

will appear exactly alike in shape, structure and convolutions : their only difference is in size. So that if the two were presented to an observer, he could give no reason why one should belong to a man with his god-like faculties, and the other to an animal immensely below him. If the mind is co-related to the brain, why is it that persons of very weak health have often very vigorous intellects? If the mind is not something independent of the brain, why do we find persons consigned to lunatic asylums reason as acutely as the most accomplished logicians? If the skulls of many of these afflicted creatures could be examined, our compassion would be roused by the torture they must have suffered by the disease in some part of it that prevented healthy action to express the operations of the mind, and thus produced the phenomenon of insanity. Did not these facts seem to lead to the opinion, that the human mind is quite independent of its physical receptacle? The physiologist had complained, and perhaps justly, in times past, that the psychologist held aloof from his investigations. Now all that has been changed. The latter has begun to follow with eagerness the investigations of the former, and it is his turn to suggest that it is the duty of the physiologist to meet him half way, and to give the same attention to psychology as he gives to physiology.

Our readers will see from this very imperfect outline that Professor Calderwood put before his hearers abundant materials for thought, rather than results of his own thinking. He did not even assert, though the drift of his discussion tended that way, that the mind has not a physical basis. His whole effort was a very able one, and was well characterized by a lady in the audience as being like an exquisite piece of music admirably performed. However eager some who were not teachers were to hear him, they had not the same desire to listen to Mr. Crooks, the chairman, whose voice they tried to drown with unseemly noises on both occasions on which he spoke.

The first business on Saturday was a Vocal Drill under the direction of Miss Lewis, upon

the various methods of giving utterance to the vowel sounds as illustrated by Shoemaker's diagram. Miss Lewis shewed a good deal of self-possession and business-like management in conducting the exercise, and we think she is likely to prove a successful teacher of such work. We presume, however, the exercise she gave was intended as a specimen of the way it should be conducted, rather than a drill in voice culture; there was too little repetition to merit the latter name. She gave some useful hints, which were supplemented by her father, on the attitude, which should be erect, with the shoulders well thrown back, and on the breathing, which should be done through the nostrils by obstructing the passage of the breath through the mouth by the tongue. Great stress was laid upon the latter as an aid to the preservation of health.

Mr. Manly, Mathematical Master of the Collegiate Institute, then gave an instructive and racy address on "How to Teach Euclid." He recommended beginning the subject without a text-book, and leading the pupils, under the guidance of the teacher, to make up their own definitions, always seeing that those agreed upon covered the whole ground. They would thus soon find out that Euclid's were the best that could be given. Let them in the same conversational way be made acquainted with the postulates and axioms. Or if a teacher prefers to begin at once with the propositions, let him introduce the definitions, postulates and axioms as he finds need for them. There is no necessity at first to look for precision of either thinking or of expression, this will come gradually under the guidance of the skilful teacher. If a plan like this were adopted with the classes immediately below those in which Euclid is formally taught, it would become a pleasant study rather than the bugbear it is at present. Pupils can be shewn that the task to the memory is a very light one.

The last item of important business was the reading of an essay by Miss Freeman on "Teachers' Temptations." This young lady did ample justice to herself and her theme, for the essay was as excellently com-