

professor, Ling, which aims at graduating the lessons in such a fashion, that all the muscles of the body may be brought into action in succession upon scientific physiological principles. — *The Schoolmaster.*

Correspondence.

SEPARATE SCHOOL SECEDERS AGAIN.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—The view taken by the Education Department, on the question which I submitted to you two weeks ago, appears to me a very peculiar one. When the agreement between the trustees and the teacher is signed by the trustees, and sealed with the corporate seal, does not this act of the trustees bind the whole section as it then exists to pay the teacher's salary? Each member of a corporation is bound by the acts of the legal representatives of that corporation, and it is beyond the power of law to absolve a man from fulfilling his legal obligations.

If this view be correct, then the seceders will have to pay their share of all the debts contracted by trustees, up to the time that they became a separate corporation; if it be not, then this law is most unjust. Is it not possible that after a teacher has been engaged at a high salary, and has taught more than two months, that nine-tenths of the ratepayers may then form themselves into a separate school section, before the first of March, thus forcing the remaining one-tenth, according to the view taken by the Education Department, to pay the teacher's salary?

The opinion of the Education Department is based on Revised Statutes of Ontario chapter 206, section 31, which you quoted last week, but is not this section modified by section 33 of the same chapter, which reads thus:—"Nothing in the last three preceding sections contained shall exempt any person from paying any rate for the support of public schools, public school libraries, or for the erection of a school-house or school-houses, imposed before the establishment of such separate school."? If we separate section 31, chapter 206, from its context, as the Education Department seems to have done, we would infer that the ratepayers of a separate school section are exempted from paying their share of all the debts contracted by the public school section previous to the formation of the separate school section. That this is not the case is clearly shown in Revised Statutes of Ontario, chapter 204, section 78 (11), which, speaking of money borrowed by the trustees, for school purposes, says:—"Notwithstanding any alterations which may be made in the boundaries of such section or division, the taxable property situated in the school section or division at the time when such loan was affected, shall continue to be liable for the rate which may be levied by the township council for the repayment of the loan."

If, therefore, the ratepayers of a separate school section have to pay their share of one species of debt that existed before their secession, why should they not also pay their share of the teacher's salary? Your opinion is respectfully solicited.

EQUITY.

[We have authority for stating that it does not appear that any decision has been made on the

point raised by "Equity" in the courts, and it is open to any person concerned to take proceedings under the advice of a solicitor for procuring judicial decision.—ED.]

SPELLING REFORM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As there is amongst those who have the direction of education in this country widespread misapprehension of the aims and methods of the spelling reformers kindly grant me the privilege of calling public attention to the amended spelling recommended by the Philological Society of England and the American Philological Association. These two learned bodies, after years of co-operation, formulated their recommendations in twenty-four rules, which may be thus briefly stated:

1. Drop final *e* when it is phonetically useless, as in 'live,' 'have,' 'vineyard,' 'masculine,' etc.
2. Drop the phonetically useless letter out of the digraph *ea* in such words as 'head,' 'heart,' 'earth,' 'meant,' etc.
3. For 'beauty' use the old English form 'beuty.'
4. Drop the phonetically useless letter out of the digraph *eo* in such words as 'people,' 'leopard,' 'yeoman,' etc.
5. Drop *i* out of 'parliament.'
6. Substitute *u* for *o*, dropping phonetically useless letters when there are any, in such words as 'above,' 'some,' 'dozen,' 'tongue (tung),' etc., and substitute the Old English 'wimen' for 'women.'
7. Drop *o* from *ou* in such words as 'journal,' 'arish,' 'trouble,' 'rough (ruf),' etc.
8. Drop *u* from such native English words as 'guard,' 'guild,' 'guilt,' 'guess,' etc.
9. Drop the digraph *ue* after *g* when the change would not affect the pronunciation, as in 'apologue,' 'demagogue,' 'colleague,' 'harangue,' etc., retaining it in such words as 'vogue.'
10. Substitute 'rime,' for 'rhyme.'
11. When doubling final *b, d, g, n, r, t, f, l,* or *s* serves no useful phonetic purpose, drop the last letter, as in 'ebb,' 'add,' 'egg,' 'inn,' 'purr,' 'butt,' 'staff,' 'dull,' 'buz,' retaining such forms as 'all,' 'hall,' etc. Omit also one *b* from 'abbreviate,' one *c* from 'accrue,' one *f* from 'affix,' one *l* from 'traveller,' etc.
12. Drop silent *b* from 'bomb,' 'crumb,' 'debt,' 'doubt,' 'dumb,' 'lamb,' 'limb,' 'numb,' 'plumb,' 'subtle,' 'succumb,' 'thumb,' etc.
13. Change *c* back to *s* in 'cider,' 'fierce,' 'hence,' 'pence,' 'whence,' etc.
14. Drop the *h* from *ch* when it is phonetically useless, as in 'chamomile,' 'stomach,' 'cholera,' 'school,' etc.
15. Substitute *t* for *d* or *ed* in 'crossed,' 'looked,' 'passed,' etc., retaining the *e* when the loss of it would modify the sound of the preceding syllable, as in 'chanced,' 'chafed,' etc.
16. Drop *g* from 'feign,' 'foreign,' 'sovereign.'
17. Drop *h* from 'aghast' and 'ghost.'
18. Drop *l* out of 'could.'
19. Drop *p* from 'receipt.'
20. Drop *s* from 'island,' 'aisle,' and 'demense,' and write *z* for *s* in 'abuse,' 'rise,' etc.
21. Drop *c* from 'scent,' and write 'sithe,' for 'scythe.'
22. Drop *t* from 'catch,' 'pitch,' 'witch,' etc.

23. Omit *w* from 'whole.'

24. Write *f* for *ph* in 'philosophy,' 'sphere,' etc.

I need only say by way of remark on these rules: (1) That their number might be considerably reduced by a different mode of statement; (2) that though our spelling would, in spite of their operation remain somewhat capricious and irregular, the changes they suggest would greatly enlarge the area of constant orthography; (3) that as spelling is a purely conventional matter, we have a right to make these changes if we choose to do so; (4) that English spelling has in the past undergone changes far greater than those recommended by the philological societies; (5) that orthography has been similarly simplified in other languages; (6) that even this amount of simplification would greatly facilitate the work of teaching children the use of written language; and (7) that there would be no appreciable loss to offset this great gain. Yours, etc., Wm. HOUSTON.

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The Calendar for the Session 1886-87 is now published and contains detailed information respecting conditions of Entrance, Course of Study, Degrees, etc., in the several Faculties and Departments of the University, as follows:

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DONALDA SPECIAL COURSE FOR WOMEN.—September 16th.

FACULTY OF APPLIED SCIENCE.—Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry, September 16th.

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