

dates for a third grade certificate. If teachers were seeking helps through books and papers, could these things be so?

We are glad to say that there are better omens in the sky. "The mills of the gods grind slow"—but they are grinding. The people are waking up to the needs of the hour—and the future teachers will have to use the teacher's tools.—*School Moderator*.

General Suggestions.—1. The teacher should always articulate clearly and pronounce correctly, when giving words for spelling.

2. Never overstrain the enunciation of a word in order to indicate its spelling.

3. Allow only one trial in spelling orally or in writing.

4. In spelling orally, the divisions into syllables should be marked by slight pauses, but in no other way.

5. Do not assign lessons too difficult for the pupils who have to prepare them. This compels the pupils to spell badly.

6. It is desirable that spelling should be taught to a considerable extent by means of composition, in order to give the pupils practice in spelling the words in their own vocabularies.

7. In some of the dictation lessons, time may be saved by having only words in italics spelled. The teacher should read the whole sentence, and emphasize the words to be spelled.—*Preface to Gage's Practical Speller*.

Notes and News.

ONTARIO.

Ingersoll Public School Trustees have increased the salaries of their teachers twenty per cent.

A kindergarten department is to be established in connection with the Toronto Normal School next session. During the remainder of the present session Miss Mareau, who has charge of the public kindergarten in the city, will deliver a course of lectures to teachers in training.

Mr. J. E. Wetherell, B.A., late head master of the Collegiate Institute of this town, is working up the Strathroy High School. There are now about 200 pupils in that institution, and steps are being taken to advance it to the status of an institute. We are pleased to hear of Mr. Wetherell's success. He is a very energetic and painstaking teacher, and deserves all the success which attends him.—*St. Mary's Argus*.

Alfred Baker, M.A., has just been appointed dean of residence. We learn also that William Dale, M.A., will receive the classical tutorship. It is rumored that on account of the scarcity of funds the new chair of Roman languages will be filled by a lecturer for the present. John Squair, B.A., the present acting lecturer, has received this appointment. D. R. Keys' duties are more definitely fixed by the new calendar. He is now designated as English lecturer. President Wilson confines himself for the future to history and ethnology.—*Toronto World*.

Pickering College occupies a peculiar place among the educational institutions of Ontario. It is under Quaker management, and though doing good work it never in any way forces itself into public notice. It has no parade exercises of any kind, neither opening nor closing formalities. No prizes are given, nor is there any marking system. Work is carried on in the belief that the students should work from love, and not from fear or feelings of rivalry. Co-education is adhered to, and the authorities claim to have the best literary society to be found in any institution in the Province outside of the University of Toronto.—*Globe*.

We understand that it is contemplated to organize a company of cadets among the pupils in the Collegiate Institute in this town. There is the material for a first-class company attending the Institute at present, and the drill would do them good. Three of the officers of the 24th Battalion in the town have agreed to spend an hour each week in drilling them. The Government will supply the rifles, and all the expense that the cadets would be at would be the clothing, which need not necessarily be expensive. We hope to see the company organized.—*St. Mary's Argus*.

An interesting article in the July-August number of the CANADA SCHOOL JOURNAL on Penmanship was contributed by J. S. Carson, Esq., Inspector of Public Schools, Strathroy. He takes a broad, general view of the causes of poor writing in the common schools and therefore assigns the blame, and lays much of the blame at the door of teachers and school officers. Correct. We have no desire to complain unnecessarily for we are aware that pupils and officers generally get some blame, which they deserve, while teachers deserve some blame and they get it. We have been doing our very best to arouse some interest in penmanship among teachers, not only as a mental, or professional, but plain business writing.—*From Workweek Business College Mirror*.

Rev. Dr. Kemp, a graduate of Edinburgh University, who came to this country with the 26th Cameronians, and was afterwards pastor of St. Gabriel's church, Montreal, and joint editor of the Canadian Presbyterian, died in Hamilton a few weeks ago. In 1874 Dr. Kemp accepted the principalship of the Brantford Young Ladies' College, which position he held until his acceptance of the principalship of the Ottawa Ladies' College in 1878. On retiring from this position in 1883, though broken in health and admonished to rest content with the life-long service he had been privileged to render, the veteran soldier preferred to die upon the field, and placing his services at the disposal of the church, he filled pulpit appointments from week to week until completely prostrated by the progress of the disease that had for months been stealing away his strength. He passed peacefully away at the residence of his son-in-law, Mr. C. H. Sutherland of Hamilton. He leaves a widow, three daughters and one son.

"Bystander" in last issue of *Week* touches upon a subject which ought to be of interest to every man who has at heart the future welfare of his country, alike in Canada and the United States. He says:—"The writer of a letter to the *Globe* the other day sought an answer to the doubts created in his mind by the difficulties which arise about discipline in our public schools. Why are extreme measures necessary? Why are our young boys so disrespectful to their teachers in school, and sometimes afterwards? Why are many of them equally disrespectful to their parents, even in the presence of strangers? Why are they so insolent in the streets, using profane and foul language, puffing their cigar smoke in the faces of passengers, spitting on the dresses of ladies, and committing every sort of outrage? The facts, unhappily, cannot be disputed. Even Lord Dufferin, who poured his eulogies so copiously over everybody and everything, could not help declining to eulogize the manners of children. The blame, as the writer in the *Globe* is inclined to think, rests on the home. It cannot fairly be said to rest upon a school master, who is denied effective means of maintaining discipline among the pupils, and if he whips a young barbarian for the grossest outrage or the most contumacious disobedience, he is brought before a magistrate and fined for excessive punishment, his moral influence being at the same time totally ruined. The home, no doubt, is the chief seat of the evil. But the home itself only participates in the general decay of authority. Few of those who have studied social history without prejudice doubt that democracy, with all its drawbacks, is, on the whole and for the mass of the community, a vast improvement on any previous state of things. But democracy has its drawbacks, at least while it is crude, and before people have learned that without authority there can be no true liberty. The world has been too much occupied in deposing constitutionalizing kings to think how order, which is indispensable to progress itself, was to be maintained when the kingly power was gone. Men are now afraid to rule their own households lest they should offend democratic sentiment. Indeed, the headship of the family is itself the object of special attack in which some, even of the churches, led by their anxiety to cultivate popularity are beginning to join. The home being the mould of character, domestic anarchy will breed insubordination in the commonwealth."—*Exchange*.

"The present Minister of Education and Dr. May as his subordinate have just hit on one of the most important reforms ever introduced into our school system. They have brought forward a practical measure, the effect of which will be an increase by at least one-third of the salaries of most public school and high school teachers. It is a truism to say that the rate of pay for the skilled labor of a good teacher in one of our city schools has been far too low. But the pay in the city schools is better than in a country village school, and as a consequence a better class of teachers are secured for the city. Dr. May, at the instance of the Minister of Education, has issued a circular to all public and high school teach-