

Fragments.

The complaint is often made that teachers are treated disrespectfully by society and by governments. There is often too much truth in the charge. It is not very creditable to those who have left the profession of teaching for some more lucrative (not higher) position, that they are frequently most outspoken in their expressions of contempt for the position which they used as a temporary means for obtaining a livelihood. Regarding the school as a mere source of income it need not be a matter of surprise that they should have a contempt for the teaching they did themselves. Probably the public may have shared their feelings. President Arthur was a teacher in early life and when the State and City Superintendents of Schools called on him recently during their annual convention in Washington, they expected a courteous if not a sympathetic reception. They were grievously disappointed, however, according to the description given by the editor of the *School Bulletin*, who was present. The President was stiff and formal, and did not seem to remember that he had ever taught in a district school. After delivering a brief response to their address, he turned to his clerk and proceeded with his business before his guests had left the room. One of the Superintendents in response to the general remark: "He seems to care little for the schools," said "He can not think less of me than I do of him."

"The schools have ruined my child." So say many thoughtless parents, led by equally thoughtless medical men. So said a sorrowing father recently. "My daughter is completely paralyzed," said he; "she cannot speak plainly; she cannot raise her hand, and I blame the school for it. So does the doctor." Knowing that she had been entirely excused from home work for about two years, that she was 14 years of age and yet only in the junior third book. I knew that her school work could not possibly have injured any healthy child of her years. Enquiry showed clearly that she was born with a nervous system prone to disease, that she had been subject to St. Vitus' dance, that in fact she should never have been sent to a public school at all. Notwithstanding these facts the intelligent medical man instead of prescribing open air exercise and proper food, allowed the child to be sent to school, raised no objections when the piano was bought and the poor girl set "to practise," looked helplessly on and drew his fees as family physician while the weak system gradually became enfeebled, and when it finally gave way owing to his neglect or ignorance, he with questionable honesty tried to blame the school. There are children who should not be allowed to go to school. She was undoubtedly one of them. It was a great wrong to allow her to go, and the family physician was responsible for the wrong. He was also guilty of deception and injustice when he tried to shoulder his own responsibility on the school.

A very good plan is adopted in some places to secure the reading of useful books by pupils. A blank book is kept in each class in which a page is allotted to each pupil, and a record is entered by the pupils themselves monthly of the books they have read during the month, with the names of the authors. This leads to systematic reading by the pupils, and gives the teacher an opportunity to direct them in forming their reading tastes. Teachers have no other way in which they can more effectively influence the characters of their pupils in a right direction. Try the experiment.

Question Drawer.

W. H. H.—(1.) The "Privy Council" in Canada is made up of the Ministers or Heads of Departments who are chosen to advise the Governor-General with respect to public affairs. These Ministers, taken collectively, are usually designated the "Cabinet," and the terms "Cabinet" and "Privy Council" are therefore in Canada popularly regarded as synonymous. In England they are not so, for there the Cabinet is virtually a committee of the Privy Council, made up of such members of the latter body as are in accord with each other on affairs of state. It is a question of constitutional law about which there may be differences of opinion, whether in Canada, as in England, all Cabinet Ministers are really members of the Privy Council or not, as the British North America Act says nothing on the point. In both countries members of the Cabinet are collectively responsible to Parliament for all the executive acts of the Government, the Queen in the one country and the Governor-General in the other being entirely without responsibility to the people. (2.) The Australian colonies are not united together in one confederation as the Provinces of Canada are. Each has its own government and its own capital city. New Zealand comprises more than one island but it is all under one Government and one Legislature. (3.) Opinions vary as to whether the correct mode of expression is "three times five is fifteen" or "three times five are fifteen." The sticklers for formal grammar and minute parsing will probably prefer the latter because the former is not parseable according to their ideas. Our preference is for the first form and assuming it to be good English, the subject "three-times-five" should be parsed as one word. [Your fourth question is one of a numerous class to which we do not feel justified in giving up our space. The object of this department being to aid the teacher in his work by giving him information which he requires and which many teachers can procure with great difficulty, if at all, owing to the want of good books of reference.]

E. W.—(1) The correct pronunciation of the word "Manitoba" must, like that of other names of places, be finally determined by local usage. There can be no doubt that as pronounced by the Indians and early English speaking settlers of the Red River Valley the stress was divided between the second and fourth syllables, thus. Ma-nit-o-ba, and it is to be regretted that this pronunciation was not more strictly adhered to. The general tendency now, however, is to pronounce it Ma-ni-to-ba, and unless the advocates of the more euphonious and otherwise desirable Indian pronunciation take steps to check the process their favourite form will speedily die out. (2) The proper spelling of the name of the territory adjacent to Ontario, according to the Act creating it, is "Keewatin." In the session of 1878 the Hon. David Mills, then Minister of the Interior, introduced into a bill relating to that region the more correct spelling, "Keewaydin," but the bill was never passed and the old spelling remains as a matter of statutory enactment. The correct sound of "a" in Keewatin is ascertainable from the fact that the form "Keewaydin" gives a much better idea of the Indian pronunciation of the word than "Keewatin" does. The meaning and origin of the name "Keewaydin" are indicated in the concluding lines of Longfellow's "Hiawatha," which are as follows:—

Thus departed Hiawatha,
Hiawatha the Beloved,
In the glory of the sunset,
In the purple mists of evening,
To the regions of the home-land,
Of the northwest wind, Keewaydin,
To the Islands of the Blessed,
To the kingdom of Ponémah,
To the land of the hereafter!

Notes and News.

ONTARIO.

The first annual convocation in connection with the Toronto Baptist College was held on the 2nd of May. This being the first session of the institution there were only three graduates all of whom delivered thoughtful addresses on the occasion. Their names are Duncan D. McArthur, of Dominionville, James McEwan, of Brantford, and William T. Tapscott, of Toronto. The attendance of students has during the session been fair for a commencement year. The Rev. Dr. Castle, President of the College, presided and