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# THE ONTARIO TEACHER:

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## TEACH YOUR PUPILS HOW TO STUDY.

A great deal of time is lost and energy wasted through the ignorance of the "hows" and the "wherefores" of labor. What "main strength and stupidity" does is always badly done. To set a novice at work and leave him to find out for himself how such and such things are to be done, is grossly unfair, particularly in the presence of those whose duty it is to direct him how to apply himself in order to accomplish the labor assigned him.

A great many earnest, pains-taking teachers, fail in teaching their pupils how to study,—how to overcome the obstacles they encounter by the intelligent application of their own powers. With many the pupil is allowed to grope his way in the dark. His lesson is assigned him and there the teacher's work ceases. How that lesson should be prepared, or how it could be best prepared, is never considered. Its difficulties are seldom or never pointed out. The only idea sought to be conveyed is, "get it up well, or if you don't you will lose your standing in the class."

Now, we would desire to point out the

importance to the teacher and pupil both, of preliminary explanations to every lesson. To the teacher it would be a great saving of labor. It would secure on the part of the scholar closer attention to his work. It is a frequent complaint with teachers that scholars are so careless and negligent—that they require constant watching, and that unless watched, they will do little or nothing. Now, whence does this arise? Is it because the young mind does not naturally seek for information? Not at all. It is well-known that children are of a most inquisitive disposition—that they constantly desire to know the "reason why," for everything. Then why do they so often exhibit such indifference to study? Is it not because the lesson is *very often* presented in such a way as not to excite any interest or arouse any of their own powers of thought? What interest could a child of six summers, be expected to take in work that confined him six hours to a hard seat, with a First Reader in his hands, every word of which was to him, as unintelligible as the hieroglyphics on the tomb of Semiramis?

And yet how often do we find teachers day after day "call up" these juveniles to a mock recitation, point with all the dignity of superior wisdom to the letters of the alphabet, or the words of some lesson, and tell the young prisoner o-x spells ox, c-a-t spells cat, and when the miserable parody is over point out a new lesson and send him to his seat, to prepare himself for a repetition of a similar farce. What interest can such a system excite? Is it possible that with such treatment any child can delight itself with school exercises, or take any interest in the acquisition of knowledge? Is it a wonder that instead of the bright beaming intelligent eye, the teacher is often met by a vacant stare that oftener than he is willing to admit, is a rebuke for mis-directed effort?

Supposing, however, in every instance, the young scholar was taught how to study, that is, was taught the philosophy of acquiring knowledge, what would be the result? Take the two words above named—ox and cat—as examples, and let the child be taught or told, which is the same thing, that these were word pictures of something he may have seen—that instead of putting on paper a picture of the animal or the thing spoken about, certain marks or signs were used, and that if he tried hard he could make these signs on his slate. Then let them be written on the blackboard so as to be plainly before his eye, and give him the opportunity of writing them himself and then see the interest at once excited. There he has the model before him. He is to draw a word picture of an ox or a cat. He is to write or print on his slate something which everybody will know, and as his work grows on his hands, he sees that he is really accomplishing something. This gives interest to his studies. He feels that he is gaining ground—that he is each day acquiring the power to do something he could not do the day before, and by simply being taught his own power of development

and skill, he is finding out how to apply himself.

With scholars somewhat more advanced the same method should be adopted. Every lesson assigned them should be made stimulating, and this can only be done by exciting their interest. Every hard word should be *broken down* and made intelligible, every important point or idea enlarged upon, every new word fully explained, so that when the scholar settles down to the work of preparation he can do so as a rational being whose judgment is properly exercised, and whose knowledge is perceptibly increased every hour.

There are two or three rules also, governing mental operations, which ought to be strongly impressed on every pupil. The first is *attention*, and the second *repetition*. A scholar should be made to understand as soon as possible, that without close attention and undivided thought, he cannot be expected to acquire knowledge. When lessons are being prepared, nothing else should occupy the mind. To think *hard* and to think *closely*, should be the design of all mental training. Again, by the repetition of the same thing or the same lesson, an impression is made upon the mind. The power to *recall* ideas and facts can only be acquired in this way, and that species of training which does not furnish this power, is practically of little use. The well-trained mind is that which can draw at a moment's notice, from its storehouse of well collected information, that which is necessary for the purpose of the hour. To be able to do this, the mind must be early trained by exercising the powers of using whatever it has acquired, and readily responding to the demands made upon it by its possessor.

To give the mind this facility is part of the teacher's work. To neglect this duty is to fail in the essential of any system of education, and to make the pursuit of knowledge, in the first place irksome and insipid; and in the second place to supply the

mind with armour which, like the borrowed coat of mail, which David at first put on to fight Goliath, encumbers the possessor and

rather detracts from, than adds to, his efficiency and success.

## TEACHING READING TO INFANT CLASSES.

BY JAMES B. GREY, PRINCIPAL CENTRAL SCHOOL, ST. CATHARINES.

I have come to the conclusion that the time honored system of beginning our instruction in this branch of education, by learning the names of the letters of the alphabet is not the system by which the child will make the most rapid progress, and by which the faculties of his mind are best developed. I believe it is contrary to the way in which he learns naturally, and imposes upon him a large amount of unnecessary drudgery, calculated not only to check any enthusiasm in the commencement of his school life, but give him a positive distaste to study. It is at least open to the following serious objections. It does not harmonize with the well established maxims "Ideas before signs," "Things then words," "Wholes then parts," "Concrete then the abstract," and any system that does not recognize these principles, or which does not have these principles for its foundation stones, should be discarded, and one framed which will better secure the object we have in view in our professional duties. But some will say, is it not the simplest way to begin with the primary elements, and if the letters are not elementary enough, break them up with still simpler forms, straight and curved lines. Those who advocate and adopt the elementary theory forget that the elements of any science, are only arrived at by a long course of study and careful investigation, and therefore by starting with principles and rules, we are beginning at the wrong end, and the mind upon which we are operating loses all that valuable exercise so well calculated to engage its attention, and to promote its

development,—we mean the exercise of presenting facts and leading the mind from these facts up to the principles deducible from them. "We believe the great error in our systems of primary instruction is the prevalent idea that we should view every subject as a completed science, that we should then reduce it to its so-called elements, and begin our teachings with these. But this is a total inversion of the order in which every science has been built up in the growth of the race and opposed, also, to the order of mental development, and consequently to the principles upon which knowledge is acquired by the individual. What we now call the elements of a subject are the expressions of its general truths—the final results—the few general facts or principles which science has deduced from a large collection of facts after the structure has been completed, and as neither nations nor individuals arrive at these elements first, so they should not first be presented to children."—M. WILSON. Our language was not constructed from the letters of the alphabet. If we look at the origin and progress of language we find that the power of speech was conferred upon man by his Creator, that subsequently when he wished to speak to posterity, he sought to represent words by pictures or hieroglyphics, and that it was only when man had advanced to a good degree of civilization that alphabetic writing was invented. Now, if it is a reliable rule for us to follow in the teaching of a subject, that we should proceed in the same manner in which it has been developed, we will begin not with letters but with

words. Those who adopt the elementary theory also forget that children are analytical in their disposition. Watch that little girl with the new doll just presented to her. After amusing herself with it for a short time, dolly requires to be undressed, and the clothes come off bit by bit, and if possible she would even dissect the doll itself. Watch that little boy with a new toy, and what does he do with it? After it has lost its interest, the inquisitive young urchin following the inclination of his nature breaks it up to see how it is constructed. Now, it is a much easier process in the case of the little girl to take off dolly's clothes, than to put them on again, and in the case of the little boy it is a much easier process for him to break his toy to pieces than with these pieces to reconstruct it. From these and similar observations we learn the important lesson that analytical teaching is best adapted to the capacities of children. Unquestionably it is easier to take a "whole" and separate it into its parts, than to take these parts and construct a whole, and hence children taught on the analytical method make much more rapid progress and with less difficulty, than those taught on the synthetical method. But if we begin reading by teaching to construct words from certain characters, we are pursuing a system quite contrary to one of the soundest principles in the art of teaching. If we would be guided by this principle we would present the whole word to the child and assist him in finding out its different parts, rather than give him the parts and require him to form words from them. Our elementary theorists also forget that teaching a child the names of the letters of the alphabet does not assist him in pronouncing words, although this is the object in learning the letters, but if we take the simplest word in our language, and pronounce it according to the names of the letters of which it is composed, we will produce a word of an entirely different

sound from that intended. And if learning the names of the letters does not assist the child in pronounciation, wherein consists the utility of imposing upon the child a useless drudgery of some weeks and even months? Again, our elementary theorists forget that nature who is always a safe guide to follow, always presents wholes for our contemplation and not parts. The botanist plucks a whole flower from its stem and by carefully separating its different parts, he is enabled to classify it, &c. The medical student has a whole body given to him and by skilfully dissecting it, he is enabled to acquire a correct knowledge of the anatomy of the human frame. If these two illustrations have any bearing upon the subject we are discussing, they indicate that the natural order would be, first the whole word, then the form of its letters, their sounds and names.

Another argument might be raised, in favor of teaching the child words instead of letters, from the fact that nature always presents ideas before signs. I fear, however, that we too often disregard nature's teaching, and labor arduously to get the children acquainted with the signs and neglect the ideas as altogether unimportant. The mind through the perceptive faculties has certain impressions of any object conveyed to it, and we then seek to give expression to these impressions by word signs. This order, first the thing signified, and then the sign, is exactly the order we should follow in teaching. For example, I wish to teach my pupil to read the word "cat." Now, there is not a little absurdity in doing it in this way: first, teach him to name the initial letter "see," the next "ay," and the last "tee," and then put them together and call them cat. Such a process appears ridiculous when we consider that the names of the letters do not assist the child in pronouncing the word. Were we to construct a word from the name sounds it would be an entirely different word from

"cat," it would indeed be "see ay tee." The more philosophical way would be to show the child the object or a picture of it, and then teach him the sign representing that object. This is the way the child learns to talk, and as reading is nothing more than talking from a book, it should be the method employed in teaching him to read. Having learned the word as a whole it should then be analyzed, at first by pointing out the different forms of its letters, and after the pupil has made some progress, the analysis might include the sounds of the letters as well as their names. It is necessary when the pupils come to spell orally that they should know the name of the letters of the alphabet, but we would recommend that they be taught incidentally in the progress of the lessons. What we object to is keeping the child for weeks, or even months engaged with these arbitrary characters as preparatory to his beginning to pronounce words. We believe that children learn to pronounce much more easily by associating their names with their forms, than by any synthesis of the names of the letters of which they are composed. We also object to the construction of words from their elements, because it is opposed to the natural way in which a child learns. To teach the First Book according to the system we have attempted to explain, we would use the first part for teaching the pupils to pronounce the words at sight, and for making them acquainted with the forms of the letters, remembering always in teaching words which are the names of objects, actions and qualities to convey to the child through the medium of the senses, the idea before giving him the sign or word. The order which I would adopt with the first ten lessons would be somewhat as follows:—

- 1st. Learning to pronounce the words.
- 2nd. The forms of the letters of which the words are composed.
- 3rd. Reading sentences.
- 4th. Printing words of lessons on slates at the seat. The slate exercise will

keep the pupils' minds pleasantly engaged, and their little hands out of mischief. Dr. Sangster while holding the Institute here, and in his lecture on this subject, strongly recommended that the teacher take the words learned and combine them into other sentences than those found in the book, as an additional exercise in reading. He considered that this part of the exercise could be made valuable by requiring the pupils themselves to form the sentences, as it then would be a beginning in oral composition.

When we come to the second section of the book or the 12th lesson, it is proper that in addition to pronouncing the words we teach the sounds of the letters, and their names. The order would now be: 1st. Pronounce the whole word. 2nd. Sounds of the letters of which it is composed. 3rd. Combine the sounds so as to form the word. 4th. Names of the letters in each word. 5th. Read the sentence. 6th. Print the lesson on slates at the seat. I am persuaded that the greater part of our poor reading in schools is attributable to the fact that we do not drill sufficiently on the elementary sounds of the language. I am satisfied that if we paid more attention, not only with young children but with the older ones, to this exercise, the low and indistinct utterance now so common would be the exception not the rule. And as these children in speaking to themselves or their parents, even when very young, scarcely ever make a mistake in the inflection of the voice—the force, tone, and pitch of which being nearly always perfect, why should we in teaching reading from the very commencement, not insist upon reading their little sentences with minute correctness as to these points? This drawling monotonous tone, in which children somehow or other glide, should not be tolerated. Remember that bad habits contracted in the junior classes are almost impossible to eradicate, when the pupil has been advanced to a higher grade.

## ON POETRY WHICH DENOTES THE SENSE BY THE SOUND.

BY SAMUEL MACALLISTER, HEAD MASTER OF JOHN STREET SCHOOL, TORONTO.

*(The substance of the following paper was read before the Toronto Teachers' Association.)*

It is useless to attempt to give a satisfactory definition of poetry; where so many have failed I would not be likely to succeed. It is easier to tell the object of the poet, which differs not a great deal from that of the orator. Both are only successful in so far as they enable the hearer or reader, to realize what they themselves conceive or feel, but while the latter derives his chief assistance from the living voice, and his own vehemence of character to do this, the former has to depend upon the expedients which his genius supplies. Hence Mill's distinction, that eloquence is *heard* and poetry is *overheard*—meaning that the latter is excellent, in so far as the poet is not aware of anyone being cognizant of his fancies as they are woven into shape.

The poet is fertile in resources, he has all nature at his command to employ in making his utterance more vivid and attractive by means of the various figures of speech, metaphor simile, hyperbole, &c.—he has rhythm and, if he prefers it, rhyme at his service; and not the least of his resources is that which forms the subject of the present paper.

What action is to the actor or orator, what color very often is to the painter, sound is to the poet in enabling him to give full expression to the feelings or thoughts that fill him, and it is the more potent because its influence is so subtle. In the following lines of Gray on viewing Eton, where he had been trained, we can easily fancy ourselves beside the poet participating in the bliss which the fanning of breezes bestows.

Ah! happy hills! ah! pleasing shade!  
 Ah fields beloved in vain!  
 Where once my careless childhood strayed,  
 A stranger yet to pain!  
 I feel the gales that from ye blow,  
 A momentary bliss bestow,  
*As waving fresh their gladsome wing,  
 My weary soul they seem to sooth,  
 And redolent of joy and youth,  
 To breathe a second spring.*

Let us contrast this with the harrowing scene of King Lear in the storm, a scene which fully exemplifies and indeed justifies the appropriateness of the term inclemency as applied to the weather.

*Blow, wind and crack your cheeks! rage!  
 blow!*

You cataraets, and hurricanoes, spout,  
 'Till you have drenched our steeples, &c.

Does not the first line convey to us, as far as the sound of words can do, the turbulence of a violent wind. Pope in his *Essay on Criticism* very dexterously illustrates, while he describes this resource of the poet. He begins with an aphorism supported cleverly by a simile.

True ease in writing comes from art not chance,  
 As those move easiest who have learned to dance.

'Tis not enough no harshness gives offence,  
 The sound must seem an echo to the sense,

*Soft is the strain when zephyr gently blows,  
 And the smooth stream in smoother numbers flows.*

Observe the excellent use he makes of the sibilant to indicate unruffled calm.

Dryden does the same in the following couplet of his famous ode,—

Softly sweet in Lydian measures  
Such he soothed his soul to pleasures.

Goldsmith in one of his essays, humorously describes the effect of hearing at a debating society's meeting, a man with a rough hoarse voice recite these lines.

Pope continues,—

But when loud surges lash the sounding shore,  
*The hoarse rough verse should like the torrent roar.*

The *r* is here turned to great advantage.

Byron makes similar use of it in his address to the ocean, which those who had the advantage of hearing the late Mr. Robertson of the Normal School read the poem, well know; the walls of the room used almost to reverberate with his utterance of the word "roll," to represent the sound of the ocean. The *r* is usually resorted to when anything rough or irregular is to be denoted; thus Burns begins his address to his rollicking friend Rankine,

O, rough, rude, ready-witted Rankine.

The next two lines of Pope—

When Ajax strives some rock's vast weight  
to throw,  
The line too labours, and the words move  
slow,

are finely illustrated by Milton, when he represents Satan as pursuing his devious and toilsome way towards light.

So eagerly the fiend

O'er bog, or steep, through strait, rough  
dense or rain,  
With head, hands, wings, or feet pursues  
his way;  
And swims, or sinks, or wades, or creeps, or  
flies.

\* \* \* \* \*

So he with difficulty and labor hard  
Moved on, with difficulty and labor he.

Pope's next couplet is intended to denote swift gliding motion.

Not so when swift Camilla scours the plain,  
Flies o'er the unbending corn, and skims  
along the main.

The next few lines refer to a poem from which I have already quoted, Dryden's, Alexander's Feast, and I cannot refrain from picking another grain from this mine of wealth; a profound feeling of misery is thus expressed:

He sang Darius great and good  
By too severe a fate,  
*Fallen, fallen, fallen, fallen,*  
Fallen from his high estate.

Shakespeare too uses repetition for a similar purpose in Macbeth.

*To-morrow, and to-morrow and to-morrow,*  
Creep in this petty pace from day to day,  
And all our yesterdays have lighted fools  
The way to dusty death.

So Tennyson in Enoch Arden—

Enoch, poor man, was cast away and  
lost,  
He shaking his gray head pathetically  
Repeated muttering, "*Cast away and  
lost,*"

Again in deeper inward whispers, "lost."

Reluctance is very forcibly denoted by Gray in his Elegy.

For who to dull forgetfulness a prey,  
This pleasing anxious being e'er resigned,  
Left the warm precincts of the cheerful  
day,  
Nor cast one *longing lingering* look behind.

The quietness that often accompanies the approach of evening, is thus represented in both sense and sound, by Milton.

Now came still evening on, and twilight  
gray  
Had in her sober livery all things clad.  
Silence was pleased.

When Burns in his address to the mouse says:

Thou need na rin 'awa sae hastie  
*Wi' bickerin brattle,*

He uses words which even to ears that



do not understand them, fully represent the agitation of the "timorous beastie."

Byron thus describes the thunder of the Alps.

Far along  
From peak to peak, the rattling crags  
among,  
Leaps the live thunder.

In Longfellow's Village Blacksmith there is but one irregular line,—

Toiling—rejoicing—sorrowing,  
and it is intended to impress us with the ruggedness of life, besides giving us facts in the personal history of the blacksmith.

No remarks on the poetic representation of natural sounds would be complete without a reference to Poe's poem, "The Bells." I am not filled with unmixed admiration of this piece, for I think it fails in one or two instances; it is most successful in the description of the sleigh and the fire bells, the monotonous jingle with a fitful break now and then represents the sleigh bells to perfection, while the clangour in the lines about the fire bells enables us to realize all the horrors of a conflagration. Every one is familiar with Tennyson's Bugle Song—the last two lines in each stanza of which are a complete imitation of the notes of that martial instrument.

Many poets have represented the notes of birds.

Tennyson thus refers to the night owl,—

I would mock thy chant anew;  
But I cannot mimic it;  
Not a whit of thy tuwho  
Thee to woo to thy tuwhit,  
Thee to woo to thy tuwhit;  
With a lengthened loud halloo  
Tuwhoo, tuwhit, tuwhoo-o-o.

Wordsworth in his poem to the skylark most truthfully and vividly represents the notes of that bird; it thus begins—

Up with me! up with me into the cloud!  
For thy song, lark, is strong;

Up with me, up with me into the clouds!  
Singing, singing,  
With all the heavens about thee ringing.

I might go on enumerating examples, but I fear time and space will not permit; I will therefore conclude with a little poem I met with lately which gives a perfect rendering of the notes of the black bird. It is founded on one of the numerous legends connected with Glastonbury Abbey. A thorn bush was planted in the valley near the Abbey, by Joseph of Arimathæa; the church of St. Michael was built on a hill adjoining it. One wild evening in early spring, a black-bird sat upon the thorn watching a poor dejected, wayworn female traveller, toil up the hill to the church of St. Michael which she sought to enter. This traveller was none other than Mary Magdalen.

Magdalen at Michael's gate,  
Fired at the pin;  
On Joseph's thorn sang the black bird,  
"Let her in! Let her in!"

Hast thou seen? the wounds, said Michael,  
Knowest thou thy sin?  
"It is evening, evening," sang the black-bird,  
"Let her in! Let her in!"

Yes, I have seen the wounds,  
And I know my sin.  
"She knows it well, well, well," sang the black bird,  
"Let her in! Let her in!"

Thou bringest no offerings, said Michael,  
Nought save sin.  
And the black bird sang, "She is sorry,  
sorry, sorry,  
Let her in! Let her in!"

When he had sung himself to sleep,  
And night did begin,  
One came and opened Michael's gate,  
And Magdalen went in.

## THE TICHBORNE DOLE.

BY MRS. WM. LUNDIE.

The notoriety of the strange claim to the Tichborne baronetcy which has excited so much attention, reminds us of a singular legend which has been current in the family for many generations.

This very ancient family dates the possession of its patrimony, the Manor of Tichborne, near Winchester, as far back as two hundred years before the Norman conquest. It is said to have derived its name originally from the river Itchen, at the head of which its possessions were situated, and thence was denominated De-Itchenborne, which in course of time has been abbreviated into its present appellation of Tichborne.

About the middle of the twelfth century, shortly after the first of our Plantagenet Kings, had ascended the throne, the then head of the family, Sir Roger de Itchenborne married Mabel, only daughter and heiress of Sir Ralph de Lamerston, of Lamerston in the Isle of Wight, by which he acquired considerable estates in that part of England, in addition to his own patrimonial possessions in Hampshire.

After many years of happiness during which the Lady-Mabel became celebrated for her kindness and care to the poor—death now approaching, worn out with age and infirmity, she besought her husband as her last request, that he would grant her the means of leaving behind her a charitable bequest, in the shape of a dole or measure of bread, to be distributed annually on the twenty-fifth of March, the feast of the Annunciation of the Blessed Virgin Mary to all the needy and indigent people who should apply for it at the hall door, without respect of persons or exclusion of any who made the demand.

The said bread was to be the produce of a certain piece of ground, situated within the present park palings, containing an area of fifteen acres and of known value and worth; but should the applicants be greater in number than the produce, the value of twopence in money was to be given to each person in its stead.

Sir Roger, the husband of the Lady-Mabel, was induced to consent to his wife's request, only on condition of her crawling or walking round the piece of ground demanded, a condition of apparent impracticability from the fact of her having been bedridden for many years previous, and this was to be done, too, while a certain brand or billet of wood, was burning on the fire in the hall at Tichborne.

The venerable dame, however, nothing daunted, ordered her attendants to carry her to the place she had selected, where being deposited on the ground, she seemed to receive a renovation of strength; and to the surprise of her Lord, who began to wonder where this pilgrimage might end, as well as of all who saw her, she succeeded in crawling round several rich and goodly acres within the required time.

The field which was the scene of Lady-Mabel's extraordinary feat, retains the name of the "Crawls," to the present day. As soon as her task was completed she was reconveyed to her chamber, and summoning the family to her bedside, in order to secure the gift to the poor for whom it was designed, and to render it binding upon her descendants, she proceeded in the most solemn manner to deliver a prophecy respecting the future inheritors of Tichborne, predicting its prosperity as long as the annual dole existed, and leaving her malediction on any

of her descendants who should be so mean or covetous as to discontinue or divert it—declaring that when such should happen the old house would fall and the family would become extinct from the failure of heirs male, and that as a final warning of the approach of their decay, a generation would appear of seven sons, to be followed immediately by one with seven daughters, and no sons.

The custom thus founded in the reign of Henry the Second, continued to be observed most regularly for centuries. The 25th March became the annual festive day of the house of Tichborne; the friends and different branches of the family came from far and near to witness and assist at the Lady Mabel's legacy.

In the year 1670, Sir Henry Tichborne, who had suffered much in person and property during the Commonwealth, and was recompensed after the restoration by several lucrative employments under Government, employed Giles Tilbury, an eminent Flemish painter, to represent the ceremony of distributing the Tichborne dole. The picture was highly valuable as giving a perfect and faithful representation of Old Tichborne House in the time of Charles the Second, which Camden nearly a century previous had declared to be a very ancient house. This picture passed by marriage into the hands of Michael Blount, Esq., of Maple Durham, in Oxfordshire, who had married Mary Agnes, the eldest daughter of Sir Henry Joseph Tichborne, and it was sold by his descendants for the nominal value of four hundred pounds to the late Sir Edward Doughty, the ninth baronet of the house of Tichborne, who assumed the name of Doughty on succeeding to the estates of his relative; Miss Doughty, of Snarlford Hall in Lincolnshire.

The date continued to be given without a single omission down to the end of the eighteenth century, when under the pretence of attending the distribution of the

Tichborne dole, vagabond gipsies, and idlers of every description assembled from all quarters, pilfering throughout the neighborhood, and causing many complaints amongst the magistrates and surrounding gentry. It was abolished by Sir Henry Tichborne in 1799, partly on account of the enormous tax it had become on the family, and partly to prevent a recurrence of the disorders which the annual distribution produced.

Then began the fulfilment of Lady-Mabel's prediction. In 1803, four years after the cessation of the gift, a portion of the house fell, and the remainder was pulled down; the materials were sold and the surrounding moat was filled up. Sir Henry, the seventh baronet of the name of Tichborne, who abolished the dole, had seven sons, Henry Joseph, who succeeded him in the title and estates, became the father of seven daughters, but without a son; Benjamin, who died unmarried in 1810; Edward, who became the ninth baronet, but who left no heir as his only son died before him; James Francis, the tenth baronet of whom presently; John Michael, who was unmarried and slain in the mutiny at Vellore near Madras in 1806; George, who died unmarried in 1802, and Roger Robert, the seventh and youngest son, who married Rebecca, the daughter of A. F. Nunery, Esq., of Belmont Park, but died childless, in 1849. Sir Henry, the eighth baronet and eldest of the seven sons, married Annie, daughter of Sir Thomas Burke, Baronet of Marble Hill, and by her had seven daughters in the following order:—Eliza Anne, married to Joseph Lord Domes; Frances Catharine, to Henry Benedict, Lord Arundle of Wardour; Julia, to Charles Talbot, Esq., who became the mother of Bertram, seventeenth Earl of Shrewsbury; Mary, who died unmarried in 1827; Catharine Caroline, married to Colonel Greenwood of the Grenadier Guards; Lucy Ellen, to John Towneley, Esq., and Emily Blanche,

the seventh and youngest, who married John, eldest son of John Bennett, Esq., M.P. for the County of Wilts.

In 1826, Sir Henry's second brother Edward, who eventually became the ninth baronet, having inherited the extensive property of Miss Elizabeth Doughty, of Snarlford Hall, was obliged by the strict terms of her will, to drop the name of Tichborne entirely, and assume that of Doughty solely; thus fulfilling in some measure, that part of Lady Mabel's prediction which foretold that the name would become extinct. Sir Edward Doughty married in June 1827, Katharine, daughter of James, ninth Lord Arundle of Wardour, and had an only son, who died before he attained the age of six years. Sir Edward's brother James, who eventually became the tenth baronet, married Henrietta Felicita, daughter of Henry Seymour, Esq., of Knoyle in Wiltshire, and had two sons, Roger Charles, who was lost at sea off the coast of South America in the spring of 1854, (the recent claimant from Australia calls himself the said Roger,) and Alfred Joseph the eleventh baronet, whose son Henry, a posthumous child of a few years old, is now in possession of the title and estates. When the only son of Mrs. Edward Doughty subsequently the ninth baronet, died May the 13th, 1834, the hitherto singular fulfillment of the prophecy struck him so forcibly that he besought his eldest brother, Sir Henry Joseph, to restore the ancient *dole*, which he agreed to do, and it was again distributed with certain res-

trictions, in flour, and confining it to the poor of the parish of Tichborne only, instead of being promiscuously given to all comers as before, on the 25th of the following March, 1836, after a suspension of 37 years, and in this manner it is continued to be distributed to the present day.

The ancient *dole* measure, in which the bread was weighed out, is still preserved in the family mansion, and has on one side the inscription, *Fundatum Henrico, Secundo regnante*,—and on the other, Tichborne Dole, weight 1lb. 10 oz., avoirdupois.—The custom in general every year was to bake about 1,200 loaves, but on one occasion when the 25th of March fell upon a Sunday, not less than 1,225 loaves were distributed, with sums of twopence each to the value of eight pounds sterling; Giles Tilbury's fine painting representing the distribution of the *dole* in the year 1670, in the court yard of the old mansion, and including upwards of 100 portraits, is still to be seen at the hall. An account of Chedecke Tichborne an illfated member of the family who perished on the scaffold in the 16th century, may be found in Disraeli's *Curiosities of Literature*. Whether the resumption of Lady Mabel's gift may be considered sufficient to ward off the fatal prediction which foretold the failure of the family, time alone will show. The male race may be said to be confined to a single infant seven or eight years of age—for we are not disposed to give the slightest credence to the story of the Australian claimant.

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## THE GENUS DOMINE.

BY AN INSPECTOR.

Among the many varied characters to be met with in life, not the least interesting in his peculiarities and generic individuality, is the *genus domine*. Unlike those extinct races—the *megallitheriums* and fossil *saur-*

*ians*—whose characteristics can only be ascertained by reasoning *a posteriori*, the *Domine* is still like Belzoni's mummy, above ground, “with bones and flesh and limbs and features,” and his peculiarities can be

studied not as the curiosities in a museum, but as a living "essence."

The history of this genus dates far back—not so far, to be sure, as the carboniferous period, when the world was clothed with gigantic Flora and when nature revelled in the exuberant production of plants and trees, but dates back nevertheless, to the time "when the world was young." We don't read that among the many creatures taken into the ark by Noah there was one of this species, but it must not be inferred from this, the Domine did not then exist there, unless it be assumed there was no civilization. Indeed, it is quite possible that the salvation of the human race depended upon the fact, that when the world was overwhelmed with sin the virtuous builder of the ark was a Domine himself, and hence so well qualified to found anew the morality of a race very much depreciated since Eden's bowers were lost through sin.

Coming down to a later period we find very distinct traces of this *genus*. When the Jewish theocracy was organized, with its many types and ceremonies, the Domine occupied a very prominent position as an element divinely ordered for the preservation of the civil and ecclesiastical polity of that people. A whole tribe was specially consecrated to the work of instruction, and with the insignia peculiar to his office, the patriarchal Domine could be daily seen teaching the "young idea how to shoot," among the trellised vines and the turf-covered synagogues of ancient Palestine.

Greece too, whose æsthetic culture and profound philosophy has exerted an influence which the learned and the refined will not willingly let die, owes much of her greatness to men like Aristotle and Plato, and Socrates and Pythagoras—Domines of the highest order, culture and refinement.

In modern nations, he plays a very important part. In science he has made

many discoveries—in that he has always been a leader. The young student whose mind is comparatively a blank, who has not yet climbed Parnassus, nor consulted the muses, receives often from his teaching the first inspiration for that unseen ideal which stimulates him to exert his untried powers, and make the world feel that genius is still the same grand attribute of humanity that it always was. By him the scales are often removed from the eyes of the prejudiced, and the willing scholar taught that truth is stranger than fiction. No man but acknowledges his power, and no nation can hope to preserve their civilization without his assistance.

As a genus, however, the Domine is as distinct from the other members of the community, as can well be imagined. No person accustomed to observe the differences and peculiarities of races or individuals, can fail to see in him certain *dividing lines* by which his place in natural history, is clearly defined. Let us notice a few of those distinctions.

An *artificial mannerism*. This peculiarity of the species, exhibits itself differently in different individuals. In some it makes itself apparent in the conversation. There is an unnatural stiffness and attempted precision which destroys that easy flow, so much to be coveted in conversation. The mechanical routine of the school room forces itself constantly to the surface, and it would appear that there is always going on, mentally, the double operation of clothing the ideas in words, and testing the arrangement of the words by some rule of syntax. The effect of this is apparent at once. Where we would expect to find the graceful cultured talker, we too often find a hesitating disconnected and broken arrangement of ideas.

The same mannerism is also displayed in the carriage and gait of the Domine. He is either pompous, or stiff, or affected in his walk. Like a soldier he appears always to

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be under drill, only in his case the drill seems to have been taken without an instructor. In the discharge of his other duties he has forgotten to study nature, and he accordingly runs into grooves and crotchets, and before he is himself aware, he has become so highly artificial that almost all traces of the original are lost. Too often, the real manly characteristics of the true man are rendered inoperative by the overgrowth of peculiarities and whims, and his usefulness to society sadly impaired.

As with personal peculiarities already mentioned, so with his mental peculiarities. We often hear the term "pedantry," applied to certain statements, which instead of being proved, are supposed to be accepted on the authority of their author. This is, in many cases, too true of the Domine. His opinions in his daily calling are seldom or never questioned. His word is law. He feels in the school room that he has no superior. His authority on any point is never questioned. In society he is apt to assume the same tone. His *ipse dixit*, who should dispute? And as in converse with his equals, he is apt to assume the same dictatorial spirit practiced with his inferiors. Hence the reputation which he forms of being self-opinionative and impracticable, and unfit in many cases to fill any other position than that which he already occupies. True, his daily pursuits have a tendency to create this disposition, and it may rather be the fault of his vocation than his disposition, that he falls into such a mistake. But that he frequently errs in this way is beyond doubt.

The varieties of the genus Domine are very great. We have the gay, flashy, dandified Domine, with soft silky hair, curled moustache and smirking smile; a lady's man, a coxcomb and a humbug, who magnifies his office by magnifying his personal charms. To be admired for what he *is*, rather than for what he *does* is his sole ambition. To sport some glittering jewelry

gives him more pleasure than to master the difficulties in his studies, or to secure the advancement of his class. To draw his salary is far more agreeable than to draw out the thinking powers of his pupils. Four o'clock is far more welcome than nine o'clock. The best part of the day's work is the closing part. Adorning the exterior occupies more of his attention than furnishing the interior. His ambition is great, but it is not to *be great*, but to *feel great*, and that he attains the summit of his ambition nobody will dispute.

Another variety of this genus is the eccentric Domine. He was not so by nature, but he made himself so. Closeted up in the school-room, he shut out the world and only occasionally ventured forth into society to show the world how little he cared for its empty vanities. He is not conceited in the ordinary sense of the term, and yet he is the most conceited of mortals after all, for he believes his own way of doing things and his own idea of things, to be better than the opinion of all the world besides. He neglects his personal appearance, and affects to despise neatness in dress and the ordinary arrangements of his garments. He pooh-poohs what is called courtesy, and is blunt and curt sometimes to an extent bordering on incivility. And yet as a Domine he is laborious. He is a working man in spite of his crotchets. He has something solid about him which we cannot fail to admire, and only wish that some kindly hand had pruned his peculiarities and shaped him in some other mould, by which the world would be better able to appreciate his worth.

Then, there is the dull, phlegmatic Domine, with lumpish temperament and lazy, rolling gait. He is methodical to dullness. He appreciates the good things of this life, and is willing to possess a good share of them, if such can be done with little effort. To his pupils he may be kind and agreeable, because he has no nerves to be irritated

ed, and if the world owes him anything at his death it is a grave without a tombstone or a name, for it would be unjust to his memory to seek to do for him after death what he had not the energy to win for himself during life.

Another variety is the *fault-finding* querulous Domine. With him everything is wrong. Nothing can be done to suit. His vision is terribly distorted. When an accident occurs, he sees in it a willful mistake. When the pupil smiles he sees a sneer. When one error is committed he sees several. Every body is careless, or dull, or stupid, or all combined. To try to please him, is a sure way to displease him. To do what he requires to-day, would not suit to-morrow. Nobody knows anything or can do anything right. Scolding is his *forte*. Much practice has made him a master of the art. He does not require to read Mrs. Caudle. He knows more than Mrs. Caudle could imagine. He believes his scholars are the most careless in the country, and always keeps telling them so. Indeed, so high is his sense of duty in this particular, that if he did not scold them for everything, he would consider he failed to earn his salary, and ought to be dismissed from office. The scolding Domine is an interesting specimen of his race—interesting not from anything humane in his composition, but as an instance of mistaken calling. Put a snapping turtle into a nursery as a playmate for the children, put nettles into your bed, or peas into your shoes, do anything you like to torture yourself, that is terrible and painful, but in no case is the agony so great and the mischief so far reaching, as to put a scolding teacher into the school-room.

Then we have the *fussy* Domine. This is not a rare variety by any means. There are many who mistake fussiness for energy and drive—many who work by spurts and who try to make themselves believe that they are moving the world, when they are

only raising a little dust. The fussy Domine is often animated by the best of motives. He is anxious to do good, and to improve his class. He would like to see his pupils learn and he makes a great ado about their studies. But he forgets that children see in all this the rippling of the surface and not the troubling of the waters, in which alone there is virtue. In all this stir there is but little force or depth, and what should really strengthen the mind is lost sight of in the superficial glitter which occupies the attention. To veneer well is to do all, and when done is nothing but veneer. But there is a certain air of popularity about the school. Many write him down a good teacher, and so the world in its simplicity, believes that that is well done, which is accompanied with a certain flourish of trumpets and a sincerity which are as abortive in their efforts as the fabled mountain that brought forth the mouse.

There are other varieties which we will not now wait to describe. For instance, we have the pragmatistical Domine, the mechanical Domine, and Jove eyed Domine. Each of them has his peculiarities, and each in his place serves a purpose. That there are so many varieties is owing we suppose to the peculiarities of the race. That they are all equally useful is not for a moment to be supposed. There is but one variety and that not mentioned, which is worthy of propagation. That is the *natural* Domine—the Domine who is neither a churl, nor a coxcomb, nor a trifle, nor fussy, nor superficial, but in the highest sense of the word a *true* man. His purpose is lofty, his attainments, extensive; his integrity, beyond suspicion; his energy, unflinching; his temper, good; his knowledge of human nature, thorough and his manner dignified and calm. Such a variety of this genus is worthy of propagation. All other varieties should be allowed to die off. The world does not require them. They are of no use to the profession. And they can well be

spared the punishment of attempting to make out of them what nature never designed them for.

But until society learns to appreciate real worth at its true value, and until men learn to enter only upon vocations for which they are properly adapted, we must

expect to find all classes of people filling the ranks of the profession, the tares and wheat growing together, and the varieties of this *genus*, like the human species, so great that it would require the genius of a Cuvier or an Agassiz, properly to classify them.

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## T I R E D.

BY WILL HARRY GANE.

The toils of the day are all over,  
 And the shadows of twilight fall,  
 The birds away in the wildwood  
 In sweet, dreamy accents call ;  
 The heart that is tired and weary  
 And patiently longing for rest,  
 Finds a peace in this shadowy hour  
 Calm as gold-flashes out in the west !

Our life is a wonderful problem,  
 With mysterious ins and outs,  
 With its idle dreams and fancies,  
 And its many sins and doubts.  
 But the lights of the day are fading—  
 So gradually growing less,  
 That we see with prophetic vision,  
 Our idols of happiness.

As the traveller worn and weary  
 Eagerly watches the distant sky,  
 For the first dim, ghost-like outline,  
 That tells him rest is nigh,  
 So we feel the weight that is pressing  
 And our hearts are weary and sore,  
 But we feel when twilight falleth,  
 A peace never felt before.

Tired ! Tired ! and so weary !  
 Bird songs are wearisome now,  
 A white, still phantom is nearing,  
 And tears are burning our brow.  
 Angels, in numberless armies,  
 Are waiting to bear us away,  
 Where the tired and weary are resting  
 When twilight is robbed of day.



## READING AS AN ART.

*Paper III.*

BY RICHARD LEWIS, TORONTO.

Reading and music are sister arts, and there is a melody in speech as there is in music, depending for its full development on the same principles. The subjects to be considered in this paper require musical terms for their explanation; and although in the application of similar principles to different purposes the methods may differ, the exercises and general culture in both cases are often similar, and demand similar vocal functions and practice.

Let it then be understood that every healthy human being has a voice and an ear, as necessary to excellence in reading as in music, and that by early culture these two faculties can be trained, developed, and improved, so as to become agents of the highest influence for the happiness and progress of the race. There is a quality of reading it is true, which has nothing to commend it but correctness of pronunciation; and this too often is regarded by teachers and examiners, who know nothing of the charms and triumphs of the art, as its limits. But the reading which interprets passion and thought by the melodies of the voice, and which realizes to the ear, as painting does to the eye, the conceptions and creations of genius, is as much above this mechanical reading, as the performance by finished artistes of the grandest oratorios or operatic music, is superior to the bawl and drawl of a ballad, by a street singer. When music shall hold the rank in our public schools which it holds in the schools of Germany, when it shall be regarded as an indispensable qualification of every teacher, and every teacher shall find no more diffi-

culty in directing its exercises than he feels now in teaching arithmetic or grammar, because these are essential parts of the school curriculum, there will be no difficulty in applying musical principles to expressive reading. In the meantime we must make the best of our narrow resources; and a slight knowledge of the management of the voice, founded upon a very elementary knowledge of music, will be sufficient for the end in view.

Expressive reading demands a pure quality of voice—that is a voice free from huskiness, or nasal twang, or shrillness, or gruffness—all induced by an imperfect application of breathing apparatus, and of the vocal organs. Briefly it may be stated, that while reading or speaking, all the breath should be resolved into sound; that the mouth should be well opened, and the sounds should issue from the chest, rather from the back of the mouth than the front; that it should never ascend so high as to break into falsetto, that is to have screaminess in its tone, nor so low as to be harsh or gruff. Let no teacher be discouraged if he has any of these defects himself or finds it difficult to distinguish them in his pupils. As he conscientiously watches for them his ear will acquire acuteness of perception, and his improvement in this department of delivery will advance with that of his pupils.

MODULATION OR PITCH.—Expressive delivery demands a change of pitch in the voice, in harmony with the nature of the passion or thought, and indicated by the character of the clauses and phrases of the composition. We sometimes hear readers

and public speakers deliver every variety of passage in one continuous unchanging monotone. The voice may probably be loud and powerful, and the utterance clear and distinct. We understand all that is said or read; yet there is a want. It is sound without music; and the variations of thought and passion have had no echo in the voice of the speaker. Now, facility in modulation is the remedy. Strength of voice is an element of power; but it is modulation that gives adequate expressiveness to the creations of the mind, and makes them thrill and satisfy the hearer. Hence the importance of acquiring this faculty. It is one of the qualities and charms of the gifted singer; but without musical culture, many successful readers and speakers have possessed this power in the highest excellence. Every human being has the power to speak in low, middle, and high pitch of voice, and even without musical powers most of us can ascend and descend through the range of an octave, that is, through the compass of eight musical notes. The difficulty with most people does not lie, as they suppose, in having no voice. They can all speak soft or low; or in middle or conversational tones; or in high, impassioned or angry tones. But the difficulty lies in the uncultivated ear, which hinders the speaker or reader from imitating tones which he hears. When the teacher possesses a "good ear," let him be thankful; his path is easy and clear. The first practice should be on elementary sounds. On these, say the letters *a* in *fate*, in *man* and *all*, and *o* in *tone* he should, either with a musical instrument or his own voice, instruct his pupils to give prolonged sound, commencing with the lowest note of the scale, and ascending through the gamut an octave or eight notes. The second exercise should be on words—monosyllables—practised in the same order; and, finally, lines (verses) of a poem should be practised in a similar manner. Let the teacher take for example

"Tubal Cain" in the fifth book, and giving the example, himself direct his pupils to read the first line on *Do*, the second on *Re*, the third on *Mi*, and so on to the end of the stanza, which will read *So!* in the second octave or register. Then let the class descend in the same order each line being read throughout as nearly as possible on the pitch of the musical note. These exercises should not be given in musical, that is singing, but speaking tones, just as if read in one monotone. The object of this practise is to acquire the vocal power of varying the pitch in speaking at will; and of educating the ear to the varieties of modulations requisite for expressive delivery. But a further result will arise from this practice, of the utmost importance especially to all public speakers, and therefore, to teachers who have in their vocation as large a share of speaking as any class. Every human being has one pitch of voice, which, of all others, is to him or her the healthiest and most effective to use in speaking. Musical men call it the dominant note. Whether of speaker or singer, the part of the voice most often to be called in requisition and therefore most important, is that which is furthest from its extremes. In the bass voice the part will probably be *E* or *F*, and in the tenor *A* or *B*.\* This dominant note should be the one of the most frequent practice. The teacher, however, who cultivates his own voice and those of his pupils ought frequently to extend his exercises to all the notes lying within the compass of the speaking voice.

Let us now see the application of these powers to reading. General principles are here again better than elocutionary rules. The pitch of voice must depend altogether on the nature of the passage to be read. Passages of a didactic character, essays on physical science or ethics, never require any great departure from the middle pitch or dominant tone. But even

\*Hullah, on the Speaking Voice.

in reading the most unemotional passages there should be some animation, and some variety in modulation. The structure of the sentence must always guide the teacher in determining the pitch. The principle sentence must always be read in a different pitch from the subordinate sentence, and there must be a distinction between the leading and subordinate phrases. Generally while the principal clause will be read on the middle pitch, the subordinate must be delivered in lower tones. When a leading clause is interrupted by the introduction of a modifying clause or phrase, or by a simile, the reader should be careful to combine the separated parts by a similar pitch or tone of voice. This is aptly called the grouping of thought by Dr. Rush.

Thus in the Trial Scene, Shylock says :

"I charge thee by the law

*Whereof you are a well deserving pillar,*

Proceed to judgment.—(v. book.)

The first line is delivered in the elevated pitch of command; the second line being an expression of flattery, interrupting the demand of the Jew is delivered in a lower tone of obsequious respect, and then the higher tone of appeal and command is instantly resumed with increased force in the third line.

So again, WOLSEY. (v. book, page 487.)

"I have ventured

*Like little wanton boys that swim on bladders,*

This many summers in a sea of glory."

Here the simile forms the interrupting clause, and all similes being interruptions to the main thought are delivered like parenthetical clauses in a different pitch. In the above instance the leading clause is metaphorical; but metaphors assume the position of leading clauses, and must be delivered with the expressiveness due to their importance.

There is a danger arising out of this application of rules and principles. The student may fall into a wretched formalism

and mere mechanical delivery, and then his reading, destitute of life, becomes the most detestable singsong. But this is a danger common to every art. Whoever delivers himself up solely to the guidance of mere rules or principles of an art, relying altogether on them, unthrones his own judgment and silencing his natural instincts, becomes the mere slave of method—a lifeless machine. It is in expressive delivery as it is in other arts, the speaker refers to the rules and principles for instruction; but there must be the living soul, the creative conception to realize the truth of nature, and the wise judgment to apply all principles. It is in this view of the matter that the study of a just elocution, embracing as it does the analysis of character, passion and thought, as well as of the structure of the sentence, becomes an intellectual exercise of a very high order. Referring again to the subject of modulation, the rules just laid down must be applied with wise discrimination, for they depend as much on the forms of thought as the grammatical forms of the sentence. The general principle is that the more important the thought the more prominence must it have in delivery; and thus in a single sentence there will be as many and as varied modulations as there are forms of thought.

To illustrate these views take for example that passage in Mark Anthony's speech, (v. book, page 479.)

(1.) Then burst his mighty heart

(2.) AND, (3.) in his mantle muffling up his face,

(4.) Even at the base of Pompey's statue,

(5.) *Which all the while ran blood, (2a)*

GREAT CAESAR FELL.

No. 1, is a solemn statement delivered with mournful dignity in the middle or dominant pitch. The leading thought however is "And, great Caesar fell"—which must be uttered with all the force and grandeur of oratorical power. But No. 3 interrupts the main passage with a qualifying complement of the subject "Caesar,"

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and the voice instantly sinks in pitch after the utterance of "And," which connects No. 1, 2, with 2a. No. 4 ranks next in importance to No. 1, and is read in a similar solemn tone. No. 5, is probably the most solemn of these passages ; it is a skillful artifice of the orator to enlist the sympathies of the multitude before him in behalf of Caesar, and must be delivered in the deepest tones of the voice. Finally, the voice in delivering No. 2a, "great Caesar fell," resumes the pitch and dignity with which No. 1 and 2 were uttered, and grows in intensity of expression as it utters the final words, "Caesar fell." Clauses 1, 2, and 2a, are again illustrations of the grouping or massing of thought discovered and defined by Dr. Rush.

The modulations of the voice must be appropriate to the character of the sentiment. It has already been stated that didactic, argumentative, and unemotional thought has its most fitting echo in the middle pitch of the voice ; and, while variations of pitch will be necessary in these forms of composition to illustrate leading and subordinate thoughts, the variations should never be so great as in the utterances of passion. The leading and subordinate clauses rarely require a greater variation than a musical second, that is the distance of one note from the next on the gamut. Violent passions, however, which abound in poetry and oratory, and of which the fifth book offers numerous examples, demand the greatest variations of pitch, as well as of inflection. Sentiments of extreme anger, terror, joy or command, naturally find expression in the highest pitch of the voice ; as in the latter parts *Antony's speech*, on pages 479 and 480, of the fifth book, or the

"Now for my father's arm she said, my woman's heart farewell !"

of *Mary Queen of Scots*, (p. 197) ; or

"Forward the Light Brigade"—"Charge for the guns," and, "Oh, the wild charge

they made," of the *Light Brigade*, and other similar passages in selections from Richilieu, Fitz James and Roderick Dhu, Clarence's Dream, Marco Bozarris, &c.

But I have exceeded the limits of my paper, and I must ask the further indulgence of the readers of the "ONTARIO TEACHER," to treat on the subjects of *Inflection and Emphasis*.

It is more than probable that many who may do me the honor to read these papers, may have had no musical training, and may regard that as an insuperable difficulty. To them I address the words of Dr. Rush on the subject. "He who is ignorant of the relations of musical sounds, and of the regular scale by which they have been arranged, must on this, as on many other subjects of the school which need perceptible illustration, have recourse to a living instructor. He can generally find at hand instrumental performers or singing masters, or the clerk of some neighboring church, who will exemplify to his satisfaction all that is merely descriptive here ;" and let me add that a week's daily instruction would amply train most ears to the extent required. When reading as an Art shall be taught by competent professors in our normal schools, the subjects which now appear full of difficulty, will be easily understood ; and Reading founded on scientific principles, will cease to be the monotonous, expressionless and mechanical exercise, which the utter absence of method and culture now makes it.\*

\* ERRATA IN PAPER II.—Page 173 12th line from foot, omit "tenor," read "relation" for "resolution." Page 173, col. 1, 2nd line from foot, for 'genius and zeal' read 'genius or zeal.' Errata, page 174 col. 2 23rd line for 'opposition' read 'aposition.' Page 175 in the quotation read "mounting devil" for "mocking," and "Fifth," for "Fourth Book." On the same page col. 2, 12th line from foot read "By prayer th'offended Deity t' appease." Page 176, col. 2, eighth line from end read "excellence," after reach.

## S E L E C T I O N S .

### CAUSES OF FAILURE IN TEACHING.

Before embarking in a new enterprise, the wise man studies carefully the probabilities of success in it, and his solicitude as to his success is measured by the importance of the enterprise. So one anticipating the work of teaching should consider well what it is, what is essential in order to succeed in it, and should seek to determine whether he possesses the requisite qualifications, and is, in all respects, adapted to the work. It is far better for all concerned that he let it alone than that he take hold of it and fail.

Perhaps there is no other occupation in which there is so large a percentage of failure as in teaching; certainly there is none in which the failures are so disastrous to the general welfare. Failures in teaching may be conspicuous, but they are by no means always so; and hence their number is far greater than may be supposed. Often, too, success is pronounced according to a false standard. In order to determine whether a teacher is truly successful in his work, it is necessary to have an adequate conception of what true teaching really is. Many teachers are accounted successful merely because they have the happy faculty of keeping up fair appearances, and not because they accomplish the grand aim of true teaching. It is sadly true that the real nature of the teacher's work is not appreciated by the community generally, too often not appreciated by the teacher himself. There is nothing which one may attempt which is at once so delicate and so momentous as to teach the young. I know this statement is trite—you have heard it over and over again—but after all, how many realize it? And it is because it is so faintly realized, especially by the people at large, that the teacher's profession is where it is, and we have so many worthless schools.

It is the teacher's special function to develop mind and form character. He who devotes himself to teaching devotes himself especially to this work—the development

of mind, the formation of character—and in all the domain of labor there is no work higher than this; none which demands a higher order of ability, rarer gifts of head and heart. This being so, what other occupation in the land is left to those who have so little fitness for it? Men are exceedingly careful whom they employ in their manufactories, their stores, and their agencies, and their first question is not of price, but of fitness; but in the schools there is far less anxiety as to fitness, and the first consideration, too often, is the price. Now, as a rule, in this world of mammon, talent goes where it is paid for, and as a consequence the schools are left to be supplied with those who haven't wit enough to labor in the fields where labor is better rewarded.

Perhaps this phase of the matter, by its implication, is not flattering to our pride as a company of teachers; but I can not help it; to ignore a disagreeable fact does not remove it. Suppose I should inquire how many of you here to-day have entered upon the work of teaching as a life-work—as a man enters the profession of law, or of medicine, or begins his career as a merchant. A very small proportion of the teachers of the land have entered upon their work with a purpose of devoting themselves to it for life, and the simple reason is it does not pay in dollars and cents. And here we have the secret of the miserable work in many of our schools. The nature of the work is not appreciated; the requisite qualifications are not demanded; and hence schools are largely filled with those who have no proper business in them. Of course, the only remedy for this evil is in the development of a right public sentiment, and for this it is our duty to labor. Every community ought to feel that its first duty, and its chief business, is the education of its youth. Were this recognized, the highest honors and the richest rewards would be found in this work.

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Now, the case being as it is, the schools being open to almost anyone who may choose to enter them, the practical questions to be considered by him who proposes to himself to teach are not, Can I get a certificate? Can I "manage" a district school for a term or two, while I am waiting for other business? Shall I get out of the school without being turned out? But they are, Am I fitted for the work? Shall I love it, and rejoice in it? Can I devote myself to it as my life-work? Are my scholarly attainments and my natural endowments such as to justify me in assuming to become both the model and the moulder of a multitude of young, eager, plastic minds?

If these latter questions can not be answered affirmatively, do not venture into the work. Quacks in teaching should be held in the same esteem as quacks in medicine; and one who is unfitted for the service has no more right to offer himself as a teacher of the youth than one ignorant of the human system and its diseases has to set himself up as a physician. It is painful to know what compounds of ignorance, stupidity, and boorishness, get into our schools. I would not reflect upon the officers whose duty it is to examine and license teachers. They are as conscious of these facts and lament them as sincerely as any of us. But they feel obliged to license enough to supply the schools, and, doing it, find themselves under the necessity of granting certificates to many who, were there enough good teachers, would not receive them. Of course, a teacher deficient in scholarship can not succeed in any true sense. I have known such teachers to succeed in keeping school, but there is a vast difference between *keeping* a school and *teaching* it.

The first great cause of failure in our schools, then, as regards teachers, is a lack of scholarship. It is lamentable, but it is true, that there are teachers in our own State who can not, for the life of them, read with tolerable correctness a passage in plain English prose; who know precious little of the geography of North America, and absolutely nothing of the motions of the earth and the cause of seasons; who can not explain an operation in the fundamental rules of arithmetic, nor tell the differences between a common and a decimal fraction; who cannot parse the word "rode" in the sentence, John rode to the city, nor distinguish a conjunction from an adverb. It is

not surprising that such teachers fail, but it is surprising that persons with so little learning will presume to teach. They presume to teach because they have no conception of what the teacher's work really is and no adequate sense of its responsibility. But not only do such as these need to be assured that nothing but failure awaits them—we all need to remember that, other things being equal, our knowledge will be the measure of our success. Therefore, every teacher who is seeking for the highest and the best in his work is a student, an everyday student, a careful, diligent student; diligent, because conscious that the fund of learning which he is amassing is his capital, and in the end shall be his fortune. And he who does not love study for study's sake, who does not find his meat and drink in the fruits of the tree of knowledge, may well question whether he is prepared to inspire others with a love of study.

The second great cause of failure in our schools is inability to govern; and probably young teachers have greater fear from this cause than any other. Good order is essential; there can not be even apparent success without it, and how to secure it is the question of questions. We have received a vast deal of instructions here—line upon line, precept upon precept, treatise upon treatise, institute upon institute, here a little and there a little school government! school government!—and yet the question remains. Well, the fact is, you may just as well instruct a man how to be a poet as to instruct him how to govern a school. Rulers, like poets, are born, not made. One who does not know intuitively how to govern need never hope to learn. Rules and regulations amount to nothing; theories have no practical value; and even experience, grand teacher that she is, lags behind in the matter of discipline. The power to control is a personal power, manifesting itself very differently in different individuals, and always inimitable.

But while the power to control others is a natural faculty, and not an attainment, there are still observations to be made respecting it which may be helpful.

1. A teacher, in order to secure the right control of his pupils, must be able to command their respect, and without accurate scholarship, a fair stock of general information, and a basis of sound practical sense, this is impossible. As soon as pupils are

able to measure their teacher—sound him—so soon they seem to respect him as any thing more than themselves, and the control over them is gone.

2. The teacher, to govern well, must be calm. Calmness indicates strength. The weak sapling is shaken by the blast, but the lords of the forest stand unmoved against the gale. The unsubstantial waters dash in fury in the tempest, but the grand old mountains hold their brows serenely to the storm. The teacher who becomes excited before his pupils publishes thereby the fact that he is weak.

3. To control well, the teacher must be firm, and in order to be consistently firm, he must be discreet and careful, always deciding after due reflection, and always maintaining his right decisions. Vacillation indicates unsoundness of judgment or lack of will, and is incompatible with strength of character.

4. In order to govern well, the teacher must be dignified. I don't mean starched. I mean the simple dignity that comes from good breeding and superior worth—the dignity of true manhood and womanhood. There is something in the bearing of that man or woman who is truly worthy that excites reverence, and this bearing can not be assumed. The only way to obtain it is to be the character of which it is the index.

A third great cause of failure in our schools, an underlying, fundamental cause, is the lack of a proper appreciation of the real nature and responsibility of the work,—a lack of that basis of moral character upon which alone the highest success can be built. In all departments of labor there is a distinctive *animus* without which no man can be a true workman. In the work of teaching, this *animus* is the desire to culture young minds into strength and purity—to develop human souls in the highest forms of manhood—to secure not only intellectual power, but moral uprightness. Our physical, mental, and moral natures are so interdependent that either being neglected the others can not attain to noblest growth. The true teacher recognizes this, and, while seeking to strengthen and discipline the intellect, he does not neglect physical and moral training; he does not forget the ultimate design of all instruction should be the development of man's highest nature—the formation of an exalted moral character. As he contemplates the youthful minds

under his care and influence, he perceives how intimately each is related to the wondrous universe about him, and he seeks to bring each life into harmony therewith, so that in after years it shall not give to nature's speech a harsh discordance, like the untuned harp to the hand that sweeps its strings, but shall be in sweet accord with creation's universal symphonies. In the character of this work the true teacher finds his highest inspiration, and in its success he hopes for his chief reward. Not disheartened by the hardships and trials he is called to endure, he remembers that his work shall not perish, but in the infinite future shall bear its blessed fruits.

A few months ago I stood beside the famous old cathedral in Cologne, perhaps the most stupendous and perfect specimen of Gothic architecture in the world. Five hundred and eleven feet in length, two hundred and thirty-one in breadth, with its roof two hundred and fifty feet from the floor, and its great front towers rising—when they shall be completed—five hundred feet from the ground below, it stands, wonderful, beautiful, and grand, a noble monument of human achievement. This huge pile was begun in the year 1246, and is not yet finished, as the towers are now but little higher than the roof. I stood beside it and saw the workmen laying the new, fresh stone above, carrying up these lofty towers, while at the base of the grand old structure the huge blocks of stone, laid there more than six hundred years ago, were already rotting away. I looked upon it with strange emotions, for, remembering that eighteen generations of men have come and gone upon the earth since the building was begun, it seemed so like a struggle on the part of man after something that should endure—putting his thought, his life, his blood, into a pile of rock—seeking thus to fossilize them for immortality. But the rotting, crumbling stone showed how vain the struggle, and the question unbidden came to me then: Is there no work of man's hand that shall endure? And I remembered the words of Webster: "If you work upon marble, it will perish; if you work upon brass, time will efface it; if you rear temples they will crumble into dust; but if you work upon minds, if you imbue them with principles, with the just fear of God and our fellow-men, you engrave upon those tablets something that shall brighten through all

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of life and beauty, and by and by, when the trump of God shall awake your sleeping dust, you shall greet it again in the land of the hereafter, forevermore to be a witness to the grandeur of your work and a star in the crown of your rejoicing.—*Professor L. Stone, address in Michigan Teacher.*

### JOHNNY BURNS HIMSELF WITHOUT FIRE.

BY ADAM STWIN.

Johnny found a big brass button the other day, and set to work to make it shine by rubbing it on a piece of woollen cloth.

"Isn't it bright?" he said, after working awhile. "Just like gold."

He rubbed away again for a moment as hard as he could, then—to brush off some chalk-dust that clung to the button, for I had told him to chalk the cloth to make it brighten the button quicker—he put the brass to the back of his hand.

"Ow!" he cried, dropping the button.

"What's the matter?"

"It's hot."

"Hot!" echoed Mary, laying down her book. "How can it be hot?"

"I don't know," said Johnny, "but it burnt me."

"Nonsense?" replied Mary, picking up the button. "It's as cold as anything."

"It's cold now, may-be," Johnny admitted. "But it was hot—*warm*, anyway."

"What a silly boy! You just imagined it."

"I didn't," retorted Johnny.

Seeing that they were likely to do as a great many older people have done, dispute about a matter that neither understood, I took the button and rubbed it smartly on my coat sleeve, and put it to Mary's cheek.

"There!" exclaimed Johnny, as Mary cried "Oh!" and put her hand to her face.

"I shouldn't have thought your arm could make it so warm," she said.

I rubbed the button on the table-cloth and placed it once more against her cheek, saying, "It couldn't have been my arm that warmed it this time."

"Of course not," observed Johnny, patronizingly.

"What did warm it?" Mary asked, her interest fully awakened.

"That's a good puzzle for you to work at," I said. "Don't rub the button on the varnished furniture or on the marble table, for it might scratch them; but you can try anything else."

They worked at the puzzle a long time and still were puzzled.

"Maybe the heat comes from our fingers," Mary suggested at last.

I thrust a stick through the eye of the button so that it could be held without touching the hand, rubbed it a moment on the carpet, and it was as hot as ever.

"I guess it's just the rubbing," said Johnny.

"A very good guess indeed, for that is precisely where the heat comes from," I replied. *How* it comes is not so easy to explain to those of your age. The simple fact that heat comes from rubbing is enough, perhaps, for you to know about it now. We say that rubbing makes *friction*, and friction develops heat. When you are older I'll try to make it all clear to you."

"I thought heat always came from fire," said Mary, "or else from the sun."

"Sun-heat is fire-heat too, it is believed, I replied; "but there are still other sources of heat—our bodies, for instance. We keep warm when out of the sunshine and away from the fire."

"I didn't think of that," said Mary.

"Do you remember the day the masons were pouring water on a pile of quicklime to make mortar for the new house over the way? The lime hissed and crackled, send-



ing up great clouds of steam. I have a piece of quicklime here, and see! when I pour water on it how it drinks up the water and grows hot. I saw a wagon loaded with lime set on fire once by a shower of rain."

"Fred told me about that, and I didn't believe him. Who'd expect fire from water?"

"Get me a small piece of ice, and I'll show you how even that may kindle a fire."

While Mary was getting the ice, I took from my cabinet a small vial with a metal bead at the bottom.

"Is it lead!" asked Johnny, when I showed it to him.

"It is potassium," I said, "and I'm going to set a little piece of it a-fire with the ice Mary has brought. There!"

"Isn't it splendid!" cried Mary, as the metal flashed into flame.

"You can do anything, can't you!" said Johnny, admiringly. His confidence in my ability is something frightful. Really, if I were to tell him I could set the moon a-fire, I think he'd believe me!

"No, Johnny," I replied. "There are very few things that I can do, as you will discover in time. But now, while we are talking of heat, let me show you another way of warming things. Please fetch me a flat-iron, Mary, while Johnny brings my little hammer. Thank you! Now watch me while I pound this piece of lead, and put your finger on it when I stop. Now!"

"Does the pounding heat it?"

"It does. I have seen a blacksmith take a piece of cold iron and hammer it on a cold anvil with a cold hammer until it was hot enough to set wood a-fire."

"Where did the heat come from?"

"From the blacksmith's arm, but in such a roundabout way that I should only puzzle you if I tried to describe it. You have seen that heat does come from fire, from the sun, from our bodies, from rubbing, from pounding, and from mixing things, such as quicklime and water; *how* it comes in either case you will learn by-and-by, when you are older."

"But we have got a long way from Johnny's button. Can you think of any other time you have seen things heated by rubbing?"

"We rub our hands when they are cold," Mary said, seeing Fred go through those

motions, having just come in from out doors.

"I'll tell you something I noticed coming across the bridge," said Fred. "It was freezing cold, yet the snow in the sled-tracks was melted when a heavy sleigh passed, leaving the boards bare sometimes. I couldn't think what made it; was it friction?"

"Evidently. I've noticed the same thing many times. The snow 'wears out,' as the teamsters say—that is, the heat of the rubbing melts it."

"I've read of savages making fire by rubbing sticks together," Fred continued.

"They have several ways of doing it—or rather different savages have different ways. One of the simplest is to rub one stick in a groove in another, rubbing briskly and bearing on hard. There is a bit of soft pine board that I tried the experiment with the other day. That is it. See! when I plow this stick up and down in the groove, the fine wood-dust that gathers at the bottom begins to smoke a little and turn black. By working long enough and fast enough I could set the dust on fire; but it is too tiresome when a match will do as well, and one can buy a whole bunch of matches for a penny. We get our fire by rubbing too, only we use something that kindles quicker than wood, so that a single scratch on some rough surface develops heat enough to light it."

"What is it?" Mary asked.

"Phosphorus; I have some in this bottle. You rub the button, Johnny, while I take some of it out on the point of my knife. Now touch it with the button. See! it is hot enough to set the phosphorus a-fire. We might kindle our fires that way, but we find it more convenient to put the phosphorus on the end of a stick and mix it with something to keep it from lighting too easily. Then all we have to do is to rub the phosphorus point against anything rough, the friction heats it, it takes fire, and our light is ready. Did you ever hear of the traveller who was stopped by some barbarous people who knew nothing of matches? They would not let him go through their country, and, while they were debating whether to kill him or send him back, he grew tired of waiting and thought he would take a smoke. So he filled his pipe, and taking a match from his pocket struck it against his boot, lighted his pipe, an

thought no more about it. To his surprise, the people who were watching suddenly ran off, and directly there was a great commotion in the village. After a while the chief men came back very humbly, bringing him loads of presents, and begged him to go his

way in peace. What was the reason? They had seen him draw fire from his foot, as they thought, and were afraid that such a great conjurer might burn them all up if they offended him. That was a lucky match for the traveller.—*Christian Union.*

### CARING FOR PUPILS.

Many teachers think that their duties end with the instruction and government of their pupils in school hours. Some do not even know where or how their pupils live. They meet their school as the transient lecturer meets an audience, and from thirty to fifty pupils are treated as if they all have the same homelife and the same disposition. Such teachers may instruct well, even in an attractive and pleasant manner, but a little care for and interest in their pupils would add to their usefulness and success. The thought, "The teacher cares for me", touches the heart of the child, and adds a new zest to study.

There are teachers who perform their school duties as faithfully as others, and yet who have hearts large enough for each child to find an individual place therein. When they are absent from school, they find out *why*, and, if sickness be the cause they either go to see them, or send a note of sympathy, so that both pupils and parents feel that they are remembered by the teacher. If a pupil is difficult to manage, they talk over the matter, in a friendly manner, with the parent—not to complain of the child, but to find out, if possible, more of its disposition, and the best modes of managing it. Such teachers generally have the cooperation of the parents, as well as the good-will of their pupils. Some portion of the time not spent in the schoolroom ought to be spent in exercise; then why may not the teacher go, once in a while, to the homes of the pupils? It is true that some of these homes are not very pleasant, but the words of interest and kindness there spoken, like bread cast on the waters, may come back to the teacher, ere many days go by, filling the heart with gladness. Then cultivate your pupils' acquaintance more in the schoolroom, on the play-ground, and in

their homes, and you will make life-time friends.

Another duty of the teachers is the *physical care* of their pupils. If headache is prevalent among them, its cause should be discovered, if possible, and removed. The room may contain too much foul air, or the temperature may be too high or too low, or the pupils may have played too hard at intermission, with too sudden a suspension of activity on entering the schoolroom, resulting in nervousness, or palpitation and headache, or a checking of perspiration, with a liability to take cold if checked too suddenly. By mingling with the children at play time, the teacher can check them, if the play becomes too noisy, or the exercise too violent.

The manner of going up stairs needs the teacher's observation and care, particularly with girls, many of whom go "with a hop, skip, and a jump", taking two or three steps at a time. Laying aside the want of propriety in ascending stairs in this manner, the more serious error is, that it is in direct opposition to the laws of health. The proper way to ascend stairs is to take one step at a time; and to place on the step the whole of the foot, and not merely the toe, as many do. A few weeks after I commenced teaching, I went to my physician, complained of a tired feeling every time I had to ascend the stairs at school, and asked how I could prevent it. He said, "You go up quickly, and only place your toes on the steps, don't you?" I answered, "Yes." He then gave me the rule which I have mentioned above; and after I had broken myself of the habit referred to, I found it not so tiresome to go up and down stairs.

Again, the seating of the pupils with respect to temperature, should receive attention. After they have once assigned seats

to the pupils, some teachers will permit no change. They say, "If I permit one to change because his seat is too near the fire, or another because his is too far, I would have a constant changing, and much disorder would ensue." Severe cold weather does not usually last more than a day or two, and when it does come and it is impossible to get the room comfortably warm in all parts of it, pupils should not be obliged to suffer, lest *perfect order* be disturbed. By going round from place to place in the room, the teacher can ascertain who are in uncomfortable positions, and necessary changes can be made. In this manner countless requests to change seats and complaints of being too warm or too cold may be avoided. When children see the teacher is trying to make them comfortable, they are more apt to wait patiently till they can receive attention.

It is the rule in some schools, that no pupil shall eat his lunch in the schoolroom at noon. In pleasant weather, this is well enough, but when the weather is cold, or chilly, or damp, children ought to be allow-

ed to eat their lunch in the schoolroom, if another suitable room is not provided. A noon lunch at school is apt to be cold comfort any way, and no matter how nicely the room may be furnished, children should not be required to stand shivering in the cold to eat it. In answer to the objection that crumbs may be scattered and pieces of food be thrown around the room, and much noise be made, I would say, that there are few children who would refuse to sweep up the crumbs they make, and the discipline of the school should prevent the throwing of food around the room and the making of unnecessary noise.

It may be objected that this would compel the teacher to remain in the schoolroom all noon time, and not have any recreation. This need not be the case, except with very small children. The older pupils know *how* to behave properly, and if thrown on their honor, will, as a general thing, be true to it.

The above suggestions are not untried theories. They have been practically tested and proved true.—*Ruth C. Wairwright in National Teacher.*

## EDUCATIONAL INTELLIGENCE.

### CANADA.

—Rev. Jas. Roy, late headmaster of the Cobourg Collegiate Institute, was presented with a set of silver by his pupils and friends upon retiring from his position.

—In accordance with the motion respecting the Public School Teachers' Representative in the Council of Public Instruction, made at the last Annual Meeting of the Ontario Association for the Advancement of Education—a meeting of the Executive was held in the Mechanics' Institute, Toronto, May 23rd, to take into consideration means for providing a nomination of a representative for the P. S. Teachers on the Council. There were present Mr. Watson, Chairman, Mr. Dickenson, Secretary, and Messrs. Johnston, Mackintosh, and Dearness. After a spirited discussion, it was resolved, "That a delegated Convention be held in the Theatre of the Normal Buildings, Toronto, on July 17th prox., at the hour of 1 p.m., said meeting to be composed of one delegate from each Inspectoral District in the

Province. The Secretary was instructed to communicate with the Inspectors respectfully requesting them to hold meetings of their teachers, to select delegates to attend said Convention. Each delegate is required to forward his name, and the Railway Station from which he starts, in order that he may receive a certificate entitling him to travel at reduced rates, to H. Dickenson, Secretary, Ont. A. A. E., Brantford.

WEST MIDDLESEX TEACHERS' ASSOCIATION.—This Association met in the Colborne Street School House, on Saturday June 13th. Between 40 and 50 teachers were present. In the absence of the President A. M. McEvoy Esq., the chair was very efficiently occupied by Mr. E. Rowland, 1st Vice President. After reports of Committees, Mr. Glashan, Inspector, at the request of the Association took up the subject of Geometry in a very instructive and interesting manner, and was tendered a cordial vote of thanks. The afternoon session was chiefly occupied with nominating a

candidate for the Council of Public Instruction. Mr. Campbell moved seconded by Mr. Wood, that Mr. McCabe, or some other suitable person, be the nominee of this Association. Mr. Anderson moved, seconded by Mr. Lindsay, that Dr. Sangster be our nominee. After a protracted debate the vote was taken by ballot, and stood as follows: McCabe 27, Sangster 12. The association then elected Mr. Darrach as their representative at the convention to be held in Toronto, on the 17th July. Mr. McMichael, Head Master Strathroy High School, read an ably written essay on "The Study of Language," for which a hearty vote of thanks was tendered him, and the Association shortly after adjourned to meet again at the call of the managing committee.

**TEACHERS' INSTITUTE.**—Dr. Sangster's Institute, held in Uxbridge May 29th and 30th, was a great success. Nearly every teacher in the County was present, and some from neighbouring counties, making about one hundred and fifty in all. Mr. J. J. Tilley, Inspector of Durham; Mr. H. Reazin, Inspector of West Victoria; Mr. W. Dale, M. D., Headmaster of Uxbridge High School; Mr. D. McBride, M. A., Headmaster Port Perry High School; Mr. W. Tamblyn, M. A., Headmaster, Oshawa High School, and several local clergymen were also present. On Friday evening Dr. Sangster delivered his lecture on "Heroes and Hero Worship." Mr. Jos. McBrien, Inspector of the County of Ontario, occupied the chair. During both days the teachers of the County formed themselves into an Association and elected the following officers: Mr. Jos. McBrien, Inspector, President; Mr. W. Tamblyn, M. A., Vice-President; Jos. McOevin, 2nd Vice-President; Mr. D. Jennings, Secretary; and Mr. D. W. Dale, M. A. Treasurer. A resolution was passed nominating Dr. Sangster as the Teachers' Candidate for the Council of Public Instruction.

**TEACHERS' INSTITUTE.**—A Teachers' Institute, conducted by Dr. Sangster, was held at Ottawa, May 22nd and 23rd. Never before was so large a body of teachers assembled in Central Canada—over 200 actual teachers being present. The Rev. J. May, M. A., Inspector of Carleton; Rev. H. J. Borthwick, M. A., Inspector of Ottawa; Mr. R. O'Reilly, Inspector Separate

Schools of Ottawa; Mr. T. O. Steele, Inspector of Prescott; Rev. Mr. Garrett, Inspector of Russell; Mr. H. L. Slack, M. A., Inspector of Lanark; the Christing Brothers, several masters of the Collegiate Institute and the full staff of Professors of L'Institute Canadien were present throughout. The large Court Room was crowded with teachers and visitors—including many county and city officials, among whom were noticed Mr. Ira Morgau, Warden of the County of Carleton; Mr. Sheriff Powell, Judge Lyon, Mr. Mathieson, Master in Chancery; the Clerk of the Crown, the County Clerk, the County Treasurer, the County Attorney, Mr. Alberman Robertson, Rev. A. Cameron, Rev. T. D. Phillips-M. A., &c., &c. The lectures were of the most valuable and practical character and were highly appreciated by every one—the teachers being most earnest and enthusiastic throughout. The Warden, in speaking of the great good certain to result from the institute, thanked the Rev. Inspector May for inducing Dr. Sangster to come there to hold it. During the institute the teachers met and unanimously nominated Dr. Sangster as their representative in the Council of Public Instruction.

**NORTH YORK TEACHERS.**—A meeting of the School Teachers in North York was held at Newmarket, Saturday May 23rd.

The meeting was convened at the appointed hour. After formally organizing the meeting, on motion, it was decided to establish a permanent organization of the teachers in the Riding, to be called "The Teachers' Association of North York."

The following parties were elected as office bearers for the ensuing year:

*President.*—D. Fotheringham, Inspector.

*Vice-President.*—R. Alexander.

*Secretary.*—G. Rose.

*Treasurer.*—F. Haight.

*Managing Committee.*—R. Price, R. J. Terry and Ed. Ward.

The following resolution was carried unanimously:—

"That the Executive Committee of the Ontario Teachers' Association is requested by this meeting to call upon the Teachers of each Inspectoral Division to elect a Delegate for the purpose of selecting a suitable candidate as Representative to the Council of Public Instruction."

Mr. Wm. Rennie was then elected

Delegate for North York. The following Teachers were selected to illustrate methods of Teaching at the next meeting which will be held on the first Friday and Saturday in July, at Newmarket, viz:—

W. Nason, B.A. - - Grammar.

R. J. Terry, - - Vulgar Fractions.

Mr. Clarke, - - - Geogaphy.

The "North York Library Association" was also organized. Fees of membership to be at least \$1; the Library to be under the control of subscribers.

The following Committee was appointed to procure the Library:—D. Fotheringham, R. Alexander, G. Rose, F. Haight.

OXFORD TEACHERS' ASSOCIATION.—A meeting of the County of Oxford Teachers' Association was held in Woodstock, May 22nd, beginning at 1.30 p.m. The meeting opened in due form, when the minutes of last meeting were read and approved. About 90 teachers being present, the meeting adjourned from the High School to the West End Public School, it being larger and more commodious.

The President, Mr. Carlyle, was instructed by resolution to appoint the necessary Committees, which he did as follows:—Messrs. D. Morrison, C. McKerchar and Miss A. Nesbitt, on "extension of Programme." Messrs. S. R. Gill, H. Izard, and Miss Ross on "Question Drawer," and Messrs. Deacon, Dennis, Brown, J. S. McKay, Frazer, E. M. Sipprell, Richardson, Rose, Bucknell, Peart, Whirter, Huntsman, Mackie and Cameron (representing every municipality in the County), a Committee on nomination of representative to Council of Public Instruction. On motion of Mr. Sipprell, it was *Resolved*,—That an evening session be held from 7.30, when Committees will report. Mr. G. J. Frazer explained the teaching of "Object Lessons;" Mr. J. S. McKay, "Arithmetic to Beginners," and Mr. Bucknell read an Essay on "How to Speak to Children." After discussions on each of these exercises the Association adjourned at 5 p.m.

In the evening Mr. Strauchon read a very interesting paper on Natural History, which was well received. Mr. D. Morrison, chairman of Committee on Programme, reported that they had assigned "Grammar to 4th class" to Mr. Frazer; "Reading to Junior Classes" to Mr. Carlyle, and "Composition" to Mr. Deacon. Report adopted

Mr. Gill presented the Question Drawer report which was also adopted. Mr. J. S. Deacon presented the report of Committee on Council of Public Instruction, and moved its adoption, Mr. Frazer seconding. The report was that Dr. Sangster be the nominee of this Convention to represent Public School Teachers in said Council. Moved in amendment by Mr. W. Mackie, seconded by Mr. C. McKerchar, that no nomination be made at present. After several teachers had spoken *pro* and *con*, it was, on motion *Resolved*,—That after all who wished to speak had done so, their replies should be limited to five minutes each. Meeting adjourned at 10 p.m. to meet at 9 next morning.

Next morning after opening exercises several teachers became members of the Association. On motion, it was resolved to adjourn not later than 12 o'clock noon. The ruling of the chair having been objected to, Mr. Mackie was allowed, his own time, but the restriction of last evening was adhered to in all other cases. After some further discussion, Mr. Bolton moved, seconded by Mr. Denis and *Resolved*,—That the chairman be requested to give the facts in his possession with reference to Dr. Sangster's position in this Association. After Mr. Carlyle had done as requested, a vote was taken on the amendment. The yeas and nays being called for, it was declared lost by 33 to 20. The main motion was then put, when 30 votes appeared for and none against it.

After business, the financial statement was read, and the election of officers took place with the following result:—President—J. S. Deacon. Vice-President—W. V. Huntsman. 2nd Vice-President—C. McKerchar. Secretary & Treasurer, J. S. McKay. Executive Committee—Messrs. Mackie, Ainslie, Rose, Funnell and Cowan. On motion of Mr. Frazer, seconded by Mr. McWhirter, J. S. Deacon was appointed the delegate of this Association to the Provincial Association at Toronto. After votes of thanks to retiring officers and to the Board of Trustees, Woodstock, for the use of the school room, the Association adjourned to meet at the call of the Executive.

TEACHERS' EXAMINATION.—In accordance with the Statute, and the general regulations adopted by the Council of Public

Instruction, the Annual examination of Candidates for Public School Teachers, 2nd and 3rd Class Certificates, for the year 1874, will be held (D.V.,) in each County Town of Ontario, commencing on Monday, 20th July, at 1.30 p.m., for Second Class; and on Tuesday, 21st July, 9 a.m., for Third Class. The examination of Candidates for First Class Certificates will be held at the same place, commencing on Monday, 27th July, at 1.30 p.m. Forms of the notice to be previously given by the Candidates, can be obtained on application to any Inspector.

**KENT TEACHERS.**—At a meeting of the Thames Teachers' Association held in Chatham, June 13, a motion "That the Association do in the strongest terms condemn the candidature of Dr. Sangster," was carried without a single dissenting voice. The feeling was generally in favor of Mr. Goldwin Smith.

**VICTORIA UNIVERSITY CONVOCATION.**—This institution, now placed on a sounder and more stable basis than ever before by the efforts of Rev. J. H. Johnson, by which \$35,000 has been added to the Endowment Fund, held its Annual Convocation, on the week beginning May 24th. On Sunday eloquent sermons were preached in the Presbyterian church by Rev. B. Langley, and in the Wesleyan Church by Rev. E. B. Ryckman, M.A. In the evening Rev. E. Ryerson, LL.D., preached the Baccalaureate sermon, a most learned and able effort. On Monday evening Rev. Dr. Taylor delivered his lecture on, "The Great Lone Land." The Alumni meeting was held on Tuesday evening, when an able lecture on "Persecuted Scholars," was delivered by Mr. Hough of the Cobourg World. The Convocation was held on Wednesday afternoon. On the platform were seated the Rev. President Nelies, the Senate, and others identified with the College. After prayer by the Rev. E. H. Dewart, Mr. Longley, a gentleman of superior elocutionary powers, delivered the valedictory oration, the subject being "Christopher Columbus." Rapidly sketching his career, he pronounced a glowing eulogium on his character, closing with a homily on the lessons of his life. The following degrees in Arts were then conferred:—

B.A.—Marcean, W. F., Longley, Benj.,

Howitt, Geo. W., LeBarre, S. F., Manning, T., Patterson, C. W., Riddell, Wm., Switzer, V.

M.A.—Bowerman, A., B.A.; Chapman, J. A., B.A.; Holmes, A. Lee, B.A.; Laing, Rev. J., B.A.; Russel, A. L., B.A.; Sparling, J. W., B.A.; Wilson, R. W., B.A.

The Rev. John Laing, formerly pastor of the Cobourg Presbyterian Church, then read his "Thesis on the harmony between science and religion," a production characterized by elegance of diction, earnestness of purpose, and profundity and originality of thought. The following degrees were then conferred:

M. D., Toronto Branch.—McLean, P., Brett, R. J., Burkhart, J. L., Caldwell, W., Douglas, A., Kirkpatrick, J., McDonald, D. F.

M. D., Montreal Branch.—Havel, V. Ferron, E., Berthelot, J. E., Scallon, J. E. Brossoit, A., Majeau, A., Mousseau, F. X., Trudel, M. T. E., Ethier, M., Jeannotte, H., Laberge, L., Lamoureux, S., Phœnix, Theodore, Desorcy, C., Brunet, M. L., Ouimet, E., Mequin, V., Roy, A., Brouillet, V. E., Wilson, T. O. G., Demers, A., Laurendau, J., Hebert, L. D., Lachapelle, S., Munro, E., Roy, J., Duval, A., Prevost, L. C., Germain, A., Charbonneau, J., Dorval, A. Lemarche, A., Ledue, J. G.

B. D.—Johnston, Hugh, M.A., Ross, J. R., M.A. Moore, A. L., M. A.

LL.B.—Russell John, M.A., McNaughton, Thos., M.A.

LL.D.—Cocker, Rev. Benj. F., D. D., Mich. University, D. Allison, President Sackville University.

**INSPECTORS' REPORTS.**—We have before us a number of interesting reports from Inspectors, but can only refer to them very briefly. These documents are always very valuable, as they furnish the most correct index that can be obtained to the educational progress and condition of the various Inspectorial Divisions: *Prince Edward County, G. D. Platt, Esq., Inspector, 1873.* 81 schools in operation; excellent 10, good 32, fair 28, poor, 21. Amount raised during the year for all purposes \$22,389; paid teachers \$22,093. Average salary of teachers, male \$352, female \$233. Total pupils attending 4,912; of these the average attendance was only 41 per cent., and only 5 out of every 100 attended 200 days, or over. Mr. Platt closes his report with several valuable suggestions.—*Halton, 1873,*

*Robert Little, Esq., Inspector.* Mr. Little's report is very elaborate, extending over 29 pages, and including a number of statistical tables. Total receipts from all sources \$54,748; total expenditure \$50,707.—No. of School Sections 63; school houses, 62; No. of lectures given 34; No. of teachers 74; of whom 41 were male teachers; highest salary paid male teacher \$500, lowest \$300; average paid female teachers \$264.30. Total school population 5,896; No. attending school, 5,998; average attendance, 1st half year 2816.19, 2nd half 2303.22.—*Waterloo County, 1873, Thos. Pearce, Esq., Inspector.* This also is a very elaborate report, and neatly printed. Total receipts \$66,556.31; expenditure 56,263.94.

Total school population, 9,894; No. attending school 9,732; No. not attending at all, or attending less than 50 days 2,947; average 1st half-year 4,632; average 2nd half-year 3,931; No. of teachers 121; males 78, females 43; No. of schools 91; No. of buildings occupied 94.—*North York, 1873, D. Fatheringham, Esq., Inspector.* Another excellent report with many valuable suggestions. No. of teachers 89; average salary, male teachers, \$380.87½, female teachers, \$257. Total school population 8,201; of these 4,507 had strictly speaking, no advantage from educational opportunities. Though discouraging, there is decided improvement over last year.

### TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Contributors to the 'Desk' will oblige by observing the following rules:

1. To send questions for insertion on separate sheets from those containing answers to questions already proposed.
2. To write on one side of the paper.
3. To write their names on every sheet.

#### ANSWERS TO PROBLEMS.

(58.) In the problem read "two pillars at M and N." All answers received assumed the beams to be of equal lengths. Let the lengths of AB, BC, CD, be respectively  $a$ ,  $c$ ,  $b$ ; and the weight of the beam per length unit be  $w$ ; the pressure at M be  $p$ ; and the distance of M from B be  $x$ .

Take moments about any point whose distance from B is  $y$ ;

$$\text{Moment} = \frac{1}{2}w(a+y)^2 - p(x+y)$$

The moments must vanish at the joints which otherwise would bend; at B,  $y=0$ ; at C,  $y=c$

$$\therefore \frac{1}{2}w a^2 - px = 0$$

$$\text{and } \frac{1}{2}w(a+c)^2 - p(x+c) = 0$$

$$\therefore (a+c)^2 x = a^2(x+c)$$

$$\therefore x = \frac{a^2}{2a+c}$$

Similarly distance of N from C

$$= \frac{b^2}{2b+c}$$

As an example let the lengths of the beams be respectively 1ft., 2ft., 3ft.; the points of support must be 9 inches from A and 1ft. 10½ inches from D.

(59.) In answering this query attention was called to the unpractical nature of our Text-book problems, and it was stated that odd collars and cents, worth of stock cannot be bought. This assertion called forth the following remarks from Mr. Scudamore:

"On the London Stock Exchange the principal business is, (or at least was) done in the Government funds, by which is meant the Funded Debt of Great Britain. The accounts of this Debt are kept at the Bank of England. The three principal branches of this Stock are called Consols, Three per cents reduced, and the New three per cents. They bear the same rate of dividend, but payable at different seasons of the year. Any odd number of pounds, odd shillings, and odd pence of this Stock, can be bought and sold at any time, and the transfer of it noted in the Transfer Books, provided that the amount is not less than one shilling. The trading capital of Incorporated Companies is usually divided into shares, and when bought or sold, can only be dealt in to the extent of an integral number of shares at a time. Sometimes, however, the trading capital is converted into what the Brokers technically term Stock. Such are the Stocks of the Bank of England, East India Company, Great Western Railway (England), the principal mining companies, and many other associations. When Capital is thus converted into Stock, it is subject to the same customs respect-

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ing purchase, sale and transfer as above mentioned in respect to Government Stock, except as to the minimum which is sometimes as high as one pound. United States Stocks, Dominion Stocks, &c., are subject to the same rules, but United States Debentures, Canadian Debentures, or Debentures of any kind, are subject to the conditions respecting shares. In the price lists, Shares are quoted at so much a piece, Stock at so much per cent. In addition it may be noted that every Ship is by Statute divided into sixty-four shares, (which are frequently denominated ounces,) and that no Share or Transfer can be registered in the Custom House Register, except it be of an integral number of Shares. This Register is the foundation of Title. Brokers are not allowed to buy and sell on their own account, but only as agents for others. The jobber is one who buys and sells for the accommodation of the market making his profit by what is called the "turn," which is from  $\frac{1}{4}$  to  $\frac{3}{8}$  of one per cent. being what is called by outsiders the difference between the buying and selling prices. Each jobber confines his attention to some one particular kind of Stock. Were it not for the intervention of the Jobber, it would be difficult for the Broker to fulfil instructions as to the quantity which he would buy or sell."

We may add that our assertion had reference to Stock as understood in Canada, and as used in our authorized arithmetics, and when writing it we were on the point of adding that the statement did not apply to what is technically called *Stocks* in England, but thought the explanation superfluous. In the *Monetary Times* the par value of each share of reported companies is given, and the selling price per cent; in our leading *Dailies* only the latter, under some such heading as 'Stock Market.' Our authorized arithmetics speak of Montreal Bank Stock, &c., and it was to questions involving such *Stock* the objection was raised. Let the reader turn to the *Advanced Arithmetic*, Ex. 55, Prob. 39, if he wishes to understand in its full force the objection raised. But it is said such questions in shares or bonds would be too easy, would not afford exercise in the underlying arithmetical principle. Hard or easy, if they are all that *can* occur in life, they are sufficient, and if the pupil realizes them, he can easily be taught the principle applied, and then the more easily learned, the more brain-power to spare for other things. If, however, he must have arithmetical gymnastics let him have them in something to which 'the principle,' can be applied. 'Hard or easy;'—consider the simplest problem from the *investor's* stand-point, and it will be found to involve principles somewhat beyond our most advanced arithmetics; odd dollars to be deposited in bank or otherwise invested; difference in time of payment

of dividends, rate of dividend to be expected, nature of management, and, in case of banks, amount of rest, accommodation, &c.

(63). "Sometimes the noun following a neuter or passive verb is regarded as the nominative; and with it the verb is made to agree;

'His pavilion *were* dark waters,' Ps. xviii. 11.

'The wages of sin *is* death.'

In the last example, wages may be singular.

Dr. Richardson's '*Study of Language*.'

FLEMING; *Analysis of the English Language*.

Such is the old style of *rule without reason*.

Turning to Ps. xviii. 11, the full quotation is found to be *very different* from that given, *which is not English*.

'His pavilion round about him *were* dark waters and thick clouds of the sky.'

Simply an example of Confusion of Proximity.

The pause after him, throws *were* to *dark waters*, &c.

Let other examples be examined in like manner and our *rule* will be found to fail us, and a principle founded on the laws of speech will take its place.

But to return; is 'wages' singular, or is this an example of Confusion of Proximity? We have from the French '*gage*,' a token, pledge, pawn, forfeit, the English *gage* of the same meaning; from the French '*gages*,' (which in the plural had the peculiar meaning *wages*, with its plural termination imported, but not with its always-plural force, in fact in the importing, this French peculiarity was lost sight of, and wages went to swell the class of plural-form nouns. Morris gives the following list,—*amends, bellows, gallows, means, news, odds, pains, sessions, shambles, small-pox, tidings, wages*. All these are used in *both* numbers keeping their plural form. Is there then any need of considering 'proximity?' Let each one decide as his attention rests on *wages* or on *death*.

(64.) The 'star' is the stellate pentagon ACE BDA, Euclid iv. 11. In the same proposition, it is proved that each angle is one-fifth the angle of the triangle ACD, hence Eu. I. 32, the five angles equal two right angles.

(66.) By simple interest one solution is

$$376 \left(1 + \frac{1}{2}r\right) = 31 \left(1 + \frac{1}{4}r\right) + 400$$

which gives as its rate per cent 30.43.

Another solution, (the discount solution), would be

$$376 = \frac{31}{1 + \frac{1}{4}r} + \frac{400}{1 + \frac{1}{2}r}$$

The correct and legal way is to solve by compound interest in quarterly terms. Suppose the maker had put out the \$376 he received at *r* per \$1 per quarter; at the end of the first quarter to



have drawn \$31, to pay the broker, and at the end of the second quarter to have drawn \$400 to take up the note; then by the question find  $r$  so that he would just be clear.

$$\begin{aligned} & \{ 376 (1+r) - 31 \} (1+r) = 400 \\ & r = .0735 - \end{aligned}$$

If it be decided to call 400 the rate *per cent. per*

*annum*, it will be found to be 29.38, but if the maker had loaned \$100 for one year on the same terms, he would have received at the end of the year not \$129.38, but \$132.78.

(By compound interest the discount or present value solution is the same as the interest or amount solution; by simple interest it is not the same.)

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### EDITOR'S DRAWER.

GEORGETOWN ACADEMY.—For teachers wishing to improve themselves during the vacation, this flourishing institution is one of the best in the Province. The Principal, Mr. Tait, is a practical teacher of much experience and ability, and he has an excellent staff of assistants.

COMPETITIVE EXAMINATIONS.—H. L. Slack, Esq., M.A., sends the regulations under which the Competitive Examinations are held in his County, Lanark. Mr. Slack has taken very great interest in this matter, and as the rules he has adopted may be useful to others, we purpose publishing them in a future issue.

NOT TRUE.—Our venerable contemporary the *Journal of Education*, seems to be getting in its dotage. In a recent issue it stated that the *Journal* is the only Educational Journal in the Province that publishes solutions of mathematical problems. We refer the editor to the illustrious example of *George Washington*.

SCHOOL REGISTER.—We would call the attention of teachers and trustees to Mr. Groat's advertisement on the cover. His Register is spoken of in terms of warm commendation by all competent judges, and as Registers have now to be purchased, it would be well for all concerned when buying to "get the best," for "the best is the cheapest."

COUNCIL OF PUBLIC INSTRUCTION.—The contest for the honor of being the Teachers' representative in the Council of Public Instruction, seems likely to be almost entirely between Dr. Sangster and Professor Goldwin Smith, although Mr. McCabe has been nominated in a few places. For the High School Masters, J. H. Hunter, M.A., of Brantford, and Dr. Daniel Wilson, of Toronto, are the two most prominent candidates. For the Inspectors, David Mills, Esq., M.P., has been nominated by several of the Inspectors, and the contest is likely to be between him and Judge Macdonald.

WOODS' CLASSICAL TEXTS.—Messrs. Adam, Stevenson & Co. of Toronto, are now preparing

for publication a series of *Classical Texts*, embracing such portions as are read for matriculation in the University of Toronto. They are edited by Samuel Woods, Esq., M.A. of Kingston, a gentleman well qualified both by finished scholarship, and long experience as a successful teacher, for the task he has undertaken. They are to be sold at the uniform price of 30 cts. each. Specimens sent to teachers for 25 cents.

TO SUBSCRIBERS.—When changing your Post Office, please let us know the Post Office FROM which, as well as the one TO which, you change, and you will save us much unnecessary trouble. Parties to whom the TEACHER is sent after the time paid for has expired, and who do not wish it continued, should at once return it marked "Refused," giving name and Post Office. In any case where a subscriber is receiving two copies by mistake, you would oblige by letting us know. We always re-mail copies not received, when notified promptly, but cannot promise to do so after two or three months have expired.

FREE LECTURES ON ELOCUTION WITH SIMULTANEOUS EXERCISES.—Mr. Richard Lewis will give from three to four lectures on the Art of Reading and Delivery to Teachers attending the Annual Conference in Toronto, in August next. The lectures will embrace a description of the vocal organs and their management in speaking, methods of practice for cultivating power and expressiveness of voice, the principles of elocution, including *Time, Pause, Pitch, Inflection, and Emphasis*, and the analysis of passages selected from the 4th and 5th Reader, so as to show the application of philosophical principles to Reading as an Art. Teachers are requested to bring the 4th and 5th Readers with them, as they will have simultaneous practice in all the exercises. The lectures will be free to teachers, (ladies and gentlemen) only. The time will be arranged so as not to interfere with the duties of the Conference.