.

The only objection we feel disposed to make to the plan suggested, is that the extended supplementary reading for which it provides, does not commence soon enough. It should be entered upon in the public school as soon as the pupil is able to read

with some degree of readiness and fluency. This is, of course, beyond the province of the High School authorities, but it is, we venture to suggest, worthy of the careful attention of the Education Department. The two difficulties arising from want of books and want of time will present themselves with still greater force here, but both should be met and overcome along the same lines as in the High Schools.

### ✻ Literary Notes. ✻

A NEW literary and educational venture is *Goldthwaite's Geographical Magazine*. This is a handsome magazine of over one hundred pages to be published monthly, and filled with the most desirable information of the day pertaining either to historical geography or geographical history from one end of the universe to the other. The different subjects are illustrated finely, and the extension of railroads, formation of new counties, boundary lines, etc., will be shown by maps. To all teachers interested in the subject of geography in any manner this will be a most valuable aid.

The complete novel in *Lippincott's Magazine* for April is entitled "Maiden's Choosing," and its author is Mrs. Ellen Kirk. "Maiden's Choosing" is the story of a rich man's quest for a bride among the fashionable circles of New York City. The second instalment of "Some Familiar Letters by Horace Greeley," edited by Joel Benton, appears in this number. "The Elizabethan Drama and the Victorian Novel," an article by T. D. Robb, institutes a comparison between the Elizabethan and the Victorian views of life and art. Charles Morris, in an article entitled "New Africa," tells how nearly the whole African continent has been taken up by European nations. Other articles of interest are "Brevity in Fiction," a plea for short novels, by Frederic M. Bird; and "A Plea for the Ugly Girls," an amusing skit, by E. F. Andrews.

FOLLOWING are a few samples taken almost at random from the table of contents of the *Chautauquan* for April: "The Intellectual Development of the English People," by Edward A. Freeman; "Practical Talks on Writing English, Part III," by Prof. William Minto, M.A.; "Life in Modern England, I.," by J. Ranken Towse; "British America," by Prof. A. P. Coleman, Ph. D.; "Studies in Astronomy, VII.," by Garrett P. Serviss; "What the World Owes to the Arts of Persia," by S. G. W. Benjamin; "The Ministerial Tone," by Robert McLean Cumnock; "April Friends," by Emma P. Seabury; "A Symposium—Woman's Suffrage," Pro and Con, Pro: Lucy Stone, Frances E. Willard; Con: Rose Terry Cooke, Josephine Henderson; "Woman as Scholar," by Katharine Lee Bates; "How to Make a Wild Garden," by Mary Treat; "Woman's World in London," by Elizabeth Robbins Pennell.

THE April number of the *North American Review* contains an article by His Eminence, Cardinal Gibbons, on "Wealth and its Obligations," being the first in a

forthcoming series devoted to the theme, "The Gospel of Wealth," originally published in the *Review* by Mr. Andrew Carnegie; and also articles on "Pauperism in the United States," by Professor Richard T. Ely; on "The Example of a Great Life," by the Editor, who gives an interesting sketch of the founder of Cooper Union; on "The Duty of the Hour," by the Secretary of Agriculture, who discourses upon the political agitation at present so actively engaging the farmers of the country; on "The West and the Railroads," by President Sydney Dillon, of the Union Pacific Railroad; on "Men of the Salisbury Parliament," by Henry W. Lucy, editor of the *London Daily News*; and on "The Best Sign of our Times," by Senor Emilio Castelar. It is an excellent number, and some of the articles are of surpassing interest.

THE April *St. Nicholas* opens with a delightful illustrated sketch by Mrs. Foote "The Gates on Grandfather's Farm,"—reminiscences of a New England farm suggested by the associations with its old gateways. Mr. Welles gives us further autographs from his remarkable collection. Mr. Frank S. Woodruff describes some "Busy Corners of the Orient," and shows us the primitive forms of industry in Syria. The article is illustrated by George Wharton Edwards. There is a peculiar sort of fanciful story by Tudor Jenks, amusingly illustrated by E. B. Bensell, and a story for the little folks, called "Charlie's Shadows and their Shadow House," by Mattie E. Pettus, which is well fitted for reading aloud. The verse is excellent. The two serials, "Toby Trafford," and "The Boy Settlers," are steadily growing in interest, while "Elfie's Visit to Cloudland" is concluded by an instalment fully illustrated by amusing drawings. The frontispiece is an engraving by T. Johnson, from Adriaen Henneman's beautiful portrait of a child.

THE *Century* for April is to hand with its usual rich variety of interesting matter. Its frontispiece is an engraving by Mr. Cole of one of the most famous pictures in the world, "The Mona Lisa of Leonardo da Vinci." Passing over a number of interesting articles of history, travel, etc., we may note "Fetishism in Congo Land" as an interesting contribution to a great subject by Mr. E. J. Glave, one of Stanley's pioneer officers. "The Wordsworths and De Quincey" is the title of a very interesting paper of literary biography containing unpublished letters of the poet and of the opium eater. The fiction of the number is very diversified, including a new instalment of Dr. Eggleston's "Faith Doctor"; a story "There were Ninety and Nine," by Richard Harding Davis; the conclusion of Hopkinson Smith's "Colonel Carter of Cartersville"; a timely and novel story by Dr. Allan McLean Hamilton entitled "Herr von Striempfel's Experiment"; and "A Race Romance," by Maurice Thompson, the last of a series of three short stories, "with a purpose," by this well-known writer. The poetical department is up to the usual average.

THERE is no substitute for thorough going, ardent, sincere earnestness.—*Dickens*.

## ✻ Hints and Helps. ✻

### SOME VIRTUES OF THE UNGRADED SCHOOL.

MOST teachers dislike to work in the ungraded school. They are unhappy and discontented until they arrive at a single room with a single class. We are not going to blame them; there is a peculiar pleasure as well as satisfaction coming from the animated look of every pupil in the room without the attention being distracted by attempts to keep other children busy at their tasks. But the ungraded school, nevertheless, has its advantages. In the first place, the teacher has her pupils a much longer time; they are with her two, three or four years, according to the number of grades. She not only has time to get at the imperfections of her pupils, but opportunity to successfully overcome them. Then again she can prepare to her own liking one grade for the next higher. This it is impossible to do in a graded school even under skillful superintendence.

Every one who has had experience with a graded system knows that children go from one teacher to another, weak here or there, because of the incompetency, more or less marked, of the teachers from whom they come. The strong teacher in a mixed school does not have these obstacles to meet and overcome. There is therefore no loss of time as the children advance from grade to grade. Again, the brighter children move along more rapidly in the ungraded than in the graded school for two reasons. The old adage runs, "Little pitchers have large ears." The brighter children, very naturally, listen with interest to the recitations of those above them; so that with each succeeding stage of advancement much has been learned and retained which, in a graded school, the advancing pupils would be ignorant of. In the second place, the knowledge thus prematurely gained, as it were, would enable the teacher to send along with more rapidity, at convenient points, these superior intellects. Of course there are drawbacks to the ungraded school, but we are interested now only in stating some of their virtues.—*Popular Educator*.

### TWO MODES.

UNTRAINED teachers often attempt to do too much teaching. Not long ago a principal spent half an hour in trying to have his class commit a rule to memory. He had divided it into six parts; first, you must do so and so; second, so and so; third, something else, etc., and in this way he went through the six divisions he had made. When the recitation ended some of the brighter pupils could repeat the words he had given, but the ideas were not clearly defined. Another teacher took up the same subject. He went to the blackboard, drew a few lines, wrote several words, and added some figures. Then he asked what he had done, and why it was done. He then turned and wrote something else, asking what and why he had done thus and so. He continued to do this until he had exhausted the subject. What did he accomplish? Simply this: He had given his pupils six ideas, all systematically arranged; the object lesson had left an impression on the mind—a kind of photographic negative—from which a rule might be formulated whenever desired. Notice the difference in the method. One teacher tried to give his pupils a set of words which he hoped would produce ideas; the other gave them illustrated ideas which he knew the dullest pupil could clothe in words. The one accomplished nothing, except to create a dislike for that particular subject. He tried to do all the teaching himself, and failed. The other one, instead of doing the teaching, led his pupils to teach themselves. How ridiculous it would have sounded to hear General Jackson say to his soldiers: "Now, boys, watch me rush into the ranks of the enemy and mow down the Yankees." Great generals don't do all the fighting themselves; their work is to plan and devise tactics that will, when followed, lead to the greatest victory with the least loss. The teachers' work is the same. He must study methods and schemes that will, when employed, utilize the powers of his pupils. He must know how to lead them to intellectual victories, not by doing most of the talking and teaching

himself, but by manipulating those under his command so that they will do it. Verily, a good teacher is a great general.—*The School Journal*.

### THE LITTLE ONES.

BY BEBE.

ALREADY for weeks, in numerous households, the wee ones have been looking forward with longing, or dread (let us hope the former), to the great event of their little lives, the first day in school. It has been their chief subject for thought, and their chief topic for conversation. How many narrow escapes the new slate has had, and how often the pencil has been "lost." Each day adds to the intending pupil's sense of importance. An unspeakable contentment shines in the rosy face when visions of the suit just like eight-year-old Fred's, and the sailor hat hanging up somewhere, or the pretty frilled pinafore and the soft woolly dress folded up in the drawer, flashes through the active mind.

The teacher has probably been doing some thinking and preparing, too. Has she murmured a little to herself as she thought of her six or seven classes and their lengthy array of subjects, and wondered how she could ever find time for another class? Sometimes a junior and senior class may be joined, or two or three minutes taken off the time devoted to lessons for advanced pupils, or one of the third or fourth class's subjects taken less frequently. Here I drop in a piece of advice given me by our valued inspector during the first visit I received:—"Attend well to the junior classes; short lessons given frequently are worth more than long lessons given seldom."

Pupils in the first classes should appear before the teacher at least four times a day. In a full school the time devoted to each lesson will range between ten and fifteen minutes—forty to sixty minutes in a day. Is it any wonder that the rural teacher, knowing the importance of laying in the childish mind a trustworthy foundation in reading, writing, numbers, drawing, language, etc., is often disheartened? The ungraded school cannot hope to accomplish the work that the graded school performs, but the former makes its improvements by studying the latter.

The training schools, conventions and educational papers present the methods of the graded school. The teacher of a mixed school must learn what will be practicable in her room and select for herself, with whatever addition or alteration she deems advisable.

But to return to the little folks who are to come. It is a wise plan to issue an initiation, requesting the attendance of all the small people on a certain day, viz., the first of May. The initiation of a number will prove more interesting and time-saving than will the introducing of the children one by one to the new life. It is expedient that the teacher make the acquaintance of the pupils-to-be some time before. On their arrival each one should be kindly greeted, and a few minutes' talk and a little laughter will not be amiss.

Henceforward the other pupils may do much to help or hinder. One set of scholars receive with pleasure the little ones, take them under their protection, explain to them what is strange, and so render their school life sunny and glad. The little folks, feeling that teacher and pupils are their friends, will have no fear of the school-room. Regular attendance, punctuality, cheerful obedience and quick interest are some of the results which will follow this beginning.

The other set torture the tiny creatures with their tauntings and threats and cruel pranks. No teacher wishes to possess them, but, as they do exist, it is plain that they require prompt and judicious treatment. Baldwin says, "Vigilance is the price of victory." "The teacher is to blame if an offence is repeated," says someone else; but that may seem rather severe. However, the teacher must keep guard over the little ones, and spend much of the intermission with or near them, unless she has absolute confidence in her older pupils.

In the school-room the beginners may be slightly awed, especially when they find their small selves alone in a row for the first lesson. But the awe flies when the teacher takes from before the blackboard a small map, and there is a great big pussy cat looking down at them. Perhaps the little folks indulge in a merry laugh, then all the better. Do they know what it is? Why, yes; aren't there

Flossies and Toppies at home, and haven't they seen ever so many pictures of a cat? And everybody knows what she can do, what she says and what she likes. But it is time to write the name "cat" under the picture. While the teacher writes, "Wish I could get marking there," "How nice it must be to write on the board," "I would like to have some chalk," thinks the spy little class. Then come the funny phonics which seem to please right well. There, the minutes are almost gone; just time for each to try the chalk. The teacher has something that the little ones will like to do at their seats, and the older pupil, with whom each has been seated, will help slightly. (These older pupils are treasures, as those who have them know).

Note.—Three lessons in reading are necessary, so language, writing, and even numbers, are crowded into them. Teachers, isn't that a fact?

The fourth lesson is usually in numbers. Where is the drawing and the etc.? On a certain day two lessons in phonics must suffice, and there are ten minutes. I am not in the least surprised that teachers in the ungraded schools are loath to contribute to the Primary Department.

"The more my first class enjoy their lessons, the less the senior classes do in their seats, so much are they interested in the juniors. I am nearly tempted to make the lessons as dry as they are said to have been ages ago, that there may be no idling," complains one teacher.

Five hours for seat work, just imagine! No, indeed, that will never do. The tiny people cannot work all that time. They shall not learn to idle; send them out for a few extra intermissions on warm days, and know that they are playing or sitting in the shade. When pupils come two or three miles the little ones cannot be dismissed at last recess, especially if the school is situated between two concessions, with never a house for the length of a lot.

Please don't be horrified; but if one of those unfortunates is so fortunate as to fall asleep at his desk, I only endeavor to make the sleeper comfortable and wish him a restful slumber.

Once upon a time I dismissed my class at recess. At last a mamma said to me, "Couldn't you keep Freddie till four, for I can't keep him from running up and down stairs when he gets home before the rest." So Freddie troubled his poor self and me after that till four.

Poor tired little creatures, they do vex us beyond measure; but think what provocation they have.

Let us all be up and looking after our little ones with greater earnestness. We shall find many opportunities for making their childhood more happy and useful.

## Educational Meetings.

### HAMILTON PRIMARY TEACHERS' ASSOCIATION.

THE Hamilton Primary Teachers' Association held its first meeting on Friday evening, March 6th, the President, S. B. Sinclair, B.A., being in the chair. There was a full representation of Primary teachers. The essays were liberal, practical and to the point, and judging from the interest manifested in the discussion, in which the majority of the teachers present took part, the Association is entering upon a work which will be of real and lasting benefit.

The programme consisted of an essay on Froebel's "Education of Man," by Miss Tutty; essays on "Unmannerly, Immoral and Untidy Children," by Misses B. E. Davis and L. Murray. Interesting papers on "Busy Work" and "Truancy and Lateness" were read by Misses M. Chisholm, A. S. Hendry and R. Jamieson.

Questions relating to school work were discussed by Misses J. Smith, K. Bowman, L. Woods, I. Black and E. Oliver.

The next meeting will be held in May, when papers on the following subjects will be read:—"The Moulding Board," "Primary Geography," "Plant Study," "Education of Man," "School-Room Decoration." M. H. W.,

Assistant Secretary.

YOU cannot bring the best out of a man or boy unless you believe the best is somewhere in him.

## Primary Department.

### BE YOURSELF.

ARNOLD ALCOTT.

"AND if there be one thing more than another which I wish to impress, it is this: be yourself."

This advice was given to a graduating class of young men and young women about to take up teaching as their profession. Especially to young teachers is this thought timely. How often have we seen the inexperienced trying to assume solemnity and dignity before a class of children! This forced and restrained manner sticks to the novice like a disease throughout the whole teaching period of the day, recesses included. Ah, me! what influences for good-will and fellowship such a young teacher loses on the playground! This unnatural gravity of demeanor is certainly ludicrous, and is positively baneful in its effects on both teacher and pupils. No one can read us better than our pupils can. Children know "instinctive taught the friend, the foe." The most experienced, successful and popular instructors do not fall into this stiff and formal deportment. They abhor all affectation of manner and of knowledge. A teacher of this kind does not try to conceal his ignorance if some question comes up which he does not know. He confesses his inability to answer it, saying that he will look it up at his earliest leisure. To promptly say "I do not know," pays. A class always respects a thoroughly honest teacher. Honesty is the best policy.

He is the best man who preserves a child-like heart in conjunction with a wise mind. A teacher said to his class the other day: "I hope, if I live to be an old man, that I shall still find you all *boys* and *girls*, having the brightness, the happiness and the buoyancy of youth, as well as the wisdom and culture of men and women."

Then this advice, "BE yourself," means be true to what you are physically, mentally and morally. Mingle with your pupils as one of themselves. Be the centre of the life and interest in your class. Let them always feel that you are sweet-tempered and natural. Try to be yourself.

#### IN TEACHING METHODS

be yourself. How many are blind imitators—not active thinkers—and why? Certainly not because they have no power, but because they have not *cultivated* the power that they have.

Let us refer especially to one branch of education in which *imitation* has been the ruling influence during the past, namely, reading. We know that expression in this subject has been taught by rules such as the following: .put the rising inflection here, the falling there, the circumflex here, and so on. The teacher read and the pupil imitated. There was no thought or real development, so far as the pupil was concerned. He could read only such selections as had been especially marked for him. Of course these prodigies could make an elocutionary show, but educationists have since asked: "Is this reading?"

Miss Eastman, of Boston, expressed the idea of naturalness in reading aptly when,

she said, in speaking to a class of children, "I want you to read in the way you would if I were sick, and you were sitting with me for a while." She said nothing about soft tone, but just gave them a picture to think about which they could understand and appreciate.

In order to get Expressive Reading in your class a great deal of practice is necessary. Gymnastic exercises in articulation, tone, emphasis, breathing, inflection, etc., must be carefully attended to.

Do not forget that *personation* is one of the best methods. Take for example that lesson in the Second Reader known as "Two Sides to a Story," let the boys take one part and the girls the other. Have the boys and girls facing each other, either standing or sitting. You can draw from them much of the expression necessary. Also, when writing the lessons or other stories, not found in the Readers, on the black-board for expressive reading, you might write the part for the girls in yellow chalk, and that for the boys in red chalk, the connective part should be left in white crayon.

Tommy and the Crow, Two little Kittens, The House that Jack Built, The Story of George Washington as told to a Little Child, are, all of them, admirable for expression.

Of course, we have as well as these, gymnastics on our manilla paper charts with such exercises as,

"Good morning! Are you well?"

"Yes, thank you."

"What school do you go to?"

"Who is your teacher?"

Our pupils can furnish us with a number of suggestive exercises in expression if we develop them in this way. But, more of this in another issue.

### DRAWING.

RHODA LEE.

BEFORE attempting to answer "North West Teacher's" practical questions, let me assure her of my sincerest sympathy in regard to the difficulties which present themselves to her, as to all similarly situated and earnestly anxious to fulfil their duties. It is only right, seeing that children have so short a school life, that the life should be as full as possible and should aim to be only a preparation, a good start, a true basis for the after education. If in the time the boys and girls are with you, you succeed in inspiring them with a liking for study, a taste for good reading, and a love for all that is beautiful in nature and her interpreters, accompanied by a knowledge of *how* to learn, you will have done a grand and noble work. But you will think I am forgetting the answers which I promised to give to your thoughtful and pertinent questions, Should I sermonize any longer.

First of all, how should we use the drawing exercises in the first two books of the Ontario Readers? I have, long ago, disabused my mind of the idea that these books would ever serve as anything more than readers, good as they are in that respect. They are not drawing books. Although a number of our best artists were connected with the compilation of this series and, although the drawing exercises, both in the body and front of the book are very excellent, they are not suited to the

little children who are engaged in reading the lessons. I am safe in saying that the designers of these drawings were not experienced public school teachers, and, I speak from a knowledge of the experience of a number of primary teachers when I say that accurate freehand copies of such figures as the drum or teapot on page 1 of the second part of the First Book, cannot be made by the little people in our classes. We consider the study of ellipses and other subtle curves contained in these drawings, by far too difficult for children seven and eight years old, therefore we adopt another and more feasible plan.

Begin with *form* lessons. These may be little five-minute talks on such forms as the sphere, square, cube, oblong, cylinder, triangle, cone, pyramid and other plane and solid figures. Also take up with these the study of straight lines—perpendicular, horizontal and oblique, or slanting. Encourage the children to bring you similar forms from home. They will, perhaps, find them in old toys and, in some instances, the older pupils will be able to make them. Do not be afraid of using freely the technical names of the angles, etc., and, after the idea of a sharp, pointed angle has been impressed and applied, do not hesitate to link to the thought the name—acute angle. Such names, when they supplement the idea, are not "words, words, empty words."

These talks may be made delightfully interesting. Let the children make the figures on the board or on their slates.

"That which strikes the eye  
Lives long upon the mind; the faithful sight  
Engraves the knowledge with a beam of light."

Make lines and angles with the hands and arms, with pointer and crayon. Make "work" the motto, and to use that undying educational principle, let your scholars "learn by doing." A horizontal line made five times by each pupil on his own slate, will do more to impress it upon his mind than sixty such lines made and explained by you on the black-board.

But the drawing I would advise for children of these years would be done in half-inch squares, scratched on one side of the slate or in Kindergarten drawing books, which may be obtained from any bookseller or more directly from Selby & Co., Church street, Toronto, at the rate of about five cents each. These books will last some time if the spacing is properly utilized. You can make an almost endless number of designs in the squares, using only perpendicular, horizontal and oblique lines, which, if done accurately and neatly, will be found sufficiently difficult for first book children. I have seen the outlines in the second part of the first book give difficulty to fifth book scholars.

But you may allow the children at times to attempt to copy the drawings, and when you have an opportunity ask them to point out the different square (right) angles on the page; the acute and obtuse angles, horizontal lines, etc.

We should like to hear from our friend in the North-West again, and invite correspondence from others as the Primary Department is anxious to be of practical assistance to all who will avail themselves of its columns or counsel.



## \* English. \*

### CORRESPONDENCE.

(Concluded from page 357.)

and my hat;" (2) one of usage. The pronouns stand for a noun understood, the adjectives modify a noun that is expressed. 3. In "John's hat is torn," the word "John's" is a noun, being the particular name of some boy or man. 4. In "I will come as soon as I can," "as soon as" had better be taken as an adverbial conjunctive phrase. It is made up of the adverb "soon," modifying "come," the adverb "as" modifying "soon," and the conjunction "as" joining "I shall come as soon" and "I can." 5. In "The closing scenes of French dominion in Canada," mark "in Canada" as limiting "dominion." 6. Verbs in passive constructions are always transitive; for they always indicate (e.g., "The boy was struck by his father") the passing over (*transire*) of the action from the agent to the recipient.

To A. H.—1. For First Class all of Earle must be read. 2. First Class papers are sent by the Government to the Head Masters of High Schools, who, I suppose, would permit consultation; or they may be purchased from Rowsell and Hutchinson of this city.

To A. L., H. S. R. LXXIII.—1. "Thunder harsh and dry." The wind blowing through the pines may be described as "harsh," because of the shrill roar actually occasioned; it may be described as "dry," because unlike the spring or summer winds, which in England are so often laden with moisture, and because the noise caused by the wind among the pines is not softened by the multitudinous music of moist quivering leaves of summer. 2. "Sweeps the golden reed-beds." Blow over the stretches of wild rushes, faded and yellow, as is usual in autumn. 3. "Breathe in lovers' sighs." Blow gently, tenderly. 4. "Down the roaring blast." With thy cries keeping pace with the gale. 5. "Showers soft and steaming." This is an apt description of the English summer weather, as the rain in gentle shower falls almost every day and soon evaporates. 6. "Lazy day." The summer day that gives us the feeling of languor. 7. "Plunging pike." The pike is inactive, listless in hot weather, in the spring and autumn more active and vivacious. 8. "Grey weather." The days in autumn and winter when the grey clouds veil the sky. 9. "Black North-easter." The wind driving before it the clouds that darken the air. 10. It is intended that answers to such rhetoric questions are to be obtained by the exercise of thought on the student's part rather than by consulting any special book for answers.

To SUBSCRIBER.—1. The sentence is compound-complex, made up of the two principal clauses, "It—air" and "Lord—Clare." In the former clause the word "time" is limited by the dependent adjective clauses "when—blow" and "clouds—air." 2. "Up" is adverbial to "are." 3. The title is correct.

## Book Notices, etc.

*A Translation of the Annals of Tacitus.* Book I. By Edward S. Weymouth, M.A., London. H. K. Lewis, 136 Gower st. W. C.

The cost alone should prevent anyone from purchasing Church and Brodrigg's translations of the whole of Tacitus in preference to this or any other.

*Plato, the Gorgias.* Edited by Gonzalez Lodge. Bryn Mawr College. Ginn & Co.

This edition keeps up the high standard of the "College Series of Greek authors," and too much can hardly be said of its accurate scholarship. It reaches the high water mark of the present scientific classical scholarship and is invaluable for any student of the Gorgias. Nor does it detract from the high merits of such a work to say that it makes not for culture, but for learning. Possibly the two ideals of classical study are irreconcilable by any but a creative genius and a creative genius would do something else. One regrets that the Greek

series is not being bound uniformly with the last volume of the Latin series.

*Raise the Flag* and other Patriotic Canadian Songs and Poems. Toronto: Rose Publishing Co.

This is a collection of songs and poems by some of our best Canadian writers. As indicated in the title they have been selected with reference to their patriotic character. They are intended primarily to be given as rewards to the children in the schools who have written the best essays in response to the *Empire's* offer of flags for the school-houses. We have no admiration for much of what is ordinarily issued as patriotic literature, but the songs and poems in this little book seem in the main to be well chosen and free from objectionable sentiments. We, therefore, have pleasure in commending it to our readers. It will be found useful in the schools.

*Public School Agriculture.* Mills and Shaw. The J. E. Bryant Co. (Limited.)

This book, for a considerable time expected and greatly needed, is now in the hands of Public school teachers and students. It is the first manual of agriculture intended for school use in the Province, and is, upon the whole, creditable to the authors, the publishers and the subject. The names of the authors and the frontispiece picture connect the book at once with the Provincial Model Farm. It will be found that the importance given to the various subjects corresponds to the agricultural character of the district in which the Model Farm is situated. The fundamental elements of farming are discussed with great clearness and fullness. The subjects of tillage, drainage, rotation of crops, fertilization, weeds, injurious insects and diseases, are treated in a gradually progressive and very thorough manner. This part of any manual of Agriculture is of necessity the most important, and great praise must be given the authors for explaining and discussing the principles of agriculture so satisfactorily. There are omissions, however, that seem inexcusable. No mention is made, from beginning to end, of fruit-growing. A chapter, at least, ought to be devoted to what is an interesting and profitable feature of every well managed farm, and the chief agricultural industry, besides, of a considerable section of the Province. The raising of poultry is not even referred to. Nor are there any suggestions as to the internal management of a farm, the fences, buildings, implements, contrivances for shortening labor, or plans for adding attractiveness to rural homes. Everything seems subordinated to stock-raising. There is no doubt that this is, and will be, the most important of the farmer's cares. But in this manual it occupies undue prominence. No account is taken of the facts that thorough-bred stock require thorough-bred attention, that weaklings are sure to be preserved for the sake of their parentage, and are utterly unprofitable. The language in which the book is couched is not beyond the grasp of pupils of the fourth form in Public schools; the type is distinct and varied; the binding, cover, and general appearance of the book are exceedingly neat and attractive; and the price—forty cents—is very reasonable. E. J. M.

*Geography of the Dominion of Canada and Newfoundland.* By the Rev. William Parr Greswell, M.A. (Oxon.) F.R.C.I. Under the auspices of The Royal Colonial Institute, Oxford University Press Warehouse. Amen Corner, E.C.

In a free entertaining style, the author brings before the reader the immense resources and advantages of Canada. In her wonderful lake and river system, extensive forests, fisheries, rich mines, productive soil, healthy climate, and sturdy sons lie the promise of a mighty nation. The highest Canadian authorities have been consulted in the work. Paper, type and binding are good.

*The New Fourth Music Reader.* By Luther W. Mason, formerly Supervisor of Music in the Public schools of Boston, Mass.; lately Director of Music for the Empire of Japan, and George Veazie, Jr., Supervisor of Music in the Public Schools of Chelsea, Mass. Ginn & Co., publishers, Boston, Mass.

This fourth in a series of National Music Readers is designed for the upper grades of boys' and

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## For Friday Afternoon.

### THERE'S A BOY IN THE HOUSE.

A GUN in the parlor, a kite in the hall,  
In the kitchen a book, and a hat, and a ball,  
On the sideboard a ship, on the bookcase a flute,  
And a hat for whose ownership none can dispute,  
And out on the porch gaily prancing nowhere  
A spirited hobby-horse paws in the air;  
And a well-polished pie-plate out there on the shelf,  
Near the tall jelly-jar which a mischievous elf  
Emptied as slyly and slick as a mouse,  
Make it easy to see There's a Boy in the House.

A racket, a rattle, a rollicking shout,  
Above and below, around and about,  
A whistling, a pounding, a hammering of nails,  
The building of house, the shaping of sails;  
Entreaties for paper, for scissors, for string,  
For every unfindable, bothersome thing;  
A bang of the door, and a dash up the stairs  
In the interest of burdensome business affairs,  
And an elephant hunt for a bit of a mouse,  
Make it easy to hear There's a Boy in the House.

But, oh, if the toys were not scattered about,  
And the house never echoed to racket and rout,  
If forever the rooms were all tidy and neat,  
And one need not wipe after wee muddy feet;  
If no one laughed out when the morning was red,  
And with kisses went tumbling all tired to bed;  
What a wearisome work-a-day-world, don't you see,  
For all who love wild little laddies 'twould be;  
And I'm happy to think, though I shrink like a mouse

From disorder and din, There's a Boy in the House!  
—*Phrenological Journal.*

### LOOK FORWARD.

PAUL H. HEYNE.

'Tis the part of a coward to brood  
O'er the past that is withered and dead;  
What though the heart's roses are ashes and dust  
What though the heart's music be fled!  
Still shine the grand heavens' o'erhead,  
When the voice of an angel thrills clear on the soul  
"Gird about thee thine armour, press on to the goal!"

If the faults or the crimes of thy youth  
Are a burden too heavy to bear,  
What hope can rebloom on the desolate waste  
Of a jealous and craven despair?  
Down, down with the fetters of fear!  
In the strength of thy valor and manhood arise,  
With the faith that illumines and the will that defies.

"Too late!" Through God's infinite world,  
From His throne to life's nethermost fires—  
"Too late!" is a phantom that flies at the dawn  
Of the soul that repents and aspires.  
If pure thou hast made thy desires,  
There's no height the strong wings of immortals  
may gain  
Which in striving to reach thou shalt strive for in vain.

Then up to the contest with fate,  
Unbound by the past which is dead!  
What though the heart's roses are ashes and dust!  
What though the heart's music be fled!  
Still shine the fair heavens' o'erhead;  
And sublime as the angel who rules in the sun,  
Beams the promise of peace when the conflict is won!

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The Ontario Ladies' College, advertisement of which will be found in another column, is one of the best and most favorably known of the Ladies' Colleges of the Province. Those who have daughters or other young lady pupils to be educated are invited to make inquiries and compare notes. See advt.

In the proud lexicon of the modern farmer there is no such word as flail.—*Boston Courier.*

We all respect those who know more than we do; but we don't wish them to run our business.—*Puck.*

"There is music in their heir," said the young husband, reaching for the paregoric bottle.—*Harvard Lampoon.*

Is Behring Sea part of the Pacific? That's the question. We Yankees have an-ocean it is not.—*Boston Traveler.*

The Copp Clark Co. have just issued a number of handy classical volumes which will, no doubt, be appreciated by students. Several of them are texts, that will be required for Matriculation Examination 1892, and as the annotators are well known, and the price, in some instances, has been placed as low as 30c., we have no doubt that teachers will be glad of just such editions to place in the hands of their classes. Among them we notice Homer's Iliad I., containing Homeric Forms, Notes and Vocabulary, by Rev. John Bond, M.A., and N. S. Walpole, M.A.; also Horace, Odes I. and II., annotated with Vocabulary, by T. E. Page, M.A.

A YOUNG man from the country came to Chicago to see about the World's Fair business. He called at the post office to get a postal card in order to write home about the wondrous things he had seen in the city, and remarked to the accomplished clerk, "I guess I'll take one of those pastoral cards, mister."—*National Weekly.*

THERE is a strong resemblance between many closed books with handsome bindings and a fool who keeps still.—*Aitchison Globe.*

Once there was a little scandal  
That cropped out in Brooklyn town,  
But, although it was in water,  
Strange enough it would not drown.  
—*Brooklyn Eagle.*

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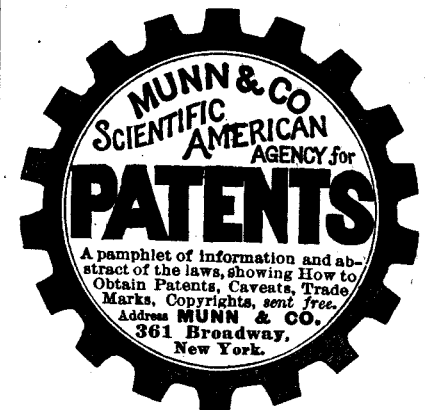
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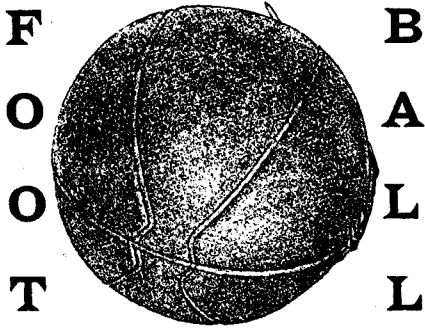
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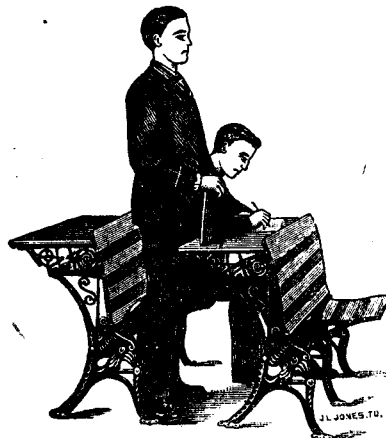
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- Toronto University Examinations in Medicine begin.
27. Toronto University Examinations in Law begin.
30. Art Schools Examinations begin.

**May:**

1. **ARBOR DAY.** Examinations for First Class Certificates, Grades A and B, at the University of Toronto begin. Notice by candidates for the Entrance Examinations to Inspectors, due. By-laws to alter school boundaries—last day for passing. [P.S. Act, sec. 81 (3).] Legislative grant apportioned by Department. [P.S. Act, sec. 136.]
3. Inspectors to report to Department number of papers required for the Entrance Examinations.
7. Return by Township Clerk of School Accounts to County Clerk, due. [P.S. Act, sec. 127.]
24. **QUEEN'S BIRTHDAY (Sunday).** Notice by candidates for the Departmental Primary, and Junior, and Senior Leaving Examinations to Inspectors, due.
25. Notice of the same by Inspectors to Department, due.

**ANNUAL EXAMINATIONS, 1891.**

**April:**

1. Notice from candidates for First Class Certificates, Grades A and B, to Department, due.
30. Art School Examinations begin.

**May:**

1. Examinations for First Class Certificates, Grades A and B, at the University of Toronto begin. Notice by candidates for the High School Entrance Examinations, to Inspectors, due.
3. Inspectors to report to Department, number of papers required for the same.
24. Notice by candidates for the High School Primary, Leaving and University Matriculation Examinations (pass and honor,) to Inspectors, due.
25. Notice of the same by Inspectors, to Department, due.

**June:**

8. Examinations at Normal Schools begin.
26. Kindergarten Examinations begin.

**July:**

2. High School Entrance Examinations begin.
7. The High School Primary, Junior Leaving and University pass Matriculation Examinations begin.
14. The High School Senior Leaving and University honor Matriculations begin.

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