

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

Pagination is as follows: [i]-ii, [595]-610, iii-iv p.

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12X	16X	20X	24X	28X	32X

L 11
E 45

U. W. O. LIBRARY

Educational Weekly

VOL. II.

THURSDAY, SEPTEMBER 17TH, 1885.

Number 38.

SCHOOLS.

ONTARIO BUSINESS COLLEGE, BELLEVILLE, ONT. 17TH YEAR.

The attendance embraces students from Fifteen different States and Provinces. Entrance at any time. For circular, etc., address,
ROBINSON & JOHNSON,
Belleville, Ontario.

Young Ladies' Seminary.

I propose opening in this city by the first of September a School for Young Ladies. Pupils received from August 23rd to September 1st, when all branches will be taught by efficient Teachers. Music, Drawing and Fine Arts, by special Professors. For terms per Board and Tuition,

Address,
MRS. A. R. RAE,
Principal,
TORONTO P.O.

GALT COLLEGIATE INSTITUTE

Candidates prepared for First, Second and Third Class Certificates, and for Law, Medicine and Junior Matriculation, with honors in all departments. Literary Society, Football and Cricket Clubs, beautiful grounds, a well-equipped Gymnasium. Drill and Calisthenics taught. For catalogue apply to
THOS. CARSCADDEN, M.A., Principal.

BENGOUGH'S SHORTHAND AND BUSINESS INSTITUTE. Public Library, Building, Toronto. Shorthand, Type-writing, Business Forms, and Correspondence. Experienced and Practical Teachers. Thorough Tuition. Rates reasonable. THOS. BENGOUGH, (Official Reporter, York Co. Courts), Principal. GEO. BENGOUGH, Sec. MARY BENGOUGH, Type-Writing Supt.

MCLWAIN'S SHORTHAND INSTITUTE.—Young Men and Women dependent upon themselves cannot do better than to learn this easy method of Shorthand. Many have mastered this system in two months. We aid our pupils in securing profitable situations. 30 King St. E., Toronto.

TRINITY MEDICAL COLLEGE, TORONTO.

SESSIONS 1885-86.

In affiliation with the University of Trinity College, the University of Toronto, and the University of Manitoba, and specially recognized by the Royal College of Surgeons, England, the Royal College of Physicians, London, the Royal Colleges of Physicians and Surgeons of Edinburgh, the Faculty of Physicians and Surgeons of Glasgow, and the King's and Queen's College of Physicians of Ireland, and by the conjoint Examining Boards in London and Edinburgh.

The Winter Session commences on October 1st, 1885, and continues for six months. Full information regarding lectures, fees, gold and silver Medals, scholarships, certificates of honour, graduation, diplomas, fellowship, etc., is given in the Annual Announcement, for which apply to

W. B. Geikie, M.D.,
Dean,
374 Jarvis St.

COMMERCIAL UNION Assurance Company.

OF LONDON, ENG.

Capital and Assets Over - - \$20,000,000.

FIRE, LIFE AND MARINE.

Special terms and inducements offered to Teachers and others in Life Insurance. Correspondence solicited.

HEAD OFFICE FOR WESTERN CANADA,

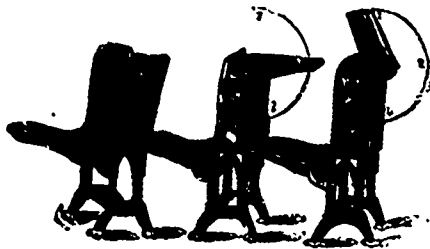
WICKENS & EVANS,

GENERAL AGENTS,

32 TORONTO ST., TORONTO.

"THE CURRENT" CHICAGO, U.S.A. The great Literary and Family Journal of our time. Clean, perfect, grand! Over 600 brilliant contributors. \$4.50 yearly; 6 mo., \$3.00; bound vol. (6 mo.) \$3.00. Buy it at your newsdealer's—Sample copy, 10 cents. The following splendid offer is made to Teachers exclusively: Yearly price, if ordered before April 1, 1885, \$2.50; between April 1 and July 1, \$2.75; between July 1 and Dec. 31, \$3.00. Subscribe at once!

THE "MODEL" SCHOOL DESK.



The best in the World! Send for Circulars of the Latest Designs of School, Office, Church and Lodge Furniture.

See my Exhibit at Toronto and London Exhibitions.

W STAHLSCHMIDT, PRESTON, ONT.

BOOKS.

-TEACHERS-

NOW READY.

A NEW BOOK ON ENGLISH.

School Edition of Hodgson's Errors in the Use of English.

A CLASS BOOK FOR USE IN SCHOOLS.

Compiled and Edited by J. DOUGLAS CHRISTIE, B.A., Sr. CATHARINES. List of Contents on application. Cr. 8vo., 135 pp. Price, 60 Cents.

WILLIAMSON & Co., Publishers,

TORONTO.

"THE NUMBER AND NATURE OF VOWEL SOUNDS."—A pamphlet by Mr. M. L. Rouse, of the English Bar, read before the Canadian Institute, and the American Association, and eulogized by the press.

New and thorough, but Simple Classification, with Vowel Alphabet for the Dictionaries. Discovery of a MUSICAL OCTAVE IN VOWELS. World wide use of Vowels as Interjections.

A most important aid in the Study of Elocution and Foreign Tongues.

The EDUCATIONAL WEEKLY says: "The author states his views clearly, illustrates fully, and supports his conclusions ably."

Sent Post Free for 25 Cents.

ROWSELL & HUTCHISON,

King Street East, TORONTO.

ORDER your books (new or second-hand) from DAVID BOYLE, 353 Yonge Street, Toronto.

MISCELLANEOUS.

RELIABLE WATCHES, FIRST-CLASS JEWELLERY AND ELECTRO-PLATE.

S. B. WINDRUM

(Late London and Paris House).

31 KING STREET EAST, UP STAIRS

COMMUNION WARE

He has Silver and Swiss Watches at all prices, in gold and silver cases, French and American Clocks, English and American Jewellery, Electro-plated Spoons and Forks, etc. Repairing Watches and Jewellery a specialty. Foot Balls, Boxing Gloves, Cricketing Outfit and Tennis Goods.

PHOTOGRAPHIC ART STUDIO,

J. FRASER BRUCE,

107 King Street West, Toronto. SUGGESTION.—Teachers and students! Having returned from your holidays thoroughly rejuvenated, now is just the time to get your portraits taken. We have just completed extensive alterations, which gives us the best equipped Photo Studio in the Dominion.

HOWIE'S DETECTIVE AGENCY.

Twenty years' experience. 35 Melndz St., Toronto, Ont.

REFERENCES:

Hon. Wm. McDougall, Ottawa, Ont.; G. P. Shepley, McDougall & Cox, Henderson & Small, Bipelew & Morson, Murphy & Mardock, H. L. Fraser, R. B. Osler, Barristers, Toronto; Thos. Robertson, Q.C., M.P.P., John M. Gilson, M.P., Barrister, John Gear, County Crown Attorney, Edward Martin, Q.C., Carscallen & Cahill, Richard Martin, Frank McKelkin, Barristers, Hamilton; Chiefs of Police of Hamilton, London, Belleville, Galt and Dundas
M. HOWIE, Manager.

A Good Investment.—It pays to carry a good watch. I never had satisfaction till I bought one of WELCH & TROWERN'S reliable watches, 272 Yonge Street, east side, and door south of Queen.



ARGADE, TORONTO.

A SCHOOL thoroughly equipped for Business Training. BOOKKEEPING, ARITHMETIC, BUSINESS PENMANSHIP, CORRESPONDENCE, SHORTHAND and TYPE-WRITING practically taught. For Circular and Information, address—

TORONTO; September 10th, 1885.

C. O'DEA, Secretary.

The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

SAMUEL J. MOORE, *General Manager.*

C. FRASER, *Business Manager Educational Weekly Dept.*

JOHN E. BRYANT, M.A., *Editor.*

CONTENTS OF THIS NUMBER.

SHORTER EDITORIAL.....	595
CONTEMPORARY THOUGHT.....	596
NOTES AND COMMENTS.....	597
LITERATURE AND SCIENCE:	
Coler. Ige.....	JAMES RUSSELL LOWELL. 598
Mr. Lowell.....	<i>Harpers' Weekly.</i> 599
EDUCATIONAL OPINION:	
The Kindergarten.....	<i>Miss B. E. Hailman.</i> 600
Brain Troubles.....	<i>The Schoolmaster, London.</i> 600
The Secretary to the Scotch Education Department.....	<i>The Schoolmaster.</i> 601
LONGER EDITORIAL:	
Partyism in Education.....	607
The Natural Method.....	602
BOOKS RECEIVED.....	603
TABLE TALK.....	603
SPECIAL PAPERS:	
Health Duties of School Authorities.....	
<i>P. H. Bryce, M.A., M.D.</i>	604
Learning to Spell.....	<i>Popular Science Monthly.</i> 605
PHYSICAL CULTURE:	
School Gymnastics.....	<i>HIRAM ORCOTT, L.L.D.</i> 606
Gymnastics—The Dio Lewis System.....	<i>Prof. F. C. WELCH, M.D.</i> 606
PUBLIC SCHOOL:	
Exercises on Capitals.....	<i>Quaker's Composition.</i> 607
Arithmetical Questions.....	<i>Sadler's Arithmetic.</i> 607
EDUCATIONAL INTELLIGENCE:	
Important School Case.....	<i>Berlin Telegraph.</i> 608
School Trustees.....	<i>South Simcoe News.</i> 608
An Industrial School for Girls.....	<i>Presbyterian Review.</i> 608
Free Schools in England.....	<i>Evangelical Churchman.</i> 608
DEPARTMENTAL REGULATIONS:	
Regulations respecting County Model Schools....	610

TERMS OF SUBSCRIPTION.

Two Dollars per annum, in advance.
 Clubs of five at \$1.60 each, or the five for \$8.00.
 Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

Business communications and communications intended for the Editor should be on separate papers.

ADDRESS— **EDUCATIONAL WEEKLY,**
GRIP OFFICE, TORONTO.

TERMS OF ADVERTISING.

[NO DEVIATION.]

Number of insertions, 1 5 15 (3m.) 26 (6m.) 52 (1 yr.)
 Per line..... 10c. 45c. \$1.00 \$1.75 \$3.00

Twenty per cent. advance on the above rates for preferred position, when specified.

Advertisements must be acceptable in every respect.
 Copy received until Tuesday noon.

NEW YORK AGENCY: 150 Nassau Street.
 AZRO GOFF, sole advertising agent for the Middle and New England States.

WE WILL SEND

AYRES' VERBALIST.

—AND—

AYRES' ORTHOEPIST.

Post-paid to each of our present subscribers who sends us

\$2.00 for one new Subscriber for a Year
TO THE EDUCATIONAL WEEKLY.

Or we will send either of the above-mentioned books to each of our present subscribers who sends us

\$1.00 for one new Subscriber for Six Months
to the EDUCATIONAL WEEKLY.

Address,

EDUCATIONAL WEEKLY,
GRIP OFFICE,
TORONTO.

PROFESSIONAL.

A. W. SPAULDING, L.D.S.
Dentist, 51 King Street East, Toronto.
Residence—43 Lansdowne Avenue, Parkdale.

MORGAN M. RENNER, ARCHITECT.
MAIL BUILDING, TORONTO.

DR. G. STERLING RYERSON
Eye, Ear, Throat and Nose Diseases.
317 CHURCH ST., TORONTO.

MISCELLANEOUS.

AGENTS WANTED Everywhere, to handle something entirely new, easily carried; easily sold; profits large. Teachers during their spare moments make enough money to pay all their expenses. Circulars free.
J. Z. HUSBAND & CO.,
31 King St. West, Toronto.



THE IMPROVED MODEL Washer and Bleacher.

Weights only six pounds and can be carried in a small valise. Satisfaction guaranteed or money refunded.

\$1,000 REWARD

FOR ITS SUPERIOR

Pat. Aug. 2, 1884. Washing made light and easy. The C. W. Dennis, Toronto clothes have that pure whiteness which no other mode of washing can produce. No rubbing required, no friction to injure the fabric. A ten-year-old girl can do the washing as well as older person.

To place it in every household the price has been placed at \$3.00, and if not found satisfactory within one month from date of purchase, money refunded.

Send for circulars. AGENTS WANTED. Delivered to any Express office in Ontario or Quebec, charges paid, for \$3.50.

C. W. DENNIS,
Toronto Bargain House,
213 Yonge St., Toronto, Ont.

Please mention this paper.

WE WILL SEND

The Educational Weekly

From the 1st of September, 1885, until the 1st of January, 1886, to any address in Canada or the United States, on receipt of

65 CENTS.

To all who will take advantage of this offer before the 25th inst., we will send in addition,

Our Special Number of August 20th,

—CONTAINING—

The Report of the Provincial Teachers' Association and many of the valuable papers read before it.

REMIT AT ONCE.

Address,

EDUCATIONAL WEEKLY.

GRIP OFFICE, TORONTO.

NOW READY.

"The Battle of Fish Creek,"

"The Battle of Cut Knife Creek."

We have just issued Two Magnificent Coloured Plates, Size, each 20 x 26, printed in Five Colours.

These are correct delineations of the above famous Fights, having been compiled from Sketches by our own Artists, and from the accounts of participators in the Actions. They are companion pictures to "The Capture of Batoche," and are in every respect equal, if not superior to that plate.

Every Canadian should possess a copy of these pictures, representing the three famous Engagements of the late Rebellion.

"The Battle of Fish Creek,"

"The Battle of Cut Knife Creek,"

"The Capture of Batoche."

PRICE, - - - 30 CTS. EACH.

For sale by all Newsdealers, and by the Publishers,

The Grip Printing and Publishing Co.,

26 and 28 Front Street West,
TORONTO.

AGENTS WANTED.

The Trade Supplied by the TORONTO NEWS COMPANY, 42 Yonge Street, Toronto.

In corresponding with our Advertisers you will confer a favor by mentioning the Educational Weekly.

The Educational Weekly.

TORONTO, SEPTEMBER 17, 1885.

WE notice in the columns of a valued contemporary a regret that, at the late meeting of the Teachers' Association, the subject of the "Bible in the Schools" attracted but little attention. The cause of this is not far to seek. The recent regulations respecting the compulsory reading of the Bible, that is, the selections therefrom authorized by the Education Department, although a "compromise," as deplored by our contemporary, were a common-sense and practical solution of the problem—if problem there really was. The necessity for a change was not a deep-seated conviction in the hearts of the people, nor was the agitation therefor wide-spread among them. It had its origin, and its main support in a somewhat narrow section of the clergy, though it was afterwards more widely participated in, but its principal "boom" was the result of a very obvious political motive. In fact the people, as a whole, were well satisfied with the regulations respecting the reading of the Bible as established by Dr. Ryerson and the late Council of Public Instruction. But as Canadians are Christian in faith, there was a reasonableness in the demand that the onus of *prohibiting* the reading of the Bible should be laid upon the local authorities. To go farther, and require the teacher to expound the doctrines, or to explain the historical statements, of the Bible, is to make the school a haven of popular unrest and dissension, till the end would be that the Bible would be ejected from the school altogether. The morality of the Bible on its practical side, is the one thing about which all earnest, thinking people agree. The teacher can exemplify this in his daily life, and can enforce it and illustrate it in the thousand ways the schoolroom affords. The school would then be, as it has for a long time been, a perpetual haven of good.

THE closing of Pickering College, while it is an event much to be regretted for educational reasons, affords a timely warning to the friends of our education system, of what disasters might befall it, if the folly of those who wish to import into our schools a distinctively religious (that is doctrinal) teaching were to be listened to. Pickering College was established some six or seven years ago under singularly happy auspices. It was primarily meant to supply a thoroughly good secondary education to the sons and daughters of members of the Society of Friends; while kindly home, and carefully supervised religious influences were to surround all students in attendance. With a liberality and fairness that were most praiseworthy the advantages of the college were offered to members of all other

religious societies upon terms so just that they were largely accepted:—viz., that the distinctively religious teaching of the Society of Friends was to be given only to members of that body, or to the sons and daughters of such members of other religious bodies as chose to have their children receive it; and that students belonging to other denominations should have full facilities for religious worship and instruction according to their own faith. The college was from the first an educational success, and continued to be so until its dissolution. But not long after its establishment, a dissension arose in the Society of Friends, which was caused by no greater differences of belief than exist between Methodists and Presbyterians, or Methodists and Baptists; suspicions were aroused in the minds of many of the supporters of the college regarding the orthodoxy of the doctrines taught to their children in attendance; and there was a lack of unanimity of feeling in the matter, even among the governing authorities of the institution. As the dissension grew greater throughout the Society, the college gradually became the possession of those professing one phase of doctrine, while this possession was disputed by those holding to another phase. The dissensions and the disputes became so inimical to the financial prosperity of the institution that at last it was decided to close its doors. Its secular teaching and moral influences in no way had lost the confidence of the general public, that is, of the Methodists, Episcopians, and Presbyterians, who had patronized it; but its distinctively religious teaching lay under a suspicion of heterodoxy in the minds of many members of the Society of Friends who were formerly its supporters and patrons. The inference is a very simple and logical one:—If, in a private institution, while its distinctively religious teaching satisfies one section of the denomination maintaining it, it fails to satisfy the demands of another section of the *same* denomination, how much more likely is it that the religious teaching of a State institution, whether school or college, will fail to satisfy the heterogeneous elements of our population if this teaching be in any way doctrinal or exegetical? If, for example, a difference of opinion on the true meaning of repentance, or on the essentiality of adult baptism, be sufficient to break up the founders and natural supporters of a school into two contending parties, to sever friendships of a lifetime's standing, to force members of the same household to rank themselves in opposing camps, how much more likely would it be, if teaching Bible doctrine were made compulsory, that indiscreet propagandists, in, one will not dare to say how many

of the schools of the Province, would set the people about them by the ears in unseemly squabbles about the truth or falsity of the biblical instruction given to their children.

THE dissolution of Pickering College affords, also, a theme for the advantageous reflection of those who think that a national system of education, upon which a *general* system of religious instruction is not superimposed, is a deplorable thing, and that, as, in Canada, such a general superimposition is impossible, the next best thing is the disintegrating of our national, non-denominational system into a series of sectarian systems, each receiving (as the Roman Catholic system does now) a portion of the entire legislative grant of the Province; or, failing this, the general voluntary establishment of schools, controlled and supported by the denominations establishing them. As a result of voluntarism none but what may be called schools for secondary instruction have as yet been erected. These all have had most discouraging struggles with debt; few have prospered, and but two or three remain. Two things are evident: (1) Voluntarism in education is not generally regarded by our people as necessary or desirable. (2) The confidence of the people in the present system of national education, in which the distinctively religious training of the pupil is left to his church, his Sunday-school, and the influences of his own fireside, is so sufficiently great, that the lamentations of alarmists for the irreligiousness of our system are not much heeded. The *raison d'être* of such schools as Pickering College, Woodstock College, and Trinity College School, is good enough, and we shall speak of it again; but the very fewness of these institutions is an evidence that the demand for them is not great, and that their existence must always be precarious.

WE have received the annual announcement of the Woman's Medical College of Toronto, an institution in affiliation with the University of Trinity College. Its establishment two years ago, and that of a similar institution in Kingston, marked the beginning of a new era in the history of the enfranchisement of women. Medicine is an art which, in many of its departments, is the peculiar and natural province of women. But for its acquirement and for its scientific study by women, suitable facilities must be afforded—"co-education" is inexpedient. We congratulate the young women of Canada on the facilities for medical instruction, which such an institution as the Toronto Woman's Medical College affords—ample, excellent, and of reasonable charge. Full information regarding the college may be obtained from the president, Dr. Barrett, or from the secretary, Dr. Nevitt.

Contemporary Thought.

THE effort to promote the study of English in Canadian schools is a very earnest one. The leading educational journals constantly insist upon greater prominence being given it in school and college courses and the EDUCATIONAL WEEKLY notes that the trend of public sentiment is in favor of teaching English and not merely the "facts about English."—*Current.*

THE recent appointment by the Minister of Education of Mr. George Dickson, B.A., of Hamilton, to the principalship of Upper Canada College, vacated by the death of Principal Buchan, will tend to strengthen the opinion pretty general among educationists that the surest method of gaining governmental support is to go "agin the Government." The favors bestowed upon Messrs. Seath, * * and Dickson, look like verifications.—*Ayr Recorder.*

THIS has been felt also in literature; Canadian literarians have been compelled to seek publication in the journals and magazines in the country to the south of us. The cause has been the lack of encouragement at home, and the result, a tardy development of literary production. The literature of Canada is impeded and opposed at almost every point; but we hope the day will soon come when a national, unprejudiced, unsectarian journal will give "a local habitation and a name" to the uncertain, diffuse writing which we now term Canadian literature.—*Kosmos for July.*

It takes a strong effort to be a writer of much interest. So much of deep thinking is born of heart-throbs and actual experience to make it vivid, that rare merit is not often found, save in thoughts that come from the deep fountain of real tenderness. To write funny and flippant sayings one may be careless and off-hand—the more so the better—but to write life thoughts that touch, mold and convince others; that move, persuade, and carry their tingle into the warm blood of the reader, is an art not given to very many, not enjoyed by everyone, save in moments of deep feeling.—*J. W. Donovan, in The Current.*

IN 1866, out of 104 head masterships of high schools sixteen were from Toronto, three from Victoria, five from Queen's, four from Trinity, and seventy-six classed as miscellaneous. In 1885, out of 103, fifty-eight are from Toronto, twenty from Victoria (and Albert), twelve from Queen's, nine from Trinity, four classed as miscellaneous. Should Victoria enter confederation the new university will certainly have an overwhelming influence in the schools.—*Kosmos for July.*

PARENTS have practically abdicated their position as domestic rulers, and leave Young Canada to form its own character. Relieved of the wholesome restraint which formed so valuable a part of early training in former days, being indeed totally undisciplined, thousands of boys finish their education in the streets, an unflinching means of becoming demoralized socially and physically. As the first steps towards amending this unfortunate state of affairs, let parents keep their boys home at nights. Until respect for their elders and better manners are imparted our youth can never be, as it ought to be, the pride of the country.—*The Week.*

POLITICS should have nothing to do with securing a position for a teacher. Too often political influence counts for more than intellectual qualifications. Not always do the best teachers secure the best positions, but those who can do the most for the trustees and directors. No teacher should meddle in politics. He has a right to his own political convictions; he should have decided views upon all national questions, but he should not try to impress these opinions upon the minds of his pupils and patrons.—Teaching is not a political office, and in most cases it is not necessary that the people should know to what political party the teacher may belong. No school officer or teacher should be selected on account of his politics. The evil is not confined to any State or county. A reform is needed. We want no politicians in the schoolroom, but genuine, devoted teachers.—*Normal Index, Virginia.*

BELIEVING that young ladies should be taught to value education for its own sake, and that the prize system diverts the thought and aim from the path of true scholarship to that of pride and selfish ambition, the founders of the College and its present Faculty have unanimously discarded it, and have thus far courteously, yet firmly, refused donations kindly designated for this purpose. The one advantage of the system in exciting laggard spirits to greater activity is acknowledged, yet the exceeding great difficulty in awarding prizes, medals, etc., impartially and according to merit, the burning sense of injustice left in the minds of the many, the injury often done to the student's health in severe mental contests, the cramming necessarily connected with the competitive examinations, and the fostering of pride and folly in the public bestowal of such rewards, ought to suggest to educators the utter abolition of the prize system.—*Announcement of Alma College, 1885-6.*

GRAY will always, we suppose, hold, by virtue rather of earlier claim than of prior right, the first nominal place among our elegiac poets. The "Elegy in a Country Churchyard" is so beautiful and so simple, so entirely devoid of anything that is "caviare to the general," and reflects so perfectly that mood of gentle regret which is neither too gloomy for fascination nor too intense for a quietly imaginative heart, that it has almost stamped him on the national mind as the elegiac poet of our country. But the present writer at least is convinced that neither the "Elegy in a Country Churchyard," nor the "Ode on a Distant Prospect of Eton College," beautiful as each is, touches so high a point in the elegiac poetry of our country as some half dozen of Matthew Arnold's poems. Just glance over the edition of his poems in three volumes which Messrs. Macmillan have just issued; you will be struck by the fact that *all* the finest poems in all three, even though professing to be lyric, or dramatic, or narrative, are in their finest passages and happiest thoughts essentially poems of elegy—by which we mean poems of exquisite regret—and not, in fact, poems of longing, or of passion, or of character, or of heroic venture. Even the beautiful early poem on the Church of Brou is essentially elegiac.—*The Spectator.*

IT is much to be desired that a larger number of citizens should record their votes in elections for School Trustees. The trustees spend a large

sum of money. Their duties are very important, and there should be some influence, besides the admonitions of conscience, to compel them to do right. When an election is a mere formality, participated in by a returning officer, a nominator, a seconder and a couple of spectators, the trustee elect naturally concludes that the people whose money he spends are careless about his conduct. He may be a good man, and do his duty faithfully of his own accord. But he may be a schemer, whom it would be in the public interest to have dismissed. Nearly all the electors turn out to vote for Councillors and Aldermen. The School Trustee election comes a week later, and very few voters record their votes. Frequently the elections are by acclamation. To get away from this "dead and alive" state of affairs, it has been proposed that the votes for Councillors and for School Trustees shall be recorded at the same time and place.—*Hamilton Times on Election of School Trustees.*

OUR neighbor, the *Presbyterian Review*, has a curious paragraph on the question of the Bible in the School, in an article on the recent Teachers' Convention. It says: "The convention, on a previous occasion, expressed the opinion that the Bible should be read in all the schools, but the action of the Minister in providing a series of Scripture lessons seems in some quarters to be accepted as a satisfactory compromise. We have already stated that we do not look upon this as a satisfactory solution of the problem, nor can we see how the Presbyterian Church can be content with allowing matters to remain as they are. The nation cannot prosper that deliberately puts aside God's Word and substitutes a compromise—a thing of man's invention. No good has ever come of compromises that make sacrifice of truth and principle, and we do not look for any lasting good from this attempt at yoking together incompatibles." It seems to us that the preparation of Scripture lessons for reading in all the public schools was an important measure that ought to give much gratification to Christian people. There is no compromise in preparing a series of lessons to be used, instead of using the Bible itself. These lessons are the words of Holy Scripture. Only a selection could be read in any case. Is it not better that the lessons should be selected by competent persons than to leave this to the chance whim of teachers? All agitation for such religious instruction as cannot be practically carried out in schools attended by children of all denominations can only injure our whole school system, and tend towards a system of Separate Church Schools. Most of those who talk most loudly about religious instruction in the schools are known to favor church schools. We fail to see how the Scripture lessons which have been sanctioned and partly prepared by representatives of the different churches, can be called "putting aside God's word," or "sacrificing truth and principle." This is not so. There seems to be an animus in the *Review's* remarks which we do not understand. We are strongly in favor of the Bible in the schools, and, therefore, feel gratified at what has been done by the present Minister of Education, in the way of practically carrying out this good idea. We see no "yoking together of incompatibles" in it.—*The Christian Guardian, on Scripture Lessons in Schools.*

Notes and Comments.

HIGH school teachers who have to deal with Coleridge in the present term will appreciate the eloquent and critical address of Mr. Lowell's which we reprint this issue.

WE understand that Mr. McGeary, gold medallist in mathematics, University of Toronto, for 1885, has been appointed Mathematical Fellow in University College. Mr. McGeary is an élève of Bradford High School, on which institution he has reflected no small credit during his whole college course.

THE smallpox epidemic in Montreal, lamentable as it is, serves a good purpose in directing the attention of the people to the preventible causes of epidemic diseases. School authorities especially should be alive to the importance of sanitary and sanatory measures. We publish this week a timely contribution from Dr. Bryce, secretary of the Provincial Board of Health, in which much useful information and excellent advice are given.

WE have received the first number of *The Supplement* the new form of the *School Supplement*, edited by Mr. Seymour Eaton, and published by the Supplement Company. It is an illustrated magazine, intended for home and school reading, of 48 pages, printed on finely calendered paper, its typographical appearance being most beautiful. Its columns are exceedingly interesting, and reflect great credit on the taste and judgment of the editor.

WE have received from a Canadian Oregonian the catalogue of the Pacific University, of Forest Grove, Oregon. The institution has a faculty of twelve professors and a college and academic membership of 144. We notice in the list of Alumni several emphatically Japanese names, showing that Anglo-Saxon influences are impinging upon the ancient civilizations of the East, not only from the old world, but from that most recently developed in the new.

CASSEL'S *Magazine of Art* is so good, both as a caterer of art work, and as an art instructor, that now that our teachers are taking so deep an interest in drawing and other art branches, we should like to hear of all who can afford it taking the *Magazine*, both for the adornment of their drawing-room tables, and for careful perusal in their libraries. The price is \$3.50 a year, but we hope soon to announce an arrangement by which it and the WEEKLY may be taken together at reduced rates.

Kosmos is the name of a very handsomely printed monthly, controlled by the Science Association of Victoria University, and edited, if we mistake not, by our valued contributor, Mr. C. C. James. It is the successor of what was the somewhat enigmatically

named *V. P. Journal*. Its first two issues contain two articles on *French and English Poetry in Canada*, by John Lesperance, F.R.S.C., which will be, we are sure, of permanent value as history.

WE shall next week present to the readers of the WEEKLY the address given at the late Provincial Teachers' Association by Dr. Allison, on *The Historical Development of Education*. Those who had the good fortune to hear that address speak of it as one of the ablest ever delivered at our annual educational parliament. Dr. Allison, it is well known, has been for many years one of the leading educationists of the Lower Provinces, and has been for some time Chief Superintendent of Education for Nova Scotia.

THE WEEKLY has received the pleasure of a visit from Mr. J. P. McMurrich, M.A., Ph.D., F.R.M.S., assistant professor of morphology in Johns Hopkins University, Baltimore. Mr. McMurrich was graduated from the University of Toronto in 1879, receiving the gold medal in science, and he has ever since devoted himself to the pursuit of his favorite subject. He is one of those, of whom Professor Tyndall says the world stands in great need, who follow science for its own sake, and not for gain. There are no "casual advantages" in the career of a morphologist.

THE closing scenes of General Grant's life, and the magnificence of his obsequies, have furnished the illustrated papers with an unlimited range of scene and incident for pictorial treatment. Harper's *Weekly* has been most enterprising, and prodigal both of expense and energy in supplying its patrons with full illustrations of every salient point in the great General's chequered and somewhat dramatic career. The *Weekly* wields a strong influence among its own people, and is one of the best mediums by means of which Canadians can become acquainted with American affairs.

WE have received the announcement for 1885-6 of Alma College, St. Thomas, of which the Rev. B. F. Austin, M.A., B.D., is principal. The building, as is well known, is one of the handsomest, devoted to education, in the Province. The staff is large and excellent. Provision is made for instruction in every course of study to which young women devote themselves—the musical and the art departments being well attended to, but not more so than the literary and philosophic. The abandonment of the prize system, the announcement regarding which we print on the preceding page, receives the emphatic approval of the EDUCATIONAL WEEKLY.

DR. J. A. MACPHERSON, late teacher of B ll's Corners, the author of the paper on "English Vernacularism," published in our issues of the 16th and 23rd July, has prepared a lecture on the "Queen's English,"

which he is about to deliver in various cities of Ontario. Principals of schools and secretaries of Mechanics' Institutes, etc., would do well to secure his services before open dates are filled up. The lecture will be illustrated by choice selections from Shakespeare, Burns, Byron, Scott, Moore, Hood, Dickens, Longfellow, and Tennyson, and no doubt the Doctor's audiences will have a rare treat. We also understand that Dr. MacPherson is preparing for the press, in three volumes, a choice collection of English, Irish, and Scotch, popular and national songs, from the sixteenth to the nineteenth century, which he has been accumulating for several years. Each song will be accompanied by the name of the author, date and circumstance of composition, or any other fact of interest in connection with its origin, influence, etc., therefore, we are also informed, the Doctor will esteem it a favor to receive from any correspondent a rare effusion, or valuable information concerning authors or compositions, which it is thought he may not have had an opportunity of seeing. A brief essay on the lyrical literature of the nationality it represents will preface each volume.

THE general introduction of calisthenic exercises in all our leading schools, and the recognition of their importance on the part of the Education Department, by making the teaching of calisthenics a part of the obligatory course, render it desirable that a well-planned and well-tried system should be accessible to all teachers. We begin, this number, to insert the description of a series of excellent movements and exercises invented by the celebrated Dr. Dio Lewis, and afterwards systematized and made rhythmic by Dr. Welch, Professor of Physical Culture in Yale College. We make our selections from Dr. Orcutt's *School-Keeping, and How to Do It*, in which manual the whole system may be obtained. This book is published by the New England Publishing Company, of Boston, the price being \$1. The descriptions given are not always very explicit, but they can all be made out with a very little study and experiment. Each exercise is intended to be performed with eight accented and eight unaccented movements. If these accents are regarded all the exercises may be performed, when a little skill has been attained, as an accompaniment to any marching tune. In practising his pupils, if the teacher hope for great success, he must see that each exercise is performed with proper accents. This end may be secured by counting; thus: "One and, two and, three and, four and, five and, six and, seven and, eight and." In continuing, after "eight and" should come, "one and, two and," etc., in rotation. We trust these exercises in gymnastics will be appreciated by our readers, as they are very simple and exceedingly beautiful and useful.

Literature and Science.

MR. LOWELL ON COLERIDGE.

[From the London *Times* report of the unveiling of a bust of the poet in Westminster Abbey.]

TWICE before I have had the honor of speaking within the precincts of this structure, the double sanctuary of religion and renown, surely the most venerable of ecclesiastical buildings to men of English blood. Once again I was a silent spectator while his body was laid here to mingle with consecrated earth who more deeply than any other in modern times had penetrated with the ferment of his thought the thinking of mankind, an event of deep significance as the proclamation of that truce between science and religion which is, let us hope, the forerunner of their ultimate reconciliation. When I spoke here it was in commemoration of personal friends, one of them the late Dean Stanley, dear to all who knew him; the other an American poet, dear to all who speak the English tongue. It is to commemorate another friend that I come here to-day, for who so worthy of the name as one who was our companion and teacher in the happiest hours of our youth, made doubly happy by the charm of his genius, and who to our old age brings back, if not the presence, at least the radiant image of the youth we have lost? Surely there are no friends so constant as the poets, and among them, I think, none more faithful than Coleridge. I am glad to have a share in this reparation of a long injustice, for as we looked about us hitherto in Poet's Corner we were tempted to ask, as Cavalcante dei Cavalcanti did of Dante, If these are here through loftiness of genius, where is he?

It is just fifty-one years ago that I became the possessor of an American reprint of Galgani's edition of Coleridge, Shelley, and Keats in one volume. It was a pirated book, and I trust I may be pardoned for the delight I had in it. I take comfort from the thought that there must be many a Scottish minister and laird now in Heaven who liked their claret none the less that it had paid no tribute to the House of Hanover. I have heard this trinity of poets taxed with incongruity. As for me, I was grateful for such infinite riches in a little room, and never thought of looking a Pegasus in the mouth whose triple burden proved a stronger back than that even of the Templars' traditional steed. Much later, but still long ago, I read the "Friend," the "Biographia Literaria," and other prose works of Coleridge. In what may be given me to say I shall be obliged to trust chiefly to a Memory which at my time of life is gradually becoming one of her own reminiscences, and is forced to compound as best she may with her inexorable creditor—Oblivion. But perhaps she will serve me all the better for the matter in

hand, for what is proper here is at most a rapid generalization rather than a demonstration in detail of his claims to grateful remembrance. I shall naturally trust myself to judge him by his literary rather than by his metaphysical achievement. In the latter region I cannot help being reminded of the partiality he so often betrays for clouds, and see him, to use his own words, "making the shifting clouds seem what you please," or, "a traveller go, from mount to mount through cloudland, gorgeous land." Or sometimes I think of him as an alchemist in search of the philosopher's stone and stripping the lead, not only from his own roof, but from that of the parish church itself, to quench the fiery thirst of alchemy. He seems never to have given up the hope of finding in the imagination some universal solvent, some *magisterium majus*, by which the lead of scepticism should be transmuted into the pure gold of faith, or, at least, persuaded to believe itself so.

But we should not forget that many earnest and superior minds found his cloud castles solid habitations, nor that alchemy was the nursing mother of chemistry. He certainly was a main influence in showing the English mind how it could emancipate itself from the vulgarizing tyranny of common sense and teaching it to recognize in the imagination an important factor not only in the happiness but in the destiny of man. In criticism he was, indeed, a teacher and interpreter whose service was incalculable. He owed much to Lessing, something to Schiller, and more to the younger Schlegel, but he owed much to his own sympathetic and penetrative imagination. This was the lifted torch (to borrow his own words again) that bade the starry walls of passages, dark before to the apprehension of even the most intelligent reader, sparkle with a lustre, latent in them to be sure, but not all their own. As Johnson said of Burke, he wound into his subject like a serpent. His analysis was elucidative mainly, if you will, but could not have been so except in virtue of the processes of constructive and philosophical criticism that had gone on so long in his mind as to make its subtle apprehension seem an instinct.

As he was the first to observe some of the sky's appearances and revelations of outward nature, so he was also first in noting some of the more occult phenomena of thought and emotion. It is a criticism of parts and passages, and was scattered carelessly in *obiter dicta*, but it was not a bringing of the brick as a specimen of the whole house. It was comparative anatomy, far rather, which from a single bone reconstructs the entire living organism. Many of his hints and suggestions are more pregnant than whole treatises, as where he says that the wit of Hudibras is the wit of thought.

But what I think constitutes his great power, as it certainly is his greatest charm, is the perpetual presence of imagination, as constant a quality with him as fancy with Calderon. She was his lifelong housemate, if not always hanging over his shoulders and whispering in his ear yet within easy call, like the Abra of Collins' Oriental Eclogue—

Abra was with him ere he spoke her name,
And if he called another, Abra came.

It was she that gave him that power of sympathy which made his "Wallenstein" what I may call the most original translation in our language, unless some of the late Mr. Fitzgerald's be reckoned such. He was not exact any more than Chapman. The molten material of his mind, too abundant for the capacity of the mold, overflowed it in gushes of fiery excess. But the main object of translation he accomplished. Poetry is reproduced as poetry, and genius shows itself as genius, patent even in the march of the verse. As a poet, the impression he made upon his contemporaries will, I believe, be the ultimate verdict of criticism. They all thought of him what Scott said of him, "No man has all the resources of poetry in such profusion. . . . His fancy and diction would long ago have placed him above all his contemporaries had they been under the direction of a sound judgment and a steady will." No doubt we have in Coleridge the most striking example in literature of a great genius given in trust to a nerveless will and a fitful purpose. But I think the secret of his doing no more in poetry is to be found in the fact that the judgment, so far from being absent, grew to be there in excess. His critical sense rose like a forbidding apparition in the path of his poetic production. I have heard of a military engineer who knew so well how a bridge should be built that he could never build one. It certainly was not wholly indolence that was to blame in Coleridge's case, for though he used to say early in life he had no "finger industry," yet he left behind him a mass of correspondence, and his letters are generally long.

But I do not care to discuss a question the answer to which must be left mainly to conjecture or to the instinct of individual temperament. It is enough for us here that he has written some of the most poetical poetry in the language, and one poem, "The Ancient Mariner," not only unparalleled but unapproached in its kind, and that kind of the rarest. It is marvellous in its mastery over delightfully fortuitous inconsequence that is the adamant logic of dreamland. Coleridge has taken the old ballad measure and given to it, by an indefinable charm wholly his own, all the sweetness, all the melody and compass of a symphony. And how picturesque it is in the proper sense of the word! I know nothing like it. There

is not a description in it. It is all picture. Descriptive poets generally confuse us with multiplicity of detail. We cannot see their forest for their trees. Coleridge never errs in this way. With instinctive tact he touches the right chord of association, and is satisfied, as we also are. I should find it hard to explain the singular charm of his diction, there is so much nicety of art and purpose in it, whether for music or meaning. Nor does it need any explanation, for we all feel it. The words seem common words enough, but in the order of them, in the choice, variety and position of the vowel sounds they become magical. The most decrepit vocable in the language throws away its crutches to dance and sing at his piping. I cannot think it a personal peculiarity, but a matter of universal experience, that more bits of Coleridge have imbedded themselves in my memory than of any other poet who delighted my youth—unless I should except the sonnets of Shakespeare. This argues perfectness of expression. Let me cite an example or two:

The sun's rim dips, the stars rush out,
At one stride comes the dark;
With far-heard whisper, o'er the sea,
Off shot the spectre barque.

Or take this as a bit of landscape:

Beneath yon birch with silver bark
And boughs so pendulous and fair,
The brook falls scattered down the rock,
And all is mossy there.

It is a perfect little picture and so easily done. But try to do something like it.

Coleridge's words have the unshamed nakedness of Scripture, of the Eden of diction ere the voluble serpent had entered it. This felicity of speech in Coleridge's best verse is more remarkable because it was an acquisition. His earlier poems are apt to be turgid, and in his prose there is too often a languor of profuseness, and there are pages where he seems to be talking to himself and not to us, as I have heard a guide do in tortuous caverns of the catacombs when he was doubtful if he had not lost his way. But when his genius runs freely and full in his prose, the style, as he said of Pascal, "is a garment of light." He knew all our best prose and knew the secret of its composition. When he is well inspired, as in his best poetry he commonly is, he gives us the very quintessence of perception, the clearly crystallized precipitation of all that is most precious in the ferment of impression after all the impertinent and obtrusive particulars have evaporated from the memory. It is the pure visual ecstasy disengaged from the confused and confusing material that gave it birth. It seems the very beatitude of artless simplicity, and is the most finished product of art. I know nothing so perfect in its kind since Dante. The tiny landscape I have cited reminds me in its laconic adequacy of—

Li ruscelletti che de'verdi colli
Del Casentin discendon giuso in Arno,
Faccendo i lor canali e freddi e molli.

I confess that I prefer "The Ancient Mariner" to "Christabel," fine as that poem is in parts and tantalizing as it is in the suggestion of deeper meanings than were ever there. "The Ancient Mariner" seems to have come of itself. In "Christabel" I fancy him saying, "Go to, let us write an imaginative poem." It never could be finished on those terms.

This is not the time nor the place to pass judgment on Coleridge the man. Doubtless it would have been happier for him had he been endowed with the business faculty that makes his friend Wordsworth so almost irritatingly respectable. But would it have been happier for us? We are here to-day not to consider what Coleridge owed to himself, to his family, or to the world, but what we owe to him. Let us at least not volunteer to draw his frailties from their dread abode. Our own are a far more profitable subject of contemplation. Let the man of imaginative temperament, who has never procrastinated, who has made all that was possible of his powers, cast the first stone. The cairn, I think, will not be as tall as Hector's. With Coleridge I believe the opium to have been congenital, and if we may judge by many a profoundly pathetic cry both in his poems and his letters, he answered grievously for his frailties during the last thirty years of his life. In an unpublished letter of his he says, speaking of another, but thinking certainly of himself, "An unfortunate man, enemy to himself only, and like all of that character, expiating his faults by suffering beyond what the severest judge would have inflicted as their due punishment." There let us leave it, for nothing is more certain than that our personal weaknesses exact the uttermost farthing of penalty from us while we live. Even in the dilapidation of his powers, due chiefly, if you will, to his own unthrifty management of them, we might, making proper deductions, apply to him what Mark Antony says of the dead Cæsar—

He was the ruins of the noblest man
That ever lived in the tide of times.

Whatever may have been his faults and weaknesses, he was the man of all his generation to whom we should most unhesitatingly allow the distinction of genius—that is, of one authentically possessed from time to time by some influence that made him better and greater than himself. If he lost himself too much in what Mr. Pater has admirably called "impassioned contemplation," he has at least left us such a legacy as only genius, and genius not always, can leave. It is for this that we pay him this homage of memory. He himself has said that—

It seems like stories from the land of spirits
If any man obtain that which he merits,
Or any merit that which he attains.

Both conditions are fulfilled to-day.

MR. LOWELL.

AFTER his mission to Spain and to England, Mr. Lowell returns to the United States. He went abroad one of the most eminent of American poets and scholars, and he returns one of the most distinguished and efficient of American foreign ministers. He has heightened the respect of England for American character, and has shown the American type of the qualities and gifts which England most admires. Mr. Lowell's remarkable success is due to his strong and distinctive American character. No man by temperament and taste and cultivation was more fitted to enjoy whatever is distinctively English. But he could no more cease to be an American because he enjoyed England than a pine-tree from Katahdin could cease to be a pine because it was translated to a friendly soil.

As he said at Cambridge, upon unveiling the bust of Gray, he came to England a kind of distant cousin, but as he left he was conscious that he was treated as a brother. It has been naturally pleasant for intelligent Englishmen to see a fine specimen of the English stock developed under different conditions. It may well stir the just and generous pride of England that there is a Greater Britain, built upon her own principles, to which she has been herself not always faithful. Yet England is insular and provincial. John Bright says that she hates foreigners. This, indeed, is a quality which partly explains her force and ascendancy. And it is a peculiar triumph to have tamed this hostility, and to have showed her a foreigner who compelled her friendly admiration.

The felicity and grace which Mr. Lowell has shown in all his public addresses in England, and especially in the one which is least known in this country, but which is most striking and significant of all, that upon Democracy, have been remarkable. He is a poet, but his characteristic is common sense, and while charmed with the fine thought and insight and gay humor of his literary addresses, the most phlegmatic Briton has not detected any florid excess. Mr. Lowell's characterizations of Carlyle and Fielding and Coleridge and Gray have been comprehensive and incisive, and are among the best things ever said of them, and his speeches upon more general occasions have had a singular charm of fitness and happy suggestion. He leaves England amid general regret. The Queen is known to have spoken of him with sincere esteem. The working-men presented him with an address. The University of Cambridge heard with emotion his simple farewell and acknowledgment of kindness. London society has lost one of its most brilliant and fascinating figures, and his country welcomes home a son who brings new titles to her gratitude. —*Harper's Weekly.*

Educational Opinion.

THE KINDERGARTEN.

[An address given to the Teachers in Training of the Toronto Normal School at the opening of the autumn session, by Miss B. E. Hailman, Principal of the Kindergarten Department.]

(Concluded from previous issue.)

Thus by handling things and studying their properties, the child gains real knowledge, and is in his little way as true a votary of science as Darwin or Tyndall.

While he is gaining knowledge in his relation to Nature, his contact with other human beings is stimulating him to classify his knowledge and apply it; after a while he begins to reason; he sees that certain things must be because of their inner nature—he has a dim knowledge of the self-hood of things—he is in the shadowy confines of philosophy.

Then, when he looks around him and is confronted on all sides with unanswerable questions and unfathomable mystery, through his relation to the Infinite, the spiritual side of his being rises in majesty, and gives him faith, the essence of religion.

What in the child's relation to Nature is Power, becomes in human relationship, Sympathy, and in the spiritual relationship with the Infinite—Reverence.

All of these relationships having come from God, are of Him, and the whole tendency of the child's life is through all these relationships which are held together and rendered essentially one, through Love, directed toward the Good, the True, the Beautiful—through these to Unification with the All—with God.

While formulas are very useful in giving us a clear picture of certain prominent features of what we are studying, they are, at the same time, somewhat dangerous, unless used with care and intelligence. We are too apt to think—"There it is—as plain as day—No. 1, No. 2, No. 3.—To develop No. 1, I must do so, and No. 2, so"—we forget that while the child is related to these external circumstances, they are themselves inter-related, and that these relations and inter-relations are constantly overlapping one another, and that the child is never going through one alone, but all at the same time, so that the delicate shades of relation that appear to us in our daily intercourse with the little one, could never be put down in a mere formula.

It is only by a thoughtful feeling with, and constant observation of child-nature, and at the same time presence of mind to hold its more prominent laws in our mental grasp, that we can approximately accomplish the task before us—that of bringing out the good that is in the child, and leading its energies and powers in the right direction, and putting it on the road to full development.

This mistake of following the formula instead of the child, is very common. It shows itself in the tendency to "exhaust" one gift before the next is given.

In very many kindergartens the kindergaertner would think she did very wrong, and acted very unpedagogically to allow the child to play with the third gift before it had "exhausted" the first and second. The very word "exhaust" condemns this idea; inasmuch as a good thing cannot be "exhausted," and if it could, should not. One might say in regard to a narrow, stilted, formal, unnatural use of the gifts—

"One thing at a time,
And that done well,
Is a very bad thing
As many can tell."

Each gift is beautifully related to all the others, and well bears their influence upon its individuality.

Nature has a fashion of her own, of mixing things—when seen at a distance, and carelessly, they seem very simple, indeed; for instance, Niagara Falls, viewed from afar—as simple, quiet, still, as one of its own photographs—nothing complex there—the Falls in their place, the banks green and solid, the river blue and still: but seen close by—what a difference! Every atom of water is so relentlessly pulled by its neighbor, that the whole mass goes seething and rushing over the rocks; and the river that seemed so blue and so still, foams and eddies and whirls in sympathy.

And the trees and shrubs, and even the grass on the banks, bend, and bow and sway in the mighty rush of air that follows the falling water.

The ocean—easily described, as a lot of water between two or more continents—teems with more complex life than we have ever dreamed of; the meadow that waves a sea of green grass, and invites us to a walk, is the home of such countless insects, and snakes, and various little animals, that our walk would not be half so uneventful as we might wish.

Thus we find everywhere that Nature in detail, is complex, though her laws are simple.

So it is with the child—we may formulate certain general tendencies, and realize the general drift of his nature, but we cannot deal formally with him.

We will find growth, and change, and interchange, constantly taking place in him, and so stilted, formulated method of dealing with him, can reach every phase of his Being. For this reason, every good teacher, as well as kindergaertner, must learn to study children.

She must not only be able to apply certain principles of psychology in teaching, but she must be able to see for herself the meaning of apparently trivial incidents (that are not put down in books), and follow the direction in which they point.

Freibel's watchwords are *Common-sense, Love of Child, Study of Child-nature, Reverence for Childhood*. If one questions the value of these in the education of the child, he may question the value of the kindergarten; but if he recognizes their importance, then let him come to the kindergarten, for here every step is founded on principles deduced from these conditions; every aim has in view the cultivation of universality, love for the Good, the True, the Beautiful, reverence for Divine Law, and ultimate unification with Divine Harmony.

BRAIN TROUBLES.

The brain troubles of teachers have perhaps not as yet received due attention, either from physicians or from philanthropists. At this season of the year, our readers, in common with the rest of the community, are seeking, or have just returned from obtaining, rest and recuperation at various holiday haunts. There is no moment when the overworked brain rebels more vigorously against the strain to which it is compelled to submit, than immediately on the resumption of the task after a brief rest. The tension has been relaxed, and the stress removed, with the result that a more obvious effort is experienced in again bending the energies to pull and to endure. If the nerves were beforehand in a tolerably healthy state, this feeling of extreme effort soon passes off; and the benefit of the rest is experienced in the sense that there is greater freshness in the work, and less exhaustion at the end of the day. But if the brain were thoroughly overwrought before the rest was taken, the return to duty, with all its associations of worry and anxiety, may be felt so powerfully as to make the holiday in fact more injurious than beneficial. The vast majority of our readers, doubtless, have returned prepared by their all too brief rest and change, to buckle down to work steadily without another break for four months to come. A not inconsiderable minority, however, must be feeling at this moment the truth of the observations we have made above, and it is in their interest that we write.

The life of a teacher is one which peculiarly tends to brain irritation. The monotony of the duties is in itself a source of danger. The mind is not allowed its full play. As Goldsmith said, the elementary teacher is a sort of Moses, perpetually leading successive generations of pupils up to the entrance of the promised land, where literature, science and art are to be realized and enjoyed, but condemned to stop just short himself of entrance into all those interesting possessions. The teacher's lot, however, is harder than that of Moses, for the former must continually return to the

threshold of the desert, to re-commence his task of leading an unruly flock through the arid wastes of the alphabet and the wandering mazes of the multiplication table. A life in which the duties contain no interest in themselves is necessarily a fatiguing one. The physician, with his ever fresh cases and patients, the journalist, with daily new subjects to consider, the man of business, with constantly changing circumstances, and most other classes of brain workers, are free from this monotony, and would hardly understand how wearing it is to experience it. Little things grow pressing, and the attention, not distracted from trifles, has a tendency to magnify their consequence. This brooding over small troubles, and finding it impossible to dismiss them from the mind is often one of the first signs of unhealthy nerves; and the tendency to do it induced by the work of elementary teaching is one of the causes of brain trouble. Nor do the other conditions of teaching compensate for this drawback. The labour of maintaining discipline is greater or less according to the natural faculty of command; but the exertion of will and the constant watchfulness required are necessarily and always an effort of the brain. The sanitary conditions in which the work is conducted are seldom favourable. However great the care expended by an architect on ventilation—and very often there is no evidence of that functionary having troubled himself at all about the question—the atmosphere in a public elementary school can hardly ever be ideally hygienic. The many pairs of active young lungs greedily suck in the oxygen, and speedily exhaust the air; and in most cases the exhalations from the clothing and persons of some amongst the scholars are alone sufficient to vitiate the atmosphere, and render it more or less distinctly unhealthy. Defective aeration of the blood tells most unmistakably and directly on the nerves and temper. Finally, we need only add to this enumeration the anxieties of the occupation arising from the multiplicity of masters, the occasional vagaries of Inspectors, and the variety of requirements that have to be fulfilled, in order to understand how it happens that brain troubles are not rare amongst members of the teaching profession.

In the term "brain troubles" may be included not only absolute incapacity to continue work, but the less serious tokens of overstrain which make work difficult and painful. Irritability of temper, want of enjoyment of life, a hopeless feeling with regard to the future, anxiety about trifles, neuralgia, headache, and, worse than all, sleeplessness, are troubles far short of breaking down or insanity, but nevertheless most painful and distressing to endure, and sure to end in greater mischief unless their

progress is stopped. The sincerest sympathy is due to those to whom the resumption of work means the re-commencement of such troubles. Medicine is of little use in such cases. What is wanted is to seek change of thought and different action of the brain from that involved in the daily work. Any kind of physical exercise is good, provided it is of a character to engage the attention. Mere exercise, such as walking or even tricycling in quiet roads where no care is required in guiding the machine, is of little value as a rule. On the other hand, a game like lawn tennis is admirably adapted to the purpose required; and it has the advantage that it can be recommended to ladies and shared in by them with the rougher sex. It is quite impossible to "worry" while one is watching the flight of a tennis ball. So it is while riding a bicycle or tricycle over ground which is at all difficult. Boating is good, too, where available, and especially if the rowing is done, not in a solitary outrigger, but with companionship in the exercise. A final hint, drawn from extensive experience, may appear more surprising than the recommendation to exercise. It is to undertake some serious study. The distraction of the mind is often of greater importance than its mere rest. The higher intellectual faculties are not exercised in school, and to turn these upon some attractive topic, science, languages, or whatever may be found really interesting to the mental constitution, is frequently found to be a relief, and not in any sense an addition to the daily burden. Study should, however, be combined with exercise. An hour at tennis and an hour at science will, in all probability, be found far more beneficial than all the drugs in the doctor's shop to overstrained nerves in an otherwise fairly healthy person.—*From the Schoolmaster, London.*

THE SECRETARY TO THE SCOTCH EDUCATION DEPARTMENT.

WE have pleasure in announcing that, as was foreshadowed a fortnight ago, Mr. Henry Craik, M.A. of Oxford and LL.D. of Glasgow, has been appointed Secretary to the Scotch Education Department, an Order of Council to this effect having been issued a few days ago. Mr. Craik is the son of the late Rev. Dr. Craik, an eminent clergyman of the Church of Scotland, who took a special interest in education. After a brilliant curriculum at Glasgow he carried off the Snell Exhibition, which is the blue ribbon of Scotch classical scholarship, and proceeded to Balliol College, Oxford, where he repeated his Glasgow successes. Entering the Education Office, he rapidly rose to the post of Senior Examiner in the Scotch Department.

As such he was an invaluable assistant to Sir Francis Sandford when the latter was Secretary to both the English and Scotch Education Departments. Within the last year or two more particularly Mr. Craik has been brought into close contact with all in Parliament and out of it who have been concerned for the right administration of Scotch Education, and has won golden opinions by his judgment, urbanity, and official assiduity. In the midst of his duties Mr. Craik has not forgotten literature. He has been a frequent contributor to the higher-class magazines, such as the *Quarterly* and *Fortnightly Review*. He has written a life of Swift, which is now the recognized authority on the subject. He is the editor of Messrs. Macmillan's valuable series of handbooks entitled "The English Citizen," and contributed to it the volume on "The State and Education." Only the other year his official merits were recognized by being sent by his Ministerial superiors to report on the condition and wants of Highland education, while his *Alma Mater* did justice to his position in literature by giving him *honoris causa* the degree of LL.D. Mr. Craik's appointment as the first Permanent Educational Secretary for Scotland will be welcomed as a guarantee that the northern educational interests will not suffer in the field of administration either from subordination to, or from jealousy of, those of England. Still more welcome, however, will be the news that Sir Francis Sandford has been appointed to be the chief permanent official of this Department, a position for which he is qualified in no ordinary degree.—*From the Schoolmaster, London.*

IT was while living in Lenox that Nathaniel Hawthorne wrote the *Wonder Book for Girls and Boys*, wherein is to be found the story of Little Pandora and her Box, from which she let out the stinging troubles; the story of the slaying by Hercules of the fearful Gorgon, the sight of whose face turned people into stone, of the flying horse Pegasus with his silvery wings, and many others, all written in that exquisite style of which the great romancer was a master. He also wrote for boys and girls, *Tanglewood Tales*, similar to those in the *Wonder Book*, and *True Stories from History and Biography*.

Of his books for grown people, it is difficult to tell which is most admired. The *Scarlet Letter*, the *House of the Seven Gables*, the *Blithedale Romance*, the *Marble Faun*, each has its special admirers. With the writer of this *Our Old Home* is a great favorite. He was born July 4, 1804, and died April, 1864.—"Stories about Favorite Authors" in *Our Little Men and Women*.

TORONTO:

THURSDAY, SEPTEMBER 17, 1885.

PARTYISM IN EDUCATION.

THOSE who deprecate the intimate relationship of partyism to the education-administration, among whom we confess ourselves as ranking, have to face the fact that the marriage of politics and education was contracted under the sanction of the party at present in power, and that there is no likelihood of a divorce being granted as long as that party remains dominant in the legislature. What may be done, whenever the present Opposition shall have the government of the Province entrusted to them, it were not safe to predict, though we have the promise both of the gentleman who leads the Opposition, and of the principal journal that supports him, that the divorce will then be made.

Our own opinion is that so-called practical difficulties of ministry-making will prevent the prospective-premier, if so we may call him, from making good his word. And we recognize, as clearly as anyone, that the control of the Education Department by the same authority which controls all other departments of public administration, is, *theoretically*, a sound enough political contrivance; but, *practically*, we believe it works great detriment to the honor and standing of the profession, and opposes many hindrances to educational progress. The fault is—not that the education system is administered by the Government; but that governments are always partisan, being criticised and attacked, and defending themselves in turn, by purely partisan tactics.

A Minister of Education of probity and conscientious regard for the responsibilities of his office, may rise superior to the temptations which beset him, but if he does so, even in the greater number of cases, his virtue is rare indeed.

That the present incumbent of the office has always acted from a partisan standpoint will not, we think, be asserted by anyone; indeed, if the opinion our Ayr contemporary gives expression to, which we print in another column, be taken as true, his partisanship has been, in mathematical parlance, a negative, and therefore, self-destructive, quantity.

But the policy of the Education Department, whether partisan or otherwise, is not now our concern. We wish rather to say a few words on the effect on our profes-

sion of a party administration of educational affairs, and of the influences of sorts of partisanship, other than political.

Political partisanship is not confined to the legislature. Its baneful presence dominates every sort of corporate body elected by the people—the closer the relation between the elected and the electors, the grosser partisan influence has been. In boards of public school trustees, elected as they have been, just when the annual party fever has spent its heat, partyism has not been, as a rule, rampant. But unfortunately, as the people, at least in villages, towns, and cities, have not taken much interest in these bodies, they can scarcely be said to be representative. The recent legislation in this matter will probably evoke more popular interest, but it will certainly give to school boards the political complexion of their co-optated councils.

High school trustees, elected, as they are, by town and county councillors mediately, have shown but little disposition to political partisanship, for which all attributes should be thankful.

As far as our observation has gone, it is in county councils, that partyism has been most inimical to educational interests. Possessing, as they do, the right of electing public school inspectors, of all the administrators of our system the most influential for good or ill, they have in many instances travestied their trust into a piece of party patronage. And the consciousness of this has induced many capable and worthy applicants for inspectorships to bargain for their positions by means of their party claims, instead of relying independently upon their scholarship, their experience, their character! Not long ago, in the report of an election for an inspectorship, the statement was made, that there were in the county council just so many Conservatives, every one of whose votes the Conservative candidate received; and just so many Reformers, every one of whose votes the Reform candidate received—with the exception of one vote, which was evidently bestowed upon a third candidate because he held a like peculiar religious faith with his brother voter.

This statement may not be true, and an injustice may have been done to the candidates in drawing attention to coincidences which were only accidental; but the prevalent opinion among the people

certainly is that partyism has undoubtedly too much to do with the appointments made by county councils.

As said before, the partyism is not always political. Once upon a time, yet not so long ago as to have escaped our memory, the following clever device of a candidate came under our notice. He had the names of the members of the appointing corporation (it was a county council) divided up into schedules of (1) Conservatives and Reformers, (2) Methodists, Episcopalians, Presbyterians, Baptists, etc., (3) Masons, Odd Fellows, Foresters, etc. To each name in each schedule he had affixed the "influence," "string," or "wire," which was to be "pulled" to dispose the voter in his favor!

We have before us a letter, written some time ago, by a candidate for an inspectorship, who claimed the assistance he desired, not because of his scholarship, which he admitted was not excellent, nor because of his public school experience, which was neither extensive nor ripe, but because he was, as he expressed it, a good "Grit," and that the majority of the council, who had the gift of the appointment in their hands, were Grits also! And for the same reason he claimed the assistance of some prominent educationists, whom he described as being of that faith, also.

All this is not as it should be. The self-respect and honor of the profession are degraded by such attempts to gain promotion by other means than an independent and manly reliance on personal fitness, based on character, attainments, and experience. There should be a determined stand made by all who are concerned with the administration of our education system and who have its interests at heart, to protect the good name of education from all partisan defilement.

THE "NATURAL METHOD."

ARE our readers unfamiliar with the phrase "natural method of learning languages"? We fear we shall not be able to enlighten them. All we can do is to inform them that there are certain persons who profess to teach languages in this way in something like five weeks for each language; and that this way is called "natural" because pupils are supposed to acquire a knowledge of these languages under these "professors" as a child learns his mother tongue.

Were it not that this method is creating no little stir amongst our neighbors across the boundary we should not deem it worthy of mention. A few suggestions, however, may be briefly pointed out.

First, the fallacy in imagining that the mature mind can absorb knowledge in the same way as when in the plastic stage of infancy, ought, one would think, to be patent to all. Secondly, this "natural" process is in reality unnatural to the mind of the adult. The trained mind generalizes. The "natural" method has nothing whatever to do with generalization. Thirdly, the value of learning a foreign language is found in the mental exercise required to obtain a knowledge of a complete system. The "natural" method boasts its scorn of all system. Fourthly, the faculties made use of in this new and much vaunted system can only be imitation and memory. Train imitation and memory as we will, this can never lead to true mental training. Added to which, after youth imitation is comparatively valueless, and memory has lost its vigor. Lastly, it is hardly likely that five weeks devoted to the intricacies of a foreign tongue will indelibly stamp that language on the mind, despite the most strenuous exertions of the subtlest imitation or the aid of the most powerful memory.

BOOKS RECEIVED.

The Ontario Readers: Book I, Parts I. and II.: Books II., III., and IV. Toronto: The Canada Publishing Company. 1885.

Classics for Children: A Primer. By Miss J. H. Stickney. Boston: Ginn & Company.

Table Talk.

THERE is a report that Robert Browning, notwithstanding his seventy-three years, is again talking of a visit to the United States. He is reported to be very anxious to see Boston, Harvard College, Niagara, and the Yosemite, and may sail after he has finished a new poem on which he is now engaged.—*Literary World.*

It is stated that there have been discovered, up to the present, only three printers' errors in all the English editions of the Revised Bible, and these are of a most obvious description. It may not be generally known that any person discovering a printer's error in an Oxford Bible will be paid a guinea on communicating the fact to the Controller of the Press, provided that the error has not been discovered before.—*Literary World.*

THEY seemed to those who saw them meet,
 Mere casual friends of every day:
 Her smile was unreserved and sweet,
 His courtesy was free and gay.

But yet if one the other's name
 In some unguarded moment heard,
 The heart you thought so still and tame
 Would flutter like a captured bird.

—Lord Houghton.

THIS is the cheery little note which Mr. Whittier sent to Oliver Wendell Holmes on the genial doctor's seventy-sixth birthday—which occurred last month: "My Dear Holmes,—Amidst the thanks and congratulations of thy birthday, I hope the kindly remembrance of thy old friend will not be unwelcome. My father used to tell of a poor innocent in his neighborhood, who, whenever he met him, ould fall to laughing, crying and dancing. 'I can't help it, sir. I can't help it. I'm so glad you and I are alive!' And I, like the poor fellow, can't help telling thee that I am glad thee and I are alive—glad that thy hand has lost nothing of its cunning and thy pen is still busy. And I say in the words of Solomon of old: 'Rejoice, O young man, in thy youth and let thy heart cheer thee in the days of thy youth'; but don't exult over thy seniors who have not found the elixir of life and are growing old and 'past their usefulness.' I have just got back from the hill and am tired, and a pile of unanswered letters are before me this morning, so I can only say, God bless thee."

I WOULD be calm, I would be free
 From thoughts and images of Thee;
 But Nature and thy will conspire
 To bar me from my fair desire.
 The trees are moving with thy grace,
 The waters will reflect thy face;
 The very flowers are plotting deep,
 And in thy breath their odours steep.
 The breezes, when mine eyes I close,
 With sighs, just like mine own, impose;
 The nightingale then takes his part,
 And plays his voice against my heart.
 If Thou, then, in one golden chain
 Canst bind the world, I strive in vain;
 Perchance my wisest scheme would be
 To join this great conspiracy.

—Lord Houghton.

LORD HOUGHTON is hardly thought of here as a lord. He was indeed a lord rather by accident than otherwise, if we may so put the matter: that is to say, the man was so much more than the title that the title scarcely counts for more with those who knew him than the conventional "Mr." might. He did not come to us as a lord, but as a poet, a man-of-letters, a gentleman whom to know was in itself a means of culture. Lord Houghton, whether as Lord Houghton or as Richard Monckton Milnes, was a man-of-letters by taste and impulse even more than in performance. That which he wrote was exquisite in grace and full of rich substance, but he was never hungry for literary expression. His temperament was reserved: he had little of that eager craving for utterance which besets most men of letters. He loved literature too well to contribute aught but his best to it, and he served it quite as much by the helpful encouragement he constantly gave to others as by the work he himself did. The worth of his creative work is great, but the service he rendered as a literary influence was very much greater and further reaching. There can be little doubt in the minds of those who know the exquisite quality of

his poetry, that he might have filled a very large place in the public estimation if he had been minded to press his productive capacity. As it was, he wrote comparatively little, but every line he has left us is golden in its worth.—*Commercial Advertiser.*

IN the second instalment of Mr. Howells' very clever story, "Indian Summer," I note the following lapses from correct English. In one paragraph, the speaker is made to say "he was going to come every Thursday"; and, in the very next sentence, "Miss Graham drew him a cup of tea from the Russian samovar." Miss Graham certainly did not "draw him," but drew the tea for him. Again, in the same chapter: "A wholesome re-action would ensue, such as you see now in me, whom the thing happened to in real life." Now, I believe no other writers have such a desire to speak and write correctly as the Americans. We do not cling to our own customs and corruptions of speech because "they are American, you know," but on that very ground avoid them. Accused to ridicule from the critics of other countries, we are trying for the best in literature and art, and having freed ourselves from the trammels of tradition (of which we are rather meanly ashamed) we are tolerably sure in the course of time to reach a high standard. But we are too careless. Our chief faults are haste and inaccuracy, the former producing the latter. Certainly Mr. Howells, with his genius, and charm of style, cannot afford to be absolutely ungrammatical. Attention to detail in art or literature is sure to "pay" in the long run, and an exquisitely turned sentence, or musically chosen word, will linger in the memory, and give an added charm to whatever is excellent in itself.—*Nation.*

WORDSWORTH, the most self-sustained and least impulsive of poets, said that, though he had seen many men do wonderful things, Coleridge was the only wonderful man he had ever met. . . . "He never straightens his knee-joints," said Carlyle, writing long after the old man eloquent had lost the passionate energy and aspirations which found their utterance in verse; and, no doubt, the incapacity for decision was Coleridge's bane through life. But in youth, as well as age, his mind, full of seething thought, stimulated other men to the decisive action of which he was himself incapable. In his poetry critics sometimes complain of indefiniteness, of the want of "central good-sense," of a tenuity of mental substance. Faults of this kind there may be, and we readily allow that if poetry be, as Mr. Arnold states, a criticism of life, the verse of Coleridge is deficient in what that writer terms "moral ideas." On the other hand, there is in it the first requisite of the singer, a capacity to sing. The melody of his verse is enchanting. There is nothing like it in the language. And if for the music of his metre Coleridge is indebted to no master, his subtle and far-reaching imagination is equally original. In the region of the supernatural, he has the faculty of seeing as it were with the bodily eye what other poets, with the exception of Shakespeare, can but faintly picture in mental vision. Such poems as the "Ancient Mariner" and "Christabel" belong as emphatically to Coleridge, as "The Highland Reaper," "Michael," "The Fountain," and the lines composed above Tintern Abbey belong to Wordsworth.—*Spectator.*

Special Papers.

HEALTH DUTIES OF SCHOOL AUTHORITIES.

IN dealing with the subject of health in our public schools it is necessary that we should have some idea of the importance, from a sociological standpoint, of not only preserving the native vigor which most of the children of Canadian parents have inherited, but also of adopting such measures as will, in so far as school life is concerned, increase and give permanency to their physical and thereby to their intellectual strength. M. St. Georges remarks that, calculating forty weeks each year, the number of hours of a child's life spent in school during the period of his growth and development, is about 12,960, without including the time spent in home study. Roughly, we may say that in Ontario the child spends 1,200 hours a year in school, and we must remember that every moment of this period has an important influence as regards permanent effects upon health.

Without in any way entering minutely into the many questions of the effects of sitting many hours on badly made benches, or of standing too long upon the floor in classes, of the injurious influence upon growing girls of having to run frequently up and down stairs, of the effects of imperfect lighting of schoolrooms, of bad methods of school heating, of filthy out-houses, and of contaminated wells, I propose to discuss in this article a question of growing importance with the yearly increasing population of cities and towns, and therewith of the school population; and one, moreover, which, at the beginning of the cool weather when stoves are necessary and ventilation will be less free, and especially during a period when the whole Province is alarmed at the danger of the introduction of smallpox from Montreal, becomes of special interest and importance—I mean that of *epidemics of disease amongst school children*.

Mr. Edwin Chadwick has estimated that the death rate amongst school children in England through this class of diseases amounts to 30,000 annually. As we cannot say that the conditions have up to the present time been more favorable for suppressing these diseases amongst the children of the schools of Ontario than in England, we cannot fail to see that we have similarly in Ontario a largely increased mortality, owing to contagious diseases being communicated by one school child to another. This being the case, we have to enquire more particularly into the ways by which this mortality is brought about and to discuss some of the means by which it may be lessened or prevented.

In order to understand fully the question of the prevention of epidemic diseases we have to comprehend something of their causation. We have at the present stage of biological science very good reasons, apart from clinical experience, and every-day observation, for concluding that the so-called *zymotic* diseases are caused by minute vegetable organisms placed in some one of the sub-classes of Bacteria. Dr. Sternberg in the 1884 edition of his work on "Bacteria," says: "No more important question has ever engaged the attention of physicians, of sanitarians, or of biologists, than that which relates to the rôle of the bacteria in infectious diseases." In a word then, bacteria are divided into classes and sub-classes according to appearance, conditions of temperature, food, etc., under which they develop, in the same way that the higher plants are. What is of especial importance to us here is the further fact that the soil in which they develop best is very often an animal fluid, as chicken broth or beef *bouillon*, or, as is unfortunately the fact, the blood of either the lower animals, as rabbits, chickens, pigs, sheep, or of man himself—the temperature of the blood of living animals being one particularly suited to the free development of bacteria. Another point of importance is that while very few of the bacteria can develop in any culture medium apart from oxygen, still there are the so-called *anaerobies* which derive the oxygen necessary for their development from the nitrogenous and other materials present in the blood. As regards the vitality of bacteria, it must be remembered that from their low organization, they are capable of withstanding great degrees of both heat and cold. This is true especially of the spores, or seeds, which develop in the class of *bacilli*, to which belong the germs productive of some of the diseases especially affecting man. When along with these special qualities it is remembered that individuals capable of growth and multiplication exist whose size does not exceed $\frac{1}{1000}$ to $\frac{1}{2000}$ of an inch, and that these are, more readily than ordinary dust, blown and carried everywhere by the wind, it will be understood how they may, by currents of air, imperceptible to the most sensitive, be conveyed from one person to another, from one room to another, and from one part of a town to another. To show that the number of these *microbes* or what may be aptly called *vital dust*, varies like all other plants in proportion to the conditions favorable for their propagation, it may be stated that M. Miquel, of Montsouris Observatory, Paris, has found currents of air blowing over Paris to be much richer in *microbes* than those blowing over the champaign. He finds that during the half hour which the wind at its average velocity takes to blow over Paris, its number of microbes has been tripled, or, in other

words, its capacity for infection has been increased to this extent.

Having now obtained some definite idea of what the contagion of zymotic diseases is and the nature of the processes by which these microbes are first developed and spread, it will be very easy for us to understand the *methodus operandi* intended to limit and eradicate them.

As the family is the social unit, it is at once seen that it is necessary to begin there. Families, in most cases, may be supposed to be sufficiently appreciative of their own comfort to adopt such means as will keep themselves clean—in the widest sense. This is but partially true, owing to the limits of their knowledge of what sanitary cleanliness in its widest sense means, even with people of intelligence: but it is still less true with the lower classes, abundant in every community. With the latter, municipal law must begin the compulsory educating process, and the sooner this is fully realized in Ontario the better for the body politic in general. The limited sanitary knowledge as to what cleanliness is, extends itself, in most communities, most naturally to their schools; but here, in many instances, a resistance to their methods is set up by the teacher and the school law, and the child often becomes wiser than the parent regarding such matters.

Assuming then, that in a family, or our social unit, some zymotic, such as scarlatina or diphtheria, breaks out, it must be clear that were it diagnosed at an early date, its limitation to the family might be very readily accomplished by keeping all the members of the household isolated, and the air of the whole house disinfected. But if we turn to what really does take place we find that the conditions most favorable for the development of bacteria are not only present but allowed also to continue. Thus we have the propagating medium in the system of the child, giving off exhalations from the respiratory organs, loaded with organic matter, including volatile matter and microbes; also there are constantly being carried into the air particles of epidermis and of epithelium of the mucous surfaces, bearing with them microbes. The child, often kept in the kitchen for convenience of nursing, infects an air already contaminated by the breaths of too many persons, and the organic effluvia from food of different kinds. The microbes are communicated from the sick one to the other persons and deposited upon clothing, which, as may often be noticed from persons in a street-car, often reeks with organic emanations. Woollen clothing retains such with great tenacity in its meshes, and thus it happens that all the persons coming from an infected house become carriers of disease. The closeness of the room often has prevented the patient from obtaining sufficient air for his necessary

wants, and thus has lowered his powers of resistance to the disease; while at the same time, the infection has been increased in its virulence and amount in the others infected through its not being oxidized and diluted by fresh air.

Home sanitation, then, is seen to be intimately related with school sanitation. Viewed from the social standpoint, it is therefore plain that in any properly governed community the duties of local health authorities have to do with households, the external cleanliness of the municipality, and with its schools. Assuming that the health boards are exercising a general control of the interests of the whole community, it will be seen that the medical officer of health ought to have powers such as will enable him not only to limit by isolation all cases occurring in houses and reported to him, but that he should be kept fully and at the earliest moment informed of all cases of epidemic disease making their appearance in the public schools. He ought, indeed, to be specially appointed as medical inspector of schools, as is regularly done in France. The following are some of the duties of inspectors of schools in the Department of the Seine:

(1) A register is provided for entering therein the results of his inspection. (2) Every school is inspected twice a month. (3) Classrooms, closets, in fact the whole premises, are carefully inspected as regards cleanliness, light, warming, ventilation, kind of seats, etc., and thereafter the children, especially those who are delicate. (4) The nature of their illness, the cause of absence through ill-health, etc., are recorded in the register. (5) In cases of an epidemic, the school, if deemed necessary, is closed, and infected children are at once given a note saying that they will not be re-admitted until they bear a medical certificate of freedom from danger. (6) Each teacher is supplied with a list of all contagious diseases and of the first symptoms of each. The teacher in the absence of the medical inspector, has to send the children home with a note directing them to be taken before the medical inspector. Children absenting themselves are required to produce certificates from the inspector indicating the nature of the illness which detained them before they are to be re-admitted.

From a perusal of these various regulations it will at once be seen how they are directly useful in preventing the multiplication of those conditions which we have seen supply food for the development of bacteria, and in preventing their communication when present in the systems of infected persons, or in clothing, to healthy children. Cleanliness of rooms, as regards the air, through good ventilation, as well as that of outhouses and water-supply, is attended to. The lighting and heating are supervised, so as to prevent,

as far as possible, deterioration of health through the necessary confinement during school hours, while those children who may happen to be the immediate means by which the contagion is propagated and carried are isolated from the healthy at the earliest possible moment.

The thoroughness with which inspections such as this, some of the principal details of which have been given above, are carried out will be the measure of what is effected, not only in maintaining the health of pupils at the highest possible point, but also in preventing the increase of the death-rate amongst them by epidemic diseases. I shall conclude this paper by giving a few details, taken from highest authorities, regarding the infective stages of zymotic diseases and the periods during which isolation of infected persons should be maintained.

T. J. Dyke, M.R.C.S., says:

- (1) Specific febrile diseases are infective during the period of sickening.
- (2) The infectiveness increases during the developed stage.
- (3) This infectiveness, though diminished, still continues during the stage of decline.

A most important point, but one which is unfortunately too little attended to in Ontario, and which ought to be well studied and understood, is that of the surveillance which ought to be maintained over those pupils who have been exposed to infectious disease.

Dr. Alder Smith, medical officer of Christ's Hospital, gives the following as being safe periods of quarantine for various diseases, if thorough disinfection be carried out before the return of pupils to school:—

Scarlet Fever.....	11	days' quarantine.
Measles.....	10	" "
Epidemic Roseola.....	16	" "
Chicken-pox.....	18	" "
Smallpox.....	16	" "
Mumps.....	21	" "
Whooping Cough.....	21	" "
Diphtheria.....	10	" "

In all cases the teacher should be instructed to see that exposed pupils give certificates of having been washed from head to foot with carbolic soap in a hot bath, and of having had books, clothes, everything, exposed to dry heat of over 212° for at least one hour.

Regarding the period at which a pupil may be allowed to return to school after having an infectious disease, the same writer gives the following; for:—

Scarlet Fever.—In six to eight weeks from the first appearance of the rash, desquamation having ceased, and there being no appearance of sore throat.

Measles.—In three to four weeks, all desquamation and cough having ceased.

Epidemic Roseola.—In two to three weeks, according to the nature of the attack.

Chicken-pox.—When every scab has fallen off.

Mumps.—In two to three weeks from the commencement, all swelling having subsided.

Whooping Cough.—When all cough has passed away, or, after six weeks from the commencement of the whooping, provided the characteristic spasmodic cough and whooping have ceased.

In the cases of all, excepting, perhaps, the two last, especial care regarding the disinfecting process, as already mentioned, must be exercised.

Peter H. Bryce

LEARNING TO SPELL.

LEARNING to read the English language is one of the worst mind-stunting processes that has formed a part of the general education of any people. Its evil influence arises from the partly phonetic, partly lawless character of English spelling. Although each letter represents some sound oftener than any other, there is hardly a letter in the alphabet that does not represent more than one sound, and hardly a sound in the language that is not represented in several ways, while many words are written with as many silent letters as significant ones. There is nothing in any word to indicate in which of these ways its component sounds are represented, nothing in the written group of letters to show which sounds they stand for, and which of them, if any, are silent, so that a learner can never be sure of pronouncing rightly an English word that he has not heard spoken, nor of spelling correctly one that he has never seen written.

The spelling of each word must be learned by sheer force of memory. In this work the pupil's reasoning powers cannot be utilized, but must be subdued, while his memory is sadly overworked. In the affairs of the child's daily life, the logical following out of rules is rewarded; in learning to spell, it brings him only discomfort and bewilderment. He is taught that *b-o-n-e* stands for *bōn* (not *do-ne*), and *t-o-n-e* for *tōn*, but that *d-o-n-e* stands for *dun*, that *g-o-n-e* spells *gōn*, *m-o-v-e* spells *moov*, and *b-r-o-n-z-e*, *bronz*. Now when he comes in reading to another similar word, as *none*, he has no means of telling whether to call it *nōn nun, nōn, noon*, or *non*; he can only look up at his teacher and wait to be told. The influence of the spelling-class quickly drives him to repress any inclination to reason, and he gives himself up to a blind following of authority. No child learns English spelling without getting the pernicious notion that cram is better than thinking, and that common sense is a treacherous guide.—*From How Spelling damages the Mind, by Frederik A. Fernald, in Popular Science Monthly for September.*

Physical Culture.

SCHOOL GYMNASTICS.

BY HIRAM ORCUTT, LL.D.

It is the duty of the teacher to direct and control the physical circumstances affecting his pupils while under his special care. He should see to it that they suffer no harm from neglect or mismanagement; that the conditions of school drill are regulated by the laws of health; that no injurious or dangerous punishments are inflicted; that a full supply of fresh air, light, and heat is always provided; that unnatural postures are not allowed; that excessive study is guarded against with great care. Still further, the teacher should encourage recreation and useful exercises as a means of physical development. Under this head come school gymnastics. Every muscle of the body, as well as every faculty of the mind, must be developed by *exercise*. Gymnastics, if properly conducted, afford a *systematic* and *uniform* development of the whole body.

School gymnastics preserve and restore health. In my own experience, as principal of a ladies' seminary for twenty-six years, I relied upon this exercise more than all other means for the healthful condition of the school; nor was I disappointed in the result. Seldom was severe sickness found in the family. During one year, it is remembered, from September to September, with some hundred boarders, no case of illness occurred requiring the aid of a physician. This is only the natural result. Gymnastics secure the healthful flow of the blood, and impart vitality and vigor to every organ, enabling it to perform its own functions, and life flows on in uninterrupted harmony. And when disease has disturbed this harmony and brought pain and debility to every part of the system, health and vigor are often restored by this remedy alone.

Again, free gymnastics afford a charming method of physical recreation to relieve the weary mind from the effects of toil and the burdened atmosphere of the schoolroom; tend to correct awkwardness of manner and to cultivate gracefulness, by giving ready control of the muscles, a natural and dignified carriage to the body, and an easy and graceful movement to the limbs; greatly aid in school government, by securing unqualified obedience to the will and command of one master, and thus creating the habit of submission, self-control, self-government, and self-application—indispensable in every well-regulated school; and finally, correct the ruinous habit of "tight lacing." Girls and young ladies cannot practise gymnastics in the fashionable dress which binds the muscles about the waist so firmly that free circulation and free respiration are impossible. The loose garb of the gymnast for the time releases the prisoner from her perilous

bondage, and restores her natural freedom. Many in this way have been taught the folly and sinfulness of this fashionable method of suicide. Every teacher should do all in his power to hasten the day when "*free air, free dress, and free gymnastics*," the birthright of every child and youth in the land, shall be restored. Then the educational millennium will have dawned upon the nation with the hope of a glorious future.—*From Orcutt's School Keeping, and How to Do it.*

GYMNASTICS.—THE DIO LEWIS SYSTEM.*

BY PROF. F. C. WELCH, M.D., YALE COLLEGE.

General Principles.—Position.—Free Gymnastics.—Various Movements.—Bean Bag, Wand, Dumb-Bell, Ring, and Club Exercise.

I CLAIM originality here, so far as the system goes. For obvious reasons, I have scrupulously kept to the system. Most gladly do I accord the credit of its invention to Dr. Dio Lewis, as one eminently deserving all praise, as one who has done more for the cause of physical culture, and the physical welfare of men and women, than any other person. Thousands venerate his name, and will continue to do so through coming generations.

I trust my own suggestions and additions may prove acceptable. My position as instructor in three of our first colleges, principal of a normal institute for physical culture, and in teaching thousands of both sexes, not only gives me the right, but enables me to assert and suggest many things from experience.

GENERAL PRINCIPLES.

Position.—Heels together; toes out, so that the feet may form a right angle; head erect; shoulders and hips drawn back; chest forward; hands naturally at sides, unless otherwise specified.

Time.—The system of numbering in those exercises intended to accompany music, viz., Free Gymnastics, Wands, Dumb-Bells, Rings, and Clubs (with the exception of the Free Gymnastics, Shorthand, and the Anvil Chorus in the Dumb-Bell exercise), is this: Each number extends through what may be called one strain of 3-4 music, or eight accented and eight unaccented beats, or what in marching would be eight steps with the left foot and eight steps with the right; and time is kept by counting the numerals from one to eight for the heavy beats, and for the light beats the syllable "and."

I.—FREE GYMNASTICS.

These exercises are performed without apparatus, and are arranged in three series of equal length, and a chorus, so that when

a class shall have become sufficiently proficient, each of the three series may be performed at the same time, by different portions of the class, and the chorus by the class all together.

The hands are to be firmly clinched, unless on the hips or otherwise specified. All thrusts are from the chest, unless otherwise specified.

FIRST SERIES.—Hand Movements.

1. Thrust right hand down from the chest twice; left twice; alternate twice; simultaneous twice.
2. Repeat No. 1, thrusting out at side.
3. Repeat No. 1, thrusting up.
4. Repeat No. 1, thrusting in front.
5. Right hand down once; left once; drum beat (right a little in advance of left) once; simultaneous once; same, out at sides.
6. Repeat No. 5, thrusting up and in front.
7. Right hand down once; left once; clap hands; same, out at sides.
8. Repeat No. 7, thrusting up and in front.

Foot Movements.

9. Hands on hips; divide a circle about the body, with a radius of from two to three feet, into eight equal parts, by stepping forward, diagonally forward, at side, diagonally back, etc., with right foot, keeping left knee straight and the feet at right angles, except last two steps, bending right knee each step.
10. Repeat No. 9 with left foot.
11. Same movement, alternating right and left.
12. Charge diagonal forward with right foot, advancing with three steps, bending right knee, left straight; same on the left side; same diagonal back on right side; same left.
13. Repeat No. 12. Feet movements always performed quite slowly, with very slow time. "Music in the Air" is best.

Body Movements.

14. Hands on hips; twist upper body half round to right, then to left, alternately, stopping in front on unaccented beats.
15. Bend upper body to right and left.
16. Bend forward and back.
17. Bend body to right, back, left, front; then reverse, bending to left, back, right, front; repeat, becoming erect only on last beat.

Head Movements.

18. Same as 14, except that the head alone is moved.
19. Same as 15, except that the head alone is moved.
20. Same as 16, except that the head alone is moved.
21. Same as 17, except that the head alone is moved.

(To be continued.)

* [Most of these exercises can be used in any schoolroom, and many of them without apparatus and music. See Notes and Comments, ED. WEEKLY, page 597.]

The Public School.

EXERCISES ON CAPITALS.

From Quackenbos' Composition and Rhetoric.

THE sentences in the following exercises should be written on the blackboard, and then corrected by the pupils in writing them on their slates or exercise-books. The writing should in all cases be neatly done. The teacher should give the pupils what explanations and information may be necessary:—

act well thy Part. avoid the appearance of Evil. watch and Pray. labor Conquers all Things. what a heart-rending Scene! has honor left the world? thou art mortal. truth is mighty. whither can I fly? what a disappointment!

charles martel defeated the saracens. iceland belongs to denmark. sir william herschel was born in 1738, at hanover, in germany.

edward the elder succeeded his father, alfred the great, on the throne of england. john lackland usurped the crown of his Brother, richard The lion-hearted, during the absence of the latter in the holy land.

great king. forgive me. the king hastily took horse and fled to london. An emperor, after all, is but a man. dukes, earls, counts, and Knights, flocked to the crusades. The amazon is the largest River in the World. mountains and oceans shall waste away. The pyrenees form the Boundary between france and Spain. These Mountains are infested by daring Banditti.

as far as the east is from the west, as far as heaven is from Earth, so far is Vice from Virtue, Truth from falsehood. our winter consists of three months, december, january, and february. The senator has spoken for the west; let him understand that the west is capable of speaking for itself. an east wind often brings a Storm. Last tuesday the wind was northwest.

most of the french peasants belong to the roman catholic church. The reign of queen anne is generally admitted to have been the augustan age of english literature. In civilization and Refinement, christian lands far surpass mohammedan and pagan countries.

The north american indians endure the tortures of their Enemies with Stoical fortitude. beau brummell's tastes were decidedly epicurean. a Platonic attachment subsisted between petrarch and laura. A long face and puritanical demeanor are no proofs of a man's piety.

Fiercely grim war unfolds his flag. The moon can infuse no warmth into her rays.

honor, thou blood-stained god! at whose red altar sit war and homicide, oh to what madness will insult drive thy votaries!

humility herself, divinely mild,
sublime religion's meek and modest child.

peace, thy olive wand extend,
and bid wild war his savage end,
man with brother man to meet,
and as a brother kindly greet.

Her cheeks were ros-
y, and so was her nose;
And her hat
Was of sat-
in, and dirty at that.

how comprehensive is the providence of god; he orders all things for his Creatures' Good. those who trust in providence, He will not desert. omnipotent creator, all-wise, eternal being, thou keepest us from day to day! In the latter days the comforter shall come.

What sound advice is conveyed in Bion's Maxim: "know Thyself." If "a tree is known by its Fruit," as our savior said, what must we think of uncharitable christians?

Burke's "philosophical inquiry into the origin of our ideas of the sublime and beautiful," and allison's "essays on the nature and principles of taste," are standard text-books on the subjects of which they respectively treat. sismondi's "historical view of the literature of the south of europe" is a work well worthy of careful study.

i banished—i, a roman senator! beware, o treacherous people! i have reasoned, i have threatened, i have prayed; and yet thou art not moved. o hard-hearted man. oh for a lodge in some vast wilderness! whither, oh whither can I go?

the wars of the roses desolated england between the years 1455 and 1485. the invincible armada, fitted out by the spaniards against england, was the largest naval armament that europe ever saw. the flight of mohammed from mecca, known in history as the hegira, took place 622 A.D., and is the era from which the arabians and persians still compute their time. the norman conquest was the means of introducing chivalry and the feudal system into England.

ARITHMETICAL QUESTIONS.

THE following questions selected from Sadler's *Counting-house Arithmetic* will be found useful to teachers preparing pupils for the Entrance Examination:

1. The rate of freight on 26,000 lbs. of hardware was 60 cents per 100 lbs. It was adjusted between a railroad company and a steamboat company. If the latter received 20% of the rate what were the charges by rail?

2. A dry goods merchant's stock is valued at \$89,640, 35% of which are imported goods. What is the value of the imported goods?

3. A banking institution having failed it was placed into the hands of a receiver, who declared a dividend of 45% in favor of the depositors. A's balance was \$6,526.25, B's \$8,417.92, and C's \$4,562.85. How much did each receive?

4. A merchant's annual receipts amounted to \$45,672, and his disbursements \$29,686.50. What per cent. of his receipts were his disbursements?

5. Paid an attorney \$18.16 for collecting a bill of \$72.64. What rate per cent. did he charge for his services?

6. The bread made from 392 lbs. of flour weighs 529.2 lbs. What per cent. more does the bread weigh?

7. A bank possessing a paid up capital of \$125,000, divides among its stock holders \$3,750. What is the per cent. of dividend declared?

8. A bankrupt can pay \$1,300, which is $\frac{1}{6}$ of his indebtedness. How much can he pay on the dollar?

9. A clerk receiving \$420 per annum pays \$70 for clothes; \$208 for board; \$35 for incidentals;

the balance he deposits in bank. What % does he pay for clothes? What % does he pay for board? What % does he pay for incidentals? What % does he deposit?

10. An inventor owned $32\frac{1}{2}\%$ of a patent right, and sold 20% of his share for \$650. What was the value of the patent right.

11. A merchant sold an invoice of damaged goods at 20% below the first cost. The charges for freight and insurance were 5%. How much did he pay for freight and insurance if the sales were \$840?

12. A farmer after losing $\frac{3}{4}$ of 16% of his flock of sheep, had 264 remaining. How many sheep did the farmer own?

13. A gentleman dying divided his property between his wife, son and daughter. He bequeathed his wife 40%, and then had \$18,600. The daughter received 25% of the property and the son the remainder. How much did each receive?

14. A dry goods dealer purchased an invoice of alpacas and paid \$9.24 freight. He was allowed 35% off the bill, or retail price, for prompt payment. For how much must the retailer remit his cheque, the cost of freight being equal to 4% of the retail price?

15. A broker sold a quantity of corn and wheat. He received for the corn \$222.65. If the number of bushels of corn was 80% of that of the wheat, and the price of the corn $45\frac{3}{8}$ cents per bushel, how much did he receive for the wheat at \$1.18 $\frac{3}{4}$ per bushel?

16. A coal merchant sold 40% of $\frac{2}{3}$ of his interest for \$4,800 cash, and for the balance of his entire interest he received a note payable in four months. What was the face of the note?

17. Bought an invoice of goods upon conditions that if I paid 40% cash I would be allowed 40% discount. I accepted the terms and paid \$50. What is the balance due?

18. A capitalist invested \$1,500 in city bonds, paying 6%, which sum was $\frac{1}{8}$ of 20% of his capital. What is the amount of his capital?

19. A planter drew on his commission merchant for \$5,555.50, which was 16 $\frac{2}{3}\%$ less than the sum to his credit. What was the amount to the credit of the planter?

20. A merchant retiring from business withdrew 30% of his interest, and sold the remainder for a note at 60 days for \$5,292.70. What was the merchant's entire interest?

21. A business firm's resources consist of notes, merchandise, personal accounts, etc., to the amount of \$9,117.61. The balance, which is 44% of their entire net capital, is on deposit in bank. What is the firm worth? How much on deposit?

22. A real estate speculator purchased two houses. They declined in value the first year 20%, and the second year 10%. Fearing a further decline he sold both houses at the estimated loss. He obtained therefore \$32,382. How much did they cost him?

23. The population of a certain city decreased in 1876, 10%, and in 1877, 6%. On January 1st, 1878, the number of inhabitants was 55,413. What was the population in 1876?

24. A farmer owned a flock of sheep and lost 5% by disease. He sold the remainder, which was 1,900. How many sheep did the farmer own?

(To be continued.)

Educational Intelligence.

IMPORTANT SCHOOL CASE.

At the last sitting of the Division Court at Norwich, Ont., a case was tried before His Honor Deputy Judge Beard, which is of considerable interest to teachers and trustees. The trustees at S. S. No. 13 N. Norwich employed Mr. A. S. Brown for a year from August 18th, 1884, at a salary of \$500 with the right of either party to terminate the agreement by a month's notice. The trustees gave notice for the teacher to terminate his agreement on the 1st of June last. Mr. Brown accepted the notice and gave up the school, but demanded pay for a proportion of the holidays for the time actually taught. The trustees refused to comply with Mr. Brown's demand, whereupon Mr. Brown brought a suit to recover \$51.37, the amount withheld, and a further sum of \$50 for the time after his dismissal until his claim was paid. Judgment was reserved and a written judgment given, allowing Mr. Brown's claim in full for the portion of the holidays and the further sum of \$2.45 per day for teaching days from June 1st until his claim is settled in full by the trustees. Trustees and teachers will do well to make note of the above decision, as very often disputes arise out of the question of holidays.—*Berlin Telegraph.*

SCHOOL TRUSTEES.

As it is desirable to avoid the expenses incurred in holding a trustee election, we take the liberty of drawing the attention of those interested to the fact that it is necessary to take action to secure this object before the first of October. By the Consolidated Act, municipalities are enabled to hold all their elections on the same day. This would secure a greater interest being taken in school affairs. As it is well known, municipal matters absorb all the attention of the ratepayers while school affairs receive little if any note. We believe the change is a desirable one and hope that it will be adopted. The Act provides that:—

"(1) The Board of Public School Trustees, or the Board of Education in any City, Town, Incorporated Village or Township in which a Township Board has been established may, by resolution, of which notice shall be given to the Clerk of the Municipality on or before the first day of October in any year, require the election for the School Trustees in such City, Town, Incorporated Village or Township, to be held on the same day, and in the same manner as Municipal Councillors, or Aldermen are elected, as the case may be.

"(2) In every case in which notice is given as aforesaid the nomination and election of Public School Trustees shall thereafter be held at the same time and place, and by the

same returning officer or officers, and conducted in the same manner as the municipal elections of Aldermen or Councillors, as the case may be, and the provisions of *The Consolidated Municipal Act* respecting the time for opening and closing the poll, the mode of voting, corrupt or improper practices, vacancies, and declarations of office shall, *mutatis mutandis*, apply to the election of Public School Trustees.—*South Simcoe News.*

AN INDUSTRIAL SCHOOL FOR GIRLS.

WITHIN the past few weeks a movement for the establishment of an Industrial Institute for Girls, in Toronto, has taken tangible form. The object of the projectors of this scheme is, the elevation of the girls and women of our working classes through industrial training of various kinds, and social, and educational advantages. In furtherance of the plan the Woman's Christian Association has leased, for a term of years, the commodious building on the corner of Richmond and Sheppard Streets. About \$1,000 will require to be expended in the necessary repairs. Mr. William Gooderham, with praiseworthy liberality, has contributed \$500 of this sum, and other smaller amounts have been sent in voluntarily. The plan of work can as yet only be outlined, but will include in its detail the following departments:— On the ground floor, a coffee-room for working-girls, a bureau of employment, and industrial rooms for women, the latter under the supervision of the ladies of the City Relief. In the coffee-room, hot coffee and hot soup will be supplied at the lowest possible rates. Also, there will be on the first floor a large room, capable of holding nearly one hundred little girls, for the kitchen-garden classes. The Woman's Christian Temperance Union will take charge of this department, the little girls being picked up through a system of judicious visiting by ladies interested. The second floor will contain large parlor, reading and recreation room for young working-girls, and will be a great boon to the hundreds of factory girls in our fast-growing city, also matron's rooms, bath rooms, etc. The attic will furnish six or eight good-sized rooms which may be rented to young working-girls coming in from the country. In the basement the pupils from the kitchen-garden classes will receive practical instruction in cooking, laundry work, etc. The scheme presents a large field for usefulness and combines many agencies for good, and doing so, will doubtless receive the sympathy and support of the community. Industrial work of this kind has been in successful operation for some time in Montreal, in connection with the Woman's Christian Association, and we can speak from personal observation of the good results accomplished.

With the growth of the Dominion, we shall doubtless realise more deeply our responsibilities as citizens, in the direction of the training of our untrained youth, male and female, and as a result, these industrial schools will be established in all our thriving towns and cities.—*Presbyterian Review, Toronto.*

FREE SCHOOLS IN ENGLAND.

DURING the last twenty-five years a great advance in elementary and common school education has been achieved in England. But the goal is not yet reached. The Birmingham Education League had for its motto, "Education—Compulsory, Unsectarian, Free." The Education Act of 1879 was a compromise between the demands of the League and those of the National Education Union. It did not enact compulsory education, but it created School Boards, and empowered them to adopt the principle if they thought fit. It also permitted Boards to establish free schools in exceptional circumstances. While this power has been exerted in extremely few cases, compulsory attendance at school has been almost universally adopted by the various Boards, led on by the School Board for London.

If there is compulsory education, free education must follow logically. It may take time, but it is the necessary outcome. Two great principles have been affirmed. The provision of elementary education for every child in the land is the duty of the State. The State has power to compel the attendance of the children. Then the third principle must quickly follow—compulsory education must be free. A motion affirming this principle was recently discussed in the London School Board, and was only lost on a division by one vote. It was not expected to carry it, but the aim was to make the next election of a Board turn upon this question. The London *Christian* states that: "The result of the discussion is calculated to encourage the advocates of free elementary education, and renders it probable that before long the London School Board will declare in favor of the principle. It is one thing, however, for the Board to adopt such a course, it is another thing to get the Education Department to consent to the abrogation of school fees. There are grave difficulties ahead; still we have no doubt of the ultimate issue—free elementary education will become the law of the land."

What will follow? The Church schools supported by voluntary contributions will never be able to compete with the Free Schools, except in the case of the wealthy. The Free Schools will rapidly supersede those under clerical and denominational control. The third plank in the Birmingham platform will be carried out; education throughout England will be unsectarian as

well as free and compulsory. What far-reaching effects will follow can now be but dimly seen. No doubt this further advance will be bitterly opposed and hotly contested, but nevertheless the goal will be reached.

We in Canada, who have reached the goal and possess the unspeakable privilege of a free, unsectarian system of national education, will watch with deep interest the struggle in the fatherland.—*Evangelical Churchman*.

WHITBY C. I. boasts the largest attendance for many years.

MR. ARMSTRONG has been appointed Principal, Orangeville Public Schools.

WINGHAM Public School is being fitted up with steam-heating apparatus at a cost of \$800.

THIRTY-FIVE male students, and thirty-five female students are in attendance at Ottawa Normal School.

MITCHELL wants the County Model School removed from Stratford. St. Mary's desires to have it there.

GUELPH and Galt authorities prohibit the attendance of children at school who have not been vaccinated.

GALT school trustees are hereafter to be elected on the same day, and in the same manner, as municipal authorities.

INGERSOLL High School expects soon to be a Collegiate Institute. In future its pupils are to pay a fee of \$2.00 a term.

MR. DAVIDSON, Norwood High School, spent his holidays in Chicago, and Mr. Hutchinson, his assistant, in Great Britain.

MR. LITTLE, B.A., graduate of Toronto University, is the new assistant classical master in our High School.—*Trenton Courier*.

J. H. LONG, M.A., LL.B., of Peterborough C. I., has had his salary increased to \$1,000.—The attendance at the institute is 103.

THE drill and calisthenic exercises of Whitby Collegiate Institute and Guelph High School, are most popular features in those institutions.

MR. THOMAS PORTER, of Grimsby, has been appointed assistant master of Brighton High School, at a salary of \$500—from among 50 applicants.

THE Aurora contingent of the Newmarket High School (not a small one) walk up in the morning and back at night, a distance of nearly five miles each way.

THE Galt Collegiate Institute was re-opened on Monday last. The attendance was the largest on any opening day for several years.—*Brantford Telegram*.

CORNWALL schools were prohibited from opening for one week, and vaccination made compulsory on all pupils. The separate schools however, opened as usual.

MR. W. W. TAMBLYN, M.A., Principal of Bowmanville High and Public Schools, has been making a long tour in England, and is not yet returned, though expected soon.

THE new principal of the Orangeville Public School is Mr. Armstrong, formerly principal of

Durham Public and Model School. He hails now from Port Arthur.—*Dufferin Post*.

THE chief engineer of the Geological Department, Ottawa, has sent to Listowel High School some 300 valuable mineral specimens. Might not other schools be similarly favored?

THE new Essex Centre High School was opened on Monday, with thirteen pupils, who all express themselves much pleased with the teachers, Mr. Weir and Miss Bald.—*Essex Centre Argus*.

MR. GEORGE H. Ham, an old Whitby High School boy, who went through the late rebellion in the North-West as correspondent of the *Toronto Mail*, is busy writing a history of the trouble.

OVER fifty applications for rooms in Albert College, Belleville, have been received, including applicants from British Columbia, Manitoba, Michigan, Ontario, Quebec and New Brunswick.—*Intelligencer*.

GALT School Board professes not to be able to supply an additional room for Model School purposes and employ an assistant to the Principal during the Model School Term, as required by the Departmental regulations.

MR. J. D. BISSONETTE, M.A., is in the future to devote himself entirely to the Principalship of the Dundas High School at a salary of \$1,000 a year, and Mr. Kennedy is to be Principal of the Public Schools at a salary of \$650.

W. S. MILLNER, Esq., B.A., gold medallist in classics, of Toronto University, this week began his duties as classical master of our high school. He reports himself much pleased with the town and the school.—*Lindsay Warder*.

WE notice that Aylmer, a village of 2,000 inhabitants, has voted \$8,000 towards the building of a new high school. It pays its headmaster \$1,200 a year, and employs besides two good assistants. Well done, Aylmer.—*Dufferin Post*.

WALKERTON heads all the high schools in the Province, in the number of successful candidates with the single exception of Toronto. The results were: forty-three "thirds," nine "second B's," ten "second A's."—*Bruce Telescope*.

THE Ridgetown council has passed a resolution to grant the amount necessary to erect a gymnasium, and in accordance with the promise of the Minister of Education the High School will soon become a Collegiate Institute.—*Chatham Planet*.

THE Shelburne Public School opened on Monday last. Mr. Frank Newman, late of Cambray Public School, will take charge of the senior department during September. Mr. McEachern, his successor, will commence on the 1st. of October.

DUNDAS Public School proposes to adopt the kindergarten system; to have regular fire-escape drill for its pupils; and to supply them with textbooks at a fee of ten cents a month for junior pupils and twenty cents a month for senior pupils.

THE salaries of the Head Master and Assistant Master of Fergus High School, have been fixed at \$1,000 and \$600, respectively. That of the Principal of the Public School at \$600. Vaccination has been made compulsory for both high and public school pupils.

AT the late matriculation examination, Toronto, one-sixth of the young men were plucked, while of

the twenty-one young women not one failed. Trouble is said to be impending, as one of the young ladies is colored. Of course the college can make no difference, otherwise it would not deserve to be called a British university.—*Dufferin Post*.

THE volume of "Scripture Readings," prepared under the direction of the Education Department, approved by representatives of all the leading denominations, including the Roman Catholics, and prescribed for daily use in the schools, has been placed in each room of the high and public schools of the town. The selection of passages appears to have been on the whole admirably made.—*Bowmanville Statesman*.

MR. J. S. DEACON, Principal of the Woodstock public schools, has been appointed Inspector of Halton County schools. Mr. Deacon has only been teaching here a few months but during that time has made many friends, who will regret to learn that he is to leave us. The scholars have done remarkably well under his principalship.—*Woodstock Sentinel & View*.

THE report to the county council made by the Inspectors of East and West Victoria, Messrs Knight and Reazin, contains excellent synopical statements of the condition of each school within these inspectorates, under the heads: Building, Furnishing, Premises, Standing, Discipline and Progress. It seems to us that the report will be a wholesome stimulus to lagging teachers, and indifferent trustees.

THE friends of Mr. H. Bewell, Principal of our Public Schools in Carleton Place, will be pleased to know that during the vacation he has successfully passed the examination for a First Class Professional certificate at Toronto, and now holds a certificate which not only qualifies him for the position of principal of town public schools, but also qualifies him for assistant teacher of high schools.—*Carleton Place Herald*.

THE Chatham High School opened on Monday with an attendance of about 100, and the following teaching staff: Mr. Finlay, head master, Mr. Twohey, classical master; Mr. Chisholm, English master, and Mr. Short, junior assistant. Mr. Deeks, mathematical master, during vacation met with a serious accident. He, we understand, was thrown from a buggy, sustaining a fracture of a limb. Mr. Rafferty is filling his place, temporarily.—*Planet*.

IT is creditable to the intelligence and enterprise and liberality of the people of West Victoria, and a proof of their desire to give their children all the advantages of a liberal public school education, to know that during the short time that I have had the honor of being Inspector, over one hundred new and commodious school buildings and departments have been erected, nearly all of which are well lighted, heated and ventilated, and well furnished with improved seats, desks, maps, blackboards and other requisites, and nearly all of them supplied with commodious playgrounds, well fenced, good out-buildings, wells, etc. It is satisfactory also to know that of these, 45 are of brick, most of which are of the most approved construction, built upon plans and specifications and superintended in their construction by a skillful architect.—*Report of Mr. Reazin, Inspector of West Victoria*.

Departmental Regulations

REGULATIONS RESPECTING COUNTY MODEL SCHOOLS.

Extracted from the Departmental Circular.

113. THE County Board of Examiners for each county or group of counties shall set apart at least one Public School as a Model School for the professional training of Third Class Teachers, subject to the approval of the Education Department.

114. In order to entitle a Public School to be ranked and used for Model School purposes, the following conditions must be complied with :

(1) The Principal must hold a First Class Provincial Certificate, and have at least three years' experience as a Public School teacher.

(2) There must be at least three assistants holding Second Class Provincial Certificates.

(3) The equipment of the school must be equal to that required by the regulations for the Fourth Class of a Public School.

(4) A room for Model School purposes, in addition to the accommodation required for the Public School, must be provided, either in the same building or elsewhere.

(5) An assistant must be employed to relieve the Principal of Public School work during at least half the day while the Model School is in session.

115. The teachers in training shall attend regularly and punctually during the whole Model School term, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the chairman of the County Board of Examiners.

116. The Principal shall report at the close of the session the status of each teacher in training, as shown by the daily register.

117. The teachers in training shall be subjected to an examination in practical teaching at the close of the session, and also to a written examination on papers prepared by the Department.

118. In any county where there are two or more Model Schools the County Board shall distribute the students equally among the different schools, and in cases where there may be a deficiency of room in any Model School to accommodate all the students, the County Board may give the preference of admission to such as have gained the highest number of marks at the non-professional examination.

119. Boards of Trustees may impose a fee of not more than five dollars on each teacher in training, and in addition thereto the County Board of Examiners may impose a fee not exceeding two dollars per student as an examination fee, in lieu of the amount chargeable against the county for conducting the professional examination.

120. There shall be one session of thirteen weeks in each Model School during the year, beginning on the second Tuesday in September.

121. Each Model School shall be visited at least once during the session by the Departmental Inspector.

COURSE OF STUDY.

122. The course of Study in County Model Schools shall embrace the following :

(1) *Principles of Education.*—School organization, management, discipline, methods of instruction, and practice in teaching.

(2) *Practical Teaching.*—Such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government.

(3) *Physiology and Hygiene.*—(a) Laws of health, temperance, cleanliness, hours for study, rest, recreation, and sleep. (b) Heating and ventilation of the schoolroom. (c) Functions of the brain, eye, stomach, heart and lungs.

(4) *Music, Drawing and Calisthenics,* as prescribed for the Fourth Class in Public Schools.

(5) *Review of Non-Professional Work.*—A review of the principal subjects in the Public School curriculum, such as composition, grammar, arithmetic and literature.

(6) *School Law.*—A knowledge of school law, so far as it relates to the duties of teachers and pupils.

TEXT BOOKS.

123. Every teacher in training shall supply himself with the following text-books : 1. A complete set of all the text-books prescribed for use in the first four classes of a Public School. 2. Baldwin's Art of School Management. 3. Oscar Browning's Educational Theories.

FINAL EXAMINATION.

124. At the close of the term an examination shall be held by the County Board of Examiners, who shall also determine the minimum marks of each candidate, subject to an appeal to the Education Department. The results of this examination, together with the report of the Principal, will determine the final standing of each student. Although music and drill are optional, the Board of Examiners shall see that due credit is given for attainments in these subjects. The final examination shall be conducted on the following subjects :

	Marks.
Education (theory)	100
Education (methods)	100
Practical Teaching	100
Physiology and Hygiene	100
School Law and Regulations	50
Drawing	50
Music (optional)	50
Drill and Calisthenics (optional)	50

The Department will not submit a paper in drawing. A candidate will get his standing from the inspection of his drawing books by the Board of Examiners at the final examination.

SCHOOL TERM.

The County Model School term for 1885 begins on Tuesday, September 8th. The Syllabus of Lectures for 1884 contains all needful details as to organization and management.

The following is an extract from the New Regulations respecting the duties of Inspectors :

REGULATION 51.

It shall be the duty of every County Inspector :
16. To visit the County Model School at least twice in each term. It is very desirable that the Inspector should be present at the opening of the Model School, and assist the Principal in its organization. He should also visit the school at least once during the term, and by his presence and counsel encourage the teachers in training in the pursuit of their studies.

ALEXANDER MARLING, *Secretary.*

Education Department,
Toronto, 21st August, 1885.

Examination Papers.

ELEMENTARY BOTANY.

QUESTIONS SET AT THE EXAMINATIONS HELD BY THE SCIENCE AND ART DEPARTMENT, KENSINGTON, MAY, 1885.

Examiner—W. T. Thiselton Dyer, M.A., B.Sc., F.R.S.

FIRST STAGE OR ELEMENTARY EXAMINATION.

1. Refer the plant placed before you to its natural order, giving your reasons for doing so, and describe it fully, taking its organs (when present) in the following order :

Stem.	Calyx.	Ovary.
Leaves.	Corolla.	Fruit.
Bracts.	Stamens.	Seeds.

2. What are the distinctive characters of a root? How does it branch and increase in size? What is its use?

3. In what respect does the flower head of a Daisy resemble a flower? Show that it is really an inflorescence.

4. Why does a branch when removed from a plant begin to flag? How may this be prevented?

5. Plants both absorb and give out carbon dioxide. State precisely the circumstances upon which each process depends.

6. Describe the structure of the flower of a *Salvia*, and point out in what way it is modified for purposes of cross-fertilization.

7. What is a rhizome and how does it differ from a root? Explain the mode of annual growth in length of the rhizome of Solomon's Seal.

8. What are the distinctive peculiarities of the kind of fruit known as a berry, and give examples? How does a drupe differ from a berry?

9. Give an exact account of the structure of a seed of a Bean and of its behavior in germination.

10. Give an account of the action of a tendril.

11. Give your reasons for believing that a stamen and a carpel are each modified forms of a leaf.

12. Give an account of the two kinds of flowers borne by the Violet, and explain the use of each.

SECOND STAGE OR ADVANCED EXAMINATION.

1. Refer the plant placed before you to its natural order, giving your reasons for doing so, and describe it fully, taking its organs (which present) in the following order :

Stem.	Calyx.	Ovary.
Leaves.	Corolla.	Fruit.
Bracts.	Stamens.	Seeds.

2. Describe, with diagrams, the longitudinal course of the fibrovascular bundles in the stem of a dicotyledonous plant.

3. A plant is grown under a bell-glass colored orange-red. How will its behavior differ from one grown under ordinary conditions?

4. In what respects does a seed differ from an ovule? What is meant by an albuminous seed? What are perisperm and endosperm? Illustrate your answer by examples.

5. A vine will bleed freely if its stem be cut in the month of April, but no bleeding will take place if it be cut in July. Explain this.

6. The growing point of a flowering plant is at first composed of cells of nearly similar size and form : what changes in shape and arrangement do the cells undergo as they gradually assume the adult condition?

7. Green leaves exposed to sunlight soon assume a brighter color than they have when in the shade. Explain the cause of this.

8. What is meant by a parasitic plant? Give an account of any examples which are found in the British Isles.

9. Give a brief account of the structural peculiarities of the *coniferae*, and point out in what respects they differ from other flowering plants.

10. Give an account of the order *corylaceae*, mentioning its distinctive peculiarities and its best known representatives.

TEACHERS!

Now is the time to subscribe for the EDUCATIONAL WEEKLY. No teacher in Canada can afford to be without it. This term it will be more useful than ever. It will contain practical papers from some of our most successful Canadian Teachers. Note the following :

Articles on the Literature prescribed for Entrance to High Schools.

Practical papers on drawing suitable for Entrance Examinations and Examinations for Third and Second-Class certificates.

Practical articles on the Phonic system of teaching reading.

Articles on School government and discipline by a well-known practical teacher.

The WEEKLY will be even more vigorous and enterprising than in the past. No expense will be spared in keeping it at the head of Canadian Educational journalism.

Terms :—\$2.00 a year ; \$1.00 for six months ; 50 cents for three months.

Address—

EDUCATIONAL WEEKLY,

GRIP OFFICE, TORONTO.

“SURPASSES ITS PREDECESSORS.”—N. Y. TRIBUNE, March 13, 1885.

STORMONTH'S ENGLISH DICTIONARY.

By special arrangement with Messrs. Harper & Brothers, the American Publishers, we are able to offer the STORMONTH DICTIONARY at the following EXCEEDINGLY LOW RATES :

CLOTH, - -	\$6 00,	with ONE YEAR of “THE EDUCATIONAL WEEKLY,”	FREE.
HALF ROAN,	7 00,	“ “ “ “ “ “	“ “
FULL SHEEP,	7 50.	“ “ “ “ “ “	“ “

We would especially recommend the Half Roan or Full Sheep Bindings.

PRESENT SUBSCRIBERS MAY SECURE A DICTIONARY BY PAYING THE DIFFERENCE BETWEEN THE ABOVE PRICES AND THE AMOUNTS ALREADY PAID.

THERE SHOULD BE A COPY OF STORMONTH'S DICTIONARY IN EVERY SCHOOL IN THE COUNTRY.

ADDRESS— EDUCATIONAL WEEKLY,

GRIP PRINTING AND PUBLISHING CO., TORONTO.

SUBSCRIBERS!

Are you willing to aid us in extending the circulation of the WEEKLY? Do you ask how you can do it? You can show your copy of the WEEKLY to your fellow-teachers, or to your trustees, or to some one in your section interested in educational matters. You can surely get at least one to subscribe. This may seem to you but little help, but if each of your subscribers would do so much the help would be very great indeed. Will you not try it?

There is another way in which you can do as great service. At the meeting of your Teachers' Association you can direct the attention of your fellow-teachers to the merits of the WEEKLY and state wherein you find it helpful in your work.

There is still another way. You can send us one or more practical articles on some department of your school work.

THE SOUVENIR NUMBER.

PART II. OF THE SOUVENIR NUMBER OF THE ILLUSTRATED WAR NEWS IS NOW READY!

It contains the History of the Late Rebellion, from the battle of Fish Creek to the conclusion of the trial of Riel, and is illustrated by 8 full pages of engravings, of which two are double page pictures. With this Second Part is GIVEN AWAY a MAGNIFICENT COLORED PLATE printed by Eight Printings in Fifteen Colors, entitled

"THE VOLUNTEERS' RETURN."

This Plate is the most elaborate work of its kind that has ever been issued in Canada. It has been especially drawn and engraved for us at a great expense and is alone worth far more than the price of THE SOUVENIR NUMBER with which it is GIVEN AWAY.

Those who have themselves been away on active service, and all who have had friends and relatives at the front can especially appreciate this beautiful plate.

Part II. of the Souvenir Number, PRICE 50 CENTS, will be sent Post Free, together with the above Plate, on receipt of price by the Publishers,

THE GRIP PRINTING AND PUBLISHING COMPANY.

The Trade supplied by the Toronto News Co.

Printed and Published by
The Grip Printing and Publishing Company
Toronto, Ontario
Feb 19 80