

7. Twenty per cent. may seem to be a small minimum in some subjects; but if a candidate only makes 20 per cent. on any subject, he must average 50 per cent. on the two other subjects of its group. If he makes only 20 per cent. for instance, in Algebra, he must average at least 50 per cent. on Arithmetic and Euclid, to receive the minimum of 40 per cent. on the group.

—There are two sections in the Annual Report of Sir Charles Reed for 1878, to which we desire to call the attention of teachers and school officers in Canada. He says:

1. "Singing is taught universally with good results, both as regards the ability to read music and the quality of voice. We have also re-affirmed our decision to teach Drawing to all our pupils, from a conviction of its great value in every branch of industry."

2. "The Kindergarten system is coming to be better understood by the teachers, one of our Inspectors saying: 'Perhaps the most marked advance during the year is shown in the more intelligent method of teaching adopted in the Infants' schools. I attribute this very much to a better understanding of the principles of the Kindergarten; the best Infants' schools are those where the *spirit* of the Kindergarten has been infused into the whole teaching of the schools.'"

—The California *School and Home Journal* says: "The teachers of California may congratulate themselves that our last legislature so kindly ignored the public schools. They did but little when they might have done much; and what was done, were far better undone." California, it appears, has other advantages besides its salubrious climate.

—We are pleased to publish in another column a letter from Rev. Father Stafford, of Lindsay, which was addressed to the editor of the *New England Journal of Education* in consequence of some remarks which appeared in that Journal concerning the Roman Catholic Separate Schools of Ontario. The editor of the *New England Journal* undoubtedly wrote without a thorough understanding of the relations existing between the Public and Separate Schools of Ontario.

Contributions and Correspondence.

THE INFLECTION OF THE INTERROGATION.

BY RICHARD LEWIS, TORONTO.

Professor A. M. Bell, who may always be regarded as a high and safe authority in elocution, asks in one of his excellent books, when discussing the subject of inflection, "Can the reader discriminate when his voice rises and when it falls? Does he apprehend these differences when he hears them? * * Experience tells us that very few speakers know with certainty when the voice makes the one and when the other inflection, if the tones are of limited extent." I have no hesitation in saying that this is the experience of every practical elocutionist. Hence every successful teacher of

the art aims at facility in this important quality of expression. Theory is utterly useless where the ear and voice have not been thoroughly drilled and cultivated to give instantaneously, and distinguish in others, every variety of inflection and pitch. Especially is this power necessary to teachers, to whom the finest spun and most original theories are utterly worthless unless they can, with their own voices, guide their pupils, and with quick perception of inflections detect and correct defects. Indeed I may safely advance the opinion that if all theory were neglected, and the pupil—especially if otherwise educated and intelligent—made by daily drill accomplished in voice power, the rest of the business would be comparatively easy. The principles of correct expression are instantly appreciated when the student has mastered the nature of the thought, its logical and grammatical relations, and formed a just conception of its spirit. Hence, no text-book is of any value if it does not, above all other subjects, abound in systematic drill on articulation, vocalization, inflection and modulation. Until the teachers of the country have mastered these first and all-important branches of elocution we shall make no progress in its cultivation.

It is not my purpose, therefore, in this paper to explain the principles of inflection. But there are a few doubtful points which demand the attention of skilled teachers and students of the art, and these I propose briefly to discuss, especially with the hope that my views may elicit opinions from other readers of the *SCHOOL JOURNAL*. The first of these points is the *interrogation*. All writings of dramatic form abound in interrogative expressions; and the Bible, and the plays of Shakspeare as well as of other dramatic writers are distinguished for their frequent interrogations. It may safely be advanced as a rule, with rare exceptions, that when the question begins with an adverb or an interrogative pronoun, it must end with the falling inflection. The difficulty lies in the management of questions guided and governed by the verb—questions that can be answered by *yes* or *no*. The general and best rule when the questioner is doubtful of the kind of reply, is to give the rising inflection to the ending word. But in literature where dialogue appears or prevails, there are aspects of feeling and doubt as to the purpose in view which really demand acute exercise of judgment. For example, it has been laid down as a rule that if we are sure the answer will be *yes* or *no*, the question is equivalent to a declaration and must end as an affirmation does. On this principle I have seen it advanced that the following question should end with a falling inflection.

"Have ye not known? have ye not heard? hath it not been told you from the beginning? have ye not understood from the foundations of the earth?" Isaiah xl. 21.

Now the strongest objection that I have to this inflection is that it carries with it an intonation marked by stern rebuke, quite opposed to the tender appeals that pervade the whole chapter. The prophet addresses a people overwhelmed with doubt and despair, many of them probably fallen or passing into idolatry or indifference. These questions, therefore, should be marked by the *tenderness of appeal, which always ends with a rising inflection*, rather than with the falling inflection, which would be equivalent to saying "Ye have known all this and must suffer the penalties." Besides, a series of questions commences in the 12th verse which from their structure must have the falling inflection: "Who hath measured the waters with the hollow of his hand?" &c.; "To whom will ye liken God?" &c.; "Have ye not known?" &c. Now the very contrast of the rising inflection on the questions of the 21st verse seems to me to give a touching beauty to this verse, which the falling inflection would destroy. Let the reader reflect how a mother rebukes her child who has told a lie in the question, "Don't you know it's very wicked to tell a lie?" Give "lie" a