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# Educational Weekly

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## *The Educational Weekly,*

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TORONTO, FEBRUARY 25, 1886.

In all probability but few will be found to object to the assertion that the English language as spoken upon this continent is on the whole less pure than the English language as spoken in the British Isles. By this is not meant that the uneducated upon this side of the Atlantic take greater liberties with their mother tongue than do their trans-Atlantic brethren, but that there is not here any general spirit evinced by the educated classes going to show that they look upon any encroachments upon the purity of English with a jealous eye. That such a spirit exists in England is true. Contrast the American and Canadian press with the English—and this is a fair test. The most cursory glance is sufficient to show the immense inferiority of the former. It is astonishing to find how often journals of high repute sin, not only against rules of general elegance and refinement of diction, but also against even the commonest rules of grammar. Many of our most valued United States

educational periodicals teem with solecisms which would excite the ridicule of a British provincial daily newspaper. Already the fears of Professor Fowler, as expressed in the preface of his "English Grammar," seem to have been realized. "As our countrymen," he says, "are spreading westwards across the continent, and are brought into contact with other races, and adopt new modes of thought, there is some danger that, in the use of their liberty, they may break loose from the laws of the English language, and become marked not only by one, but by a thousand Shibboleths." It would not be difficult, we think, to show that Professor Fowler's assertion is no hyperbole.

It is facts such as these that lead us to assert that English as written and spoken upon this continent is on the whole less pure than it is in its native land. Nor is this a trivial matter. Correctness, not to say elegance in expression, is very rightly taken as a test of culture. A man may possess extraordinary talents, may be a profound and original thinker, may show inventive genius of the highest order, but if he is unable to express himself at least correctly, he is reputed to be devoid of much that is included in the word 'culture.' And if a nation exhibits generally a similar misfortune, a like conclusion must be drawn.

But it is possible to go farther than this and to say that there is even a worse feature than a mere tendency to looseness of expression. Not only is there a general disregard of grammatical accuracy, but not seldom there is exhibited an impatience, not to say scorn, of grammatical accuracy, even amongst those from whom we might reasonably expect the very opposite. Fortunately, however, this is not wide-spread; and already there are evidences of its subsidence.

The question is, are we alive to our deficiencies? If so, what is our duty? Let us quote again from Professor Fowler:—"In order to keep the language of a nation one, the leading men in the greater or smaller communities, the editors of peri-

odicals, and authors generally, should exercise the same guardian care over it which they do over the opinions which it is used to express." To "leading men, editors, and authors," may we not add teachers? Upon teachers, more, perhaps, than upon any other class in the community, devolves this responsibility. It would hardly be asserting too much to say that it is the teachers who form the language of the country. It is in youth that modes of expression are formed; and it is with the youth of the country that teachers have to deal.

How, then, is a remedy to be found? Once again let us refer to Professor Fowler: "And, for this purpose," he continues, "they should be familiar with works which treat of its analogies and idioms, that they may understand what are the laws of normal and of abnormal growth, and by their own example and influence encourage only that which is strictly legitimate."

It may, of course, be urged that many of these so-called "Shibboleths" are natural to the country and, therefore, legitimate. Such an argument would be valid only if this continent were in possession of a language peculiarly its own. It falls to the ground if we hold that the language spoken and written here is after all and avowedly that of the mother country. One proof of this is seen in the fact that the language of the best American authors approaches more nearly to the latter than that of other writers. And since the more educated of this continent show the Shibboleths of their less cultured brethren, this may be taken as an earnest of the true feeling of the nation on this point.

But again, the vast majority of these Shibboleths are in reality errors in grammar, and these no arguments can support. That we are not over-stating the case it is only necessary to glance through the list headed "Common Errors of Speech," which will be found on another page. The words and phrases in this list will be found to contain, almost without exception, grammatical faults of the worst description.

## Contemporary Thought.

SOME months ago the Education Department issued a circular, warning teachers, inspectors, and trustees against "the illegal introduction into the Public Schools of annotated editions of the authorized Text Books, particularly the Fourth Reader. Trustees who do not prevent the use of such annotations in schools are liable to the loss of the school grant, and teachers who permit their use are liable to have their certificates suspended. It would be well for parents and guardians who complain of the cost of school books, to see, when they are asked to make purchases of this kind, that they are not spending their money for what is unnecessary, and at the same time contributing to a violation of the law. *Globe*.

SPEAKING of the action of the council of Grey in their advocacy of a shortening of the holidays for public schools, the *Mail* says: "Six weeks is short enough time in which to recuperate and gather strength for the next year. And to reduce this time one-half would be simple, downright folly. It would bear as heavily upon the teachers as upon the pupils. To allow young, growing and active little boys and girls but four weeks—allowing one for Christmas—out of fifty-two, would be to make their life, at its most important period, nothing but a weary round: and the result, from an educational, as well as a physical, point of view, would be disastrous. We sincerely trust that the teaching profession and Education Department will give no sort of countenance to this most injudicious proposal of the county council of Grey."

*Über Land und Meer* (Leipzig).—Since we Germans have, in our political relations, broken with the past and made such a mighty step forward, we have suddenly become extraordinarily zealous for reform in all matters connected with our nationality. We must have a national style for our public buildings, our private houses, and our literature; even the language of our classical writers must be "purified," as not being sufficiently German for us! It is not surprising, then, that we have become dissatisfied with our alphabet! In its present state, we are told, it in no way admits of "a uniform and correct national orthography," but, on the contrary, condemns us to "a false mode of writing, interlarded with numberless rules and exceptions!" So, to lend it a helping hand, Dr. Wilhelm Frohne, Philolog, of Spandau, proposes in his "Instruction-book of strict Phonetic Orthography and correct pronunciation," a new "Phonetic Alphabet" consisting of fifty-two letters. For every compound (double or treble) consonant, and for every long vowel, a new letter will be employed, so that the alphabet will consist of thirty-nine consonants, six long and six short vowels: each letter will further be called by a new name. Dr. Frohne's ideas certainly deserve attention. It is to be observed that the signs of the New National Alphabet are to be borrowed from the Latins, Greeks and Jews, and the author is of the opinion that "in its new dress, the German language will be much more attractive to foreign nations than heretofore."

An animated controversy has been going on for some time among the eastern American colleges. It is the old discussion, the new learning asserting its right to equal recognition with the old. The

new education is represented by Harvard, the old by Yale and Princeton. On the one hand are arrayed the champions of the ancient classics and the mathematics, on the other the advocates of the modern languages and the natural sciences. It seems to us over here in Canada that the participants in these discussions generally lose sight altogether of the great fact that for the acquisition of a true liberal education it does not matter so much what one studies as *how* he studies it. A consideration of equal importance is the mental attitude of the teacher under whom the education is acquired. By liberal education we mean discipline of the will and the intellect, and the cultivation and training of the moral and the æsthetic sensibilities. This can be done as well by the new learning as the old. Liberal education takes no cognizance of the incidental advantages which may at times be attached to one of these departments or the other. Since, then, the great results of the two kinds of learning, if properly pursued, are the same, we must admit our preference to the elective system of Harvard over the compulsory system of Yale. For Harvard gives great room for the individual and independent development of the student. But Yale seeks to mould the new generation rigidly in the ideal forms of the past, the implication always being that the past is infinitely better than the present or than we can hope the future to be.—*Varsity*.

I ASK a modern march-of-intellect man, what education is for: and he tells me it is to make educated men. I ask what an educated man is: he tells me it is a man whose intelligence has been cultivated, who knows something of the world he lives in—the different races of men, their languages, their histories, and the books they have written; modern science, astronomy, geology, physiology, political economy, mathematics, mechanics, everything, in fact, which an educated man ought to know. Education, according to this, means instruction in everything which human beings have done, thought or discovered; all history, all languages, all sciences. Under this system teaching becomes cramming; an enormous accumulation of propositions of all sorts and kinds is thrust down the students' throats, to be poured out again, I might say vomited out, into examiners' laps! Our old universities are struggling against these absurdities, yet when we look at the work which they on their side are doing, it is scarcely more satisfactory. A young man going to Oxford learns the same things which were taught there two centuries ago: but, unlike the old scholars, he learns no lessons of poverty with it. In his three years' course he will have tasted luxuries unknown to him at home, and contracted habits of self-indulgence which make subsequent hardships unbearable: while his antiquated knowledge, such as it is, has fallen out of the market: there is no demand for him: he is not sustained by the respect of the world, which finds him ignorant of everything in which it is interested. He is called educated; yet, if circumstances throw him on his own resources, he cannot earn a sixpence for himself.—*James Anthony Froude, in Address before the Students of St. Andrews*.

By technical education some persons meant the handicraft training which would prepare a scholar to become a skilled workman—a sort of scientific apprenticeship to a trade. But if this was what

was intended, it is plain that it would not greatly concern pupil teachers or others connected with ordinary schools. You could not set up in such schools a carpenter's shop, a forge, a studio, or a loom, unless you had a qualified artisan at the head of each of them. Nor would it be possible to give special industrial preparations of this kind without prematurely determining the future calling of some of the pupils, teaching to some the special trades which they would certainly not follow, and encroaching seriously on that part of the school hours which ought to be devoted to general training such as is applicable alike to all callings, and which forms the preparation for an intelligent life. But there was another view of technical instruction which deserved more attention. There was growing up around them a general belief that our modes of instruction had been hitherto too bookish, that they dealt rather with words than things, with abstractions rather than the realities of life. It should, it was urged, be part of the training of every child, that he should be taught the right use of his eyes and hands, and that he should be brought into contact with the actual facts and phenomena of the world around him, and taught how to interpret them and how to use them. Pestalozzi, Rousseau and a host of other thinkers, had urged this view, but so far with very little effect. Yet it was plain that, as teachers and parents came to think more of the true meaning of education, this view would more and more prevail.—*Lord Idlesleigh (Sir Stafford Northcote) on Technical Education*.

THERE are two roads to take if you wish to become an electrical engineer. If a young man has gone through any theoretical and partially practical training, he does not require a great deal of actual experience in doing the work itself to fit him for undertaking almost any task pertaining to the calling. But some boys may not be able to spare the time or pay the money for this collegiate part of the training. In that case, they endeavor to find employment in one of the factories of some great company. To obtain admission, however, they must be bright, they must give good promise in the taste they have for mechanical pursuits, as well as in their habits, that they are suited for the profession they seek to enter. Having obtained an entrance, they begin as ordinary employees, doing the simplest kind of work or even drudgery; then they are transferred from one department to another, learning a little at each step they take; until, finally, they have a good knowledge of the manufacturing branch of the profession. From there they should go to the laboratory, where they obtain the scientific knowledge of the business. To know how the different parts are put together is not of itself sufficient; they must be able to tell *why* they are put together in that particular way; it is just that knowledge which makes them electrical engineers. Then they are sent out as assistants to the various electric-lighting stations or are temporarily placed in charge of plants which have just been established, and which some amateur engineer is learning how to run. Finally they may be put in charge of a lighting station,—that is, a building from which the lighting power is furnished for the lamps in the immediate neighborhood; and lastly, they may become members of the engineering corps, and put up the electric lights for people.—*St. Nicholas*.

*Notes and Comments.*

THE portion of the pamphlet issued by Messrs. Houghton, Mifflin and Co., which should have appeared in last week was unavoidably "held over." It is inserted in this issue.

MR. MUNDILLA, President of the Board of Trade, and well known in England as a man who takes a deep interest in all educational matters, expressed an opinion the other day to the effect that the next few years would witness greater changes in education than had taken place within the last fifteen years. He refers more, we believe, to changes in school management and governmental supervisions than to practical tuition. As far as England is concerned Mr. Mundilla, we think, is right in his prophecy. Her board schools are still very far from perfection.

THE Monday Popular Concerts which are held in Toronto on every alternate Monday, continue to be very highly appreciated. And they well deserve the appreciation of all lovers of high class music excellently rendered. The concert of last Monday was especially deserving of commendation. The people of Toronto have shown that they fully recognize the benefit of being able to listen to really good music. We have frequently in our columns adverted to the educating elements of music; we hope in our next issue to say more on this subject, with special reference to the Monday Popular Concerts.

THE *Mut* of a recent date contained the following:—"The lady teachers of the city are profoundly agitated over the salary question. The position of affairs will be more easily understood by a glance at a tabular statement given below. In the first column will be found the salaries now received by teachers in the various years up till the seventh. In the second column is found the grading which would be acceptable to the teachers, and in the third is that recommended by the Finance Committee for adoption by the School Board:—

Year.	Present salaries.	Teachers' grading.	Committee's grading.
1...	\$365	\$365	\$300
2....	365	365	324
3....	\$365 to 425	400	348
4....	385 to 450	425	372
5....	425 to 475	450	396
6....	425 to 475	475	420
7....	425 to 525	500	444

THE article on "The American Robin," which appears on the following page, is taken from a delightful little book lately issued, called "Bird Ways," by Olive Thorne Miller. Apart from its very readable style, it may be used by teachers in various ways: as a reading lesson; as an exercise for Friday afternoons; as a theme for composition; or passages may be taken from it for dictation. We think that anything well and

simply written on animals and their habits is always excellent material to put before children. It has beneficial influences in many directions too: on the one hand it will sow the seed of a love of nature, perhaps of a study of nature, and on the other it ought to teach kindness to animals. The process, too, by which the latter is effected, has a direct influence for good on the development of character. Many other points might be mentioned; such, for example, as that writings of this kind are of the purest tone yet very far removed from what has been called "nambypambyism"; speak not of human passions or vices, and yet treat of emotions which are on the borders of human nature, and are consequently always replete with interest; and so forth.

How many of our readers engaged solely in teaching the three R's, with their natural expansion into the subjects of the high schools and collegiate institutes, could map out a course of study for a manual training school. Here is the prescribed *curriculum* of the Chicago Training School:—

*Junior Year.*—Arithmetic, algebra; English language, history, physiology, physical geography; free hand and mechanical drawing; carpentry, wood-carving, wood-turning, pattern-making, proper care and use of tools.

*Middle Year.*—Algebra, geometry, physics, mechanics, history, literature, geometrical and mechanical drawing; molding, casting, soldering, brazing, forging, welding and tempering.

*Senior Year.*—Geometry, plane trigonometry, book keeping; literature, political economy, civil government, mechanics, chemistry, machine and architectural drawing; machine-shop work, such as chipping, filing, fitting, turning, drilling, planing, etc.; study of machinery, including the management and care of steam engines and boilers.

Latin may be taken instead of English language, literature and history.

To the ordinary schoolmaster this must seem a bewildering mixture. Physiology and filing! Civil government and soldering! Literature and the care of steam engines and boilers! Yet a recent visitor to this school "thought as she watched the boys leaving the building, that she had never seen a finer looking body of lads emerge from any school-room."

DESIROUS of emulating the effort of Trinity College, Toronto, to provide popular lectures on science and literature, the staff of teachers of the Mt. Forest High School have resolved "to go and do likewise." Accordingly on Tuesday evening last a lecture was delivered by Mr. D. F. H. Wilkins, B. A., Bac. App. Sci., Math. and Sci. Master, on the interesting subject, "He made the stars also." The lecture, which was delivered to a very appreciative audience, was divided into seven heads, treating of the number, the motions,

the distances, the sizes, the common origin, the purpose and the density of the heavenly bodies. The lecture was illustrated by many diagrams, both colored and plain, and under the fifth head, many illustrative chemical experiments were shown. The latest developments of science were fully treated of, and the lecturer concluded with an earnest appeal to his hearers to get as much information as possible regarding nature, and to look upon the universe, not as a self-existent machine, but as the creation of a personal God, omnipotent in His works. The lecture has been in past years acceptably delivered by Mr. Wilkins, in the S.S. room of St. Paul's Church, London, Ont.; St. Stephen's Church, Walkerville; the French Protestant Ladies' Academy, St. Hyacinthe, P. Q.; and before the Y. M. C. A. of Hamilton. At the close, on being requested to repeat the lecture, the lecturer promised to do so at an early date.

CONTRIBUTIONS from all parts of the Province to the Ontario Government Educational Exhibit for the Colonial and Indian Exhibition are received daily and almost hourly. It is expected this exhibit will surpass anything of the kind ever got up in this country. Maps, drawings, specimens of handwriting, and arithmetic from public and high schools in almost every village, town and city in Ontario, except Toronto, form part of the collection. Not a single contribution from the Toronto public schools, however, has yet been sent. This fact prompted a gentleman, who was examining portions of the exhibit, to remark that perhaps the Toronto schools were afraid to compete with the excellent specimens of work sent from other parts of the Province. These specimens of work are highly creditable to the different schools from which they were sent. The writing copies from schools in the same counties are bound together. Many maps have been received, not a few of which have been executed with such care that a casual observer could not distinguish them from lithograph work. One map of Ontario, by a colored boy attending Chatham School, is an exceptionally fine piece of work. The authorized series of drawing books which are now used to teach drawing to 255,841 pupils, exhibit some very careful work, the copies in many cases being almost equal to the original. Besides these specimens from public and high schools, there are a number of contributions from denominational institutions in Ontario. Some very fine work, executed and contributed to the exhibit by the young ladies of Loretto Abbey, consists of beautiful painting on velvet, oil paintings, etc. An educational trophy is being prepared to accompany the exhibit. It will consist of large charts 4 by 6 feet, representing the educational institutions which are supported by the Ontario Government. These will be placed round a large pillar, to be surmounted by a globe.—*Globe.*

## Literature and Science.

### THE PRAYER OF SOCRATES.

*Ο φίλε Πάν τε καὶ ἄλλοι ὄσοι ἐγὼ εἶμι, δοῦντέ μοι καλῶ γενέσθαι τὰ ἔνδοθεν. ἴξω-θην δ' ὅσ' ἔχω τοῖς ἐντὸς εἶναι μοι φίλια. πλοῦσιον δὲ νομίζομι τὸν σοφόν. τὸ δὲ χρυσοῦ πλῆθος εἶη μοι ὄσον μήτε φέρειν μήτ' ἄγειν δύναιτ' ἄλλος ἢ ὁ δαίμων.*

—PLATO, *Phaedrus*, § 147.

O BELOVED Pan! and all ye other gods of this place! grant me to become beautiful in the inner man, and that whatever outward things I have may be at peace with those within. May I deem the wise man rich, and may I have such a portion of gold as none but a prudent man can either bear or employ.—*Trans.* H. CARY.

#### LATIN VERSION.

O AMICE Pan aliique omnes dii, qui locum hunc colitis, date mihi ut pulcher intus efficiar; et quæcumque extrinsecus habeo, illis que intrinsecus sunt, sint amica. Divitem autem sapientem existimem; tantum vero mihi sit auri, quantum nec ferre nec ducere queat alius nisi ver temperans.—*From "Latine et Græce."*

### THE AMERICAN ROBIN.

(FROM "BIRD-SAYS," BY OLIVE THORNE MILLER.)

IF every bird has his vocation, as a poetical French writer suggests, that of the American robin must be to inspire cheerfulness and contentment in men. His joyous "Cheer up! Cheer up! Cheery! Be cheery! Be cheery!" poured out in the early morning from the top branch of the highest tree in the neighborhood, is one of the most stimulating sounds of spring. He must be unfeeling indeed who can help deserting his bed and peering through blinds till he discovers the charming philosopher, with head erect and breast glowing in the dawning light, forgetting the cares of life in the ecstasy of song.

Besides admonishing others to cheerfulness, the robin sets the example. Not only is his cheery voice the first in the morning and the last at night—of the day birds—but no rain is wet enough to dampen his spirits. In a drizzly, uncomfortable day, when all other birds go about their necessary tasks of food-hunting in dismal silence, the robin is not a whit less happy than when the sun shines; and his cheery voice rings out to comfort not only the inmates of the damp little home in the maple, but the owners of waterproofs and umbrellas who mope in the house.

The most delightful study of one summer, not long ago, was the daily life, the joys and sorrows, of a family of robins, whose pretty castle in the air rested on a stout fork of a maple-tree branch near my window. Day by day I watched their ways till I learned to know them well.

The seat chosen for observation was under a tree on the lawn, which happened to be the robin's hunting-ground; and here I sat for hours at a time, quietly looking on at his work, and listening to the robin talk around me; the low, confidential chat in the tree

where the little wife was busy, the lively gossip across the street with neighbors in another tree, the warning "Tut! tut!" when a stranger appeared, the war cry when an intruding bird was to be driven away, and the joyous "P-e-e-p! tut, tut, tut;" when he alighted on the fence and surveyed the lawn before him, flapping his wings and jerking his tail with every note.

In truth, the sounds one hears in a robin neighborhood are almost as various as those that salute his ear among people: the laugh, the cry, the scold, the gentle word, the warning, the alarm, and many others.

When I first took my seat I felt like an intruder, which the robin plainly considered me to be. He eyed me with the greatest suspicion, alighting on the ground in a terrible flutter, resolved to bear the ogre, yet on the alert, and ready for instant flight should anything threaten. The moment he touched the ground, he would lower his head and run with breathless haste five or six feet; then stop, raise his head as pert as a daisy, and look at the monster to see if it had moved. After convincing himself that all was safe, he would turn his eyes downward, and in an instant thrust his bill into the soil where the sod was thin, throwing up a little shower of earth, and doing this again and again, so vehemently that sometimes he was taken off his feet by the jerk. Then he would drag out a worm, run a few feet farther in a panic-stricken way, as though "taking his life to his hands," again look on the ground, and again pull out a worm; all the time in an inconsequent manner, as though he had nothing particular on his mind, and merely collected worms by way of passing the time.

So he would go on, never eating a morsel, but gathering worms till he had three or four of the wriggling creatures hauging from his firm little beak. Then he would fly to a low branch, run up a little way, take another short flight, and thus having, as he plainly intended by this zigzag course, completely deceived the observer as to his destination, he would slip quietly to the nest and quickly dispose of his load. In half a minute he was back again, running and watching, and digging as before. And this work he kept up nearly all day. In silence, too, for noisy and talkative as the bird is, he keeps his mouth shut when on the ground. In all my watching of robins for years in several places, I scarcely ever heard one make a sound when on the ground, near a human dwelling.

Once I was looking through blinds, and the bird did not see me. He had, after much labor, secured an unusually large worm, and it lay a few inches away where it fell as he gave it the final "yank." This was an extraordinary case; the robin was too full to hold in, and there bubbled out of his closed bill a soft "Cheery! cheery! be

cheery!" hardly above a whisper and half frightened withal. Then snatching the trophy he flew away, doubtless to show his luck, and tell his tale at home.

The robin has been accused of being quarrelsome; and to be sure he does defend his home with vigor, driving away any bird which ventures to alight on his special maple-trees, sometimes with a loud cry of defiance, and again without a sound, but fairly flinging himself upon the intruder so furiously that not even the king-bird—noted as a tyrant over much larger birds—can withstand him. But jealous as he is of his own, he is equally ready to assist a neighbor in trouble. One day while I was studying him a great uproar arose in the orchard. Robin voices were heard in loud cries, and instantly those near the house took wing for the scene of distress. With my glass I could see many robins flying about one spot, and diving one after another into the grass, where there was a great commotion and cries of some other creature—I thought a hen. The robins were furious, and the fight grew very warm, while every now and then a small object was tossed into the air.

Hurrying down to the scene of the warfare, I found that the creature in the grass was a hen-turkey with one chick. She was wild with rage, shaking and tossing up what looked like another young turkey, and the robins, evidently taking the side of the victim, were delivering sharp pecks and scolding vigorously. Securing with some difficulty the object of her fury, I found it to be a young robin, which had fallen from a nest, and which, no doubt, the usually meek turkey thought threatened danger to her own infant.

The poor little fellow was too badly hurt to live, and although the turkey was removed, some time passed before calmness was restored to the neighborhood. It seemed to me that the chatter in the trees that evening was kept up longer than usual, and I fancied that every little youngster still living in the nest heard the direful tale, and received a solemn warning.

I was surprised to discover, in my close attention to them, that although early to rise, robins are by no means early to bed. Long after every feather was supposed to be at rest for the night, I would sit out and listen to the gossip, the last words, the scraps of song—different in every individual robin, yet all variations on the theme "Be cheery"—and often the sharp "He he he he!" so like a girl's laugh, out of the shadowy depths of the maple.

Once I saw a performance that looked as if the robin wanted to play a joke "with intent to deceive." Hearing a strange bird-note, as usual I hastened to my post. From the depths of a thick chestnut-tree came every moment a long-drawn-out, mournful

"S-e-e-p!" as though some bird was calling its mate. It was not very loud, but it was urgent, and I looked the tree over very carefully with my opera-glass before I caught sight of the culprit, and was amazed to see the robin. The tone was so entirely unlike any I ever heard from him that I should not have suspected him even then, but I saw him in the very act. No sooner did he notice that he was observed than he gave a loud mocking "He he he!" and flew across the lawn to his own tree.

One morning he was not to be seen at his usual work, but a furious calling came from the other side of the lawn. It was anxious and urgent, and it was incessant. I resolved to see what was the matter. Stealing quietly along, I came in sight of the bird, loudly calling, fluttering his wings, and in evident trouble, though I could not imagine the cause, until looking closely I saw perched on a branch of a cedar-tree a fat, stupid-looking bird, fully as big as the robin, and covered with feathers, but with a speckled breast, and no tail worth mentioning.

There he sat, like a lump of dough, head down in his shoulders, and bill sticking almost straight up, and neither the tenderest coaxing nor the loudest scolding moved him in the least. In fact, I thought he was dead, till the opera-glass showed that he winked. But stupid as he looked, he was the darling of the heart in that little red breast, and the parent fluttered wildly about while I found a stick, and jarred the branch slightly as a gentle hint that he should obey his papa. That started the youngster, and away he flew, as well as anybody, to the other side of the walk.

Wondering why the mother did not take part in this training, I peeped into the nest, where I found her sitting, and I concluded she must be raising a second family. It was indeed time for that grown-up baby to learn to care for himself, before there was another family to feed. While I was looking at the nest and its frightened yet brave little owner, the young robin came back and alighted on the ground, and so proud and happy yet so anxious a parent is rarely seen. It was soon evident that this was Master Robin's first lesson in the worm business; he was now to be taught the base of supplies, and I kept very quiet while the scene went on. The father would hop ahead a few feet and call persuasively. "Come on!" The awkward youngling answered loudly, "Wait! wait!" Then he would hop a few steps, and papa would dig up a worm to show him how, and tenderly offer it as a slight lunch after his exertion. So they went on, that clumsy and greedy youngster induced by his desire for worms, while the patient teacher encouraged, and worked for him. As for making an effort for himself, the notion never entered his head.

Not long after I saw one of the same brood seated on a twig and asking to be fed. I was quite near, and the robin papa hesitated to come. Master Robin called more and more sharply, drawing up his wings without opening them, exactly like a shrug of the shoulders, and jerking his body in such a way that it looked like stamping his foot. It was a funny exhibition of youthful imperiousness, and resembled what in a child we call "spunkiness."

One of the most interesting entertainments of the later days was to hear the young bird's music lesson. In the early morning the father would place himself in the thickest part of the tree, not as usual in plain sight on the top, and with his pupil near him would begin, "Cheery! cheery! be cheery!" in a loud, clear voice; and then would follow a feeble, wavering, uncertain attempt to copy the song. Again papa would chant the first strain, and baby would pipe out his funny notes. This was kept up, till in a surprisingly short time, after much daily practice both with the copy and without, I could hardly tell father from son.

The baby robin taken apart from his kind is an interesting study. Before he can fairly balance himself on his uncertain, wavering little legs, or lay claim to more than the promise of a tail, he displays the brave, self-reliant spirit of his race. He utters loud, defiant calls, pecks boldly at an intruding hand, and stands—as well as he is able—staring one full in the face without blinking, asserting by his attitude and by every bristling feather that he is a living being—he too has an "inalienable right to life, liberty, etc.;" and, in the depths of your soul, you cannot gainsay him. If you have already, in his helpless infancy, made him captive, the blush of shame arises, and you involuntarily throw wide the prison doors.

To return to my study; when the maple leaves turned in the fall, and the little home in the tree was left empty and desolate, I had it brought down to examine. It was a curious and remarkably well-made nest, being a perfect cup of clay, a little thicker around the top, well moulded, and covered inside and out with dry grass. This snug cottage of clay has been the scene of some of the sweetest experiences of all lives, great as well as small. For the happiness it has held I will preserve it; and thus moralizing I placed it on a bracket in memory of a delightful study of the Bird of the Morning.

THE schools of Austria have been forbidden using paper ruled in square or diagonal lines, as such paper has been found to injure the eyesight of pupils. In future only paper plain or ruled straight across is to be employed.

## Educational Opinion.

### HISTORY · HOW TO TEACH IT.

JOHN E. ANDERSON, LL. D., AUTHOR OF A SERIES OF SCHOOL HISTORIES.

1. HAVING assigned the lesson, a short one rather than a long one, require it to be read by the class. Brief comments, imparting additional information for the better understanding of the story, or to give it interest, should be made by the teacher, who should also designate the books in which the story is told with vividness and fulness. He should also be careful to have all the proper names correctly pronounced. This last is a matter of more importance than is generally supposed. The habit of mispronouncing a word is not easy to correct, as every literary man knows from experience. The boy will find no difficulty in so pronouncing the word Powhatan as to throw the stress upon the second syllable, but the teacher will find it difficult to correct the error; and the boy in after years will hesitate every time he is about to pronounce that word. It is much easier to go right after one has started right, than to get right and so continue after the wrong road has been travelled. It may be objected that this way of introducing the lesson, would, by giving so much help to the pupils, leave them with little or no inducement to study for themselves. Occasionally I have found a pupil so affected, but in every such case he was the laggard of the class in other study as well. Obviously, to him even the preliminary help was beneficial at the time, and, I venture to hope, the good seed sprang up and bore fruit in after years.

Map-drawing, in connection with the lesson is a very helpful feature. Require little sectional maps showing the location of the places mentioned to be prepared as a part of the lesson; and, remember that History, without its geography, is on the same level as fiction. History and geography should be constantly associated. Without such association, the facts are vague, of little value, and liable to slip away. With such association they have shape, magnitude and a home, and are therefore easily remembered. Why is it so difficult for some persons to remember the facts of history? Simply, because they do not locate them or they place them so loosely as to impart no positiveness or distinctness to them. Who, after properly learning the interesting story of Braddock's expedition against Fort Duquesne can think of the smoky city of Pittsburgh, even for an instant, without having the disastrous events of that affair pass before his mind? No lesson in history is properly learned except in connection with its geography. To forget this is to fail.

2. The recitation should be prefaced by an examination of the maps prepared by the



pupils. In this duty the teacher may be aided by a system of examination carried out by the pupils themselves who will derive benefit by the exercise. Then have a large outline map placed before the class, and require each pupil in turn to stand, and, with a pointer, show the exact location of every place as it is mentioned by him in his answer or narrative. Permit no statement to pass until it is evident that he knows where such places are. Bring out the facts of the lesson with distinctness, particularly the relation of cause to consequence; and see that all mispronunciations of proper names are corrected. During the recitation, the teacher should not hold the text book in his hand. He should have such a knowledge of the lesson and such a grasp of the subject as to enable him to put questions without reference to those in the book, and as circumstances may require. The teacher who depends upon set questions will find, when the day of examination comes, that he has been "cramming words into his pupils" instead of feeding them with intelligence. It should be his aim so to teach his pupils as not only to secure a successful examination for his pupils, but to infuse into their minds such a taste for the subject as will lead them with glad hearts and light steps into wider fields of research. Such teaching does not increase the number of dime novel readers.

3. In reviewing a topic or a series of lessons, the composition, diagram, or other written exercise plan is found to be excellent as an auxiliary to the oral method. In this part of the instruction, more than any other, the matter of dates should receive attention, for here events stand out as peaks on a range of mountains. The highest peaks are the only ones whose altitude we need to know. The others, standing alongside are of little importance, and that only comparative. Dates are the great bugbear, both of the instructor and the instructed. They are easily learned and as easily forgotten. Why will examiners, our county superintendents especially, so insist upon them? I once witnessed the examination of a class of candidates for promotion, in which the question occurred: "When did Washington resign his commission as commander-in-chief of the army?" The question was put to each one in succession, and each gave the correct year, several coupling it with December, but, as no one said the 23rd of that month, the answers were not accepted. Now, in my opinion, there were two serious objections to the question, looking at it from the interrogator's standpoint. The exact date to the day of the month should not have been required. Next, the correct answers, as far as they went (which was far enough) being rejected, the rejection had a depressing effect upon the whole class, which effect was painfully felt in the subsequent part of the

examination. The examiner, in my opinion, would have been better employed in searching for needles in a haystack, for then nobody's time but his own would have been wasted, and no injury have been inflicted upon others.

The importance of the study of history is nowhere overrated; but the subject is not always taught with judgment and zest, and therefore does not often make its students lovers of history and self-seekers after further light. Shall we help to a better result? *Educational Gazette.*

### HOME LESSONS.

ALTHOUGH much disagreement exists in the minds of the public with respect to the value of Home Lessons, teachers, at least, will agree that, under proper control and supervision, they are a very valuable aid to progress. Improperly used and too vigorously applied, they certainly become unpopular alike with children and parents; but, with skilful management and reasonable encouragement, they may be made a most useful adjunct to the work of the school.

Like all other school subjects, home lessons should be thoughtfully planned and carefully graduated, anything approaching to the "hap-hazard" style of setting being worse than useless. Let the children see that the home-lesson system is a portion of the complete school method, and they will appreciate the distinction, and will act accordingly. Perhaps the most valuable of all training, in the way of neatness and method, may be developed by a well-carried out system of home-work, and this, apart from the advantage derived from progress in the subjects set, is no mean attainment for the scholar to reach, and the teacher to desire. It should be borne in mind, too, that the home-lesson book is almost the sole means the parent has of gauging the work and noting the progress of the child; and hence, as a school advertisement, a set of good home-lesson books should be the desire and aim of every earnest teacher. Insist, then, as a first and most important necessity, that the exercise books should be kept neat and clean. They should be all covered with brown paper, which the children can manage at their homes, encouragement being given to any who can procure stiff covers from old exercise books, or elsewhere, these forming a kind of portfolio, in which the books can be kept flat and tidy. By this means "dog's ears" and curled-up copy-books will be avoided, and a uniform set of decent exteriors will be procured.

How early should home-lessons be introduced to ordinary children? Throughout a lengthy experience, the writer has had a system of home lessons all through the school, commencing at the first standard, all work being done in exercise books. It is

not implied by this that every child in Standard I. was provided with a book at the outset, but all who showed signs of carefulness and neatness in their slate-work and copy-book writing, were provided with a book, as a reward for their care, and as a stimulus to further endeavor. By this means, the real home-work was looked upon as a privilege, and not as a task, the children vying with each other in their attempts to show, by their ordinary work in school, that they could be trusted with a book at home. This idea of privilege and responsibility was duly impressed upon the little ones on every suitable opportunity, any signs of carelessness or untidiness being visited by the withholding of the exercise book for a few days, as a punishment, the class being informed of the fact, and of the reason that led to the withdrawal. *The Teachers' Aid.*

### SCHOOL HOUSE-KEEPING.

Is there such a thing? Its too frequent absence proves it.

"If I am going to select a teacher, I look at her school-room floor, and not at her examination per cent.," said a keen, discriminating principal; and the remark only showed how years of experience, observation, and suffering had educated his standard of gauging a teacher. True, a teacher may be an immaculate school house-keeper, and yet teach like a soulless machine; but it is a good indication of the desirable qualities of a teacher, to see a neat desk inside and out, a clean blackboard and floor, and orderly stow-away places. We wish we could enter a school-room without being struck at once by this feature of it one way or the other, and having its subsequent harmonies marred by any existing disorder, like a discord in music.

One cannot fail to observe, in the training of teachers, how these indicating straws tell the force and direction of the current of character that is to bear along the little people who come under its course. It is those who fail to see the little orderly things to be done in their practice-work, who will invariably fail to see the necessity of mental orderliness or the need of accurate work. They will surely go to swell the majority of the "pretty well" standard, that are doing more to keep down the profession than all the small salaries and yearly elections can ever do.

Is it a little thing that the children are allowed to scribble over the blackboards at recess, and that the teacher is not sufficiently troubled by it to erase it? Is it only trifling that the curtains hang unevenly, and that the flower-pot beneath is untidy and the dead leaves ungathered? Is it an oversight that her rubbers are thrown down beside the platform, that her umbrella is in the corner with loose folds, and that her waterproof is hanging on the wall, since the

storm of a week ago? Is any of her business that the window-pane is out, the door-knob loose, the stove unsightly, and that the cobwebs festoon the corners? That janitors, as a class, are preoccupied, absent-minded and near-sighted, goes without saying; but shall teachers descend to the janitor's plane of defective senses?

Primary teachers are peculiarly liable to fall into habits of carelessness and disorder, from the very multiplicity of their appliances for object-teaching and the constant use of blackboard and manufactory of crayon dust, and too much care cannot be taken to fight the demon of disorder that sees his opportunity to hold court among the blocks, sticks, counters, pictures, pegtiles, beans, marbles, balls, cards, pencils, and every other transferable thing brought together by the teacher, for the variety so necessary to her work.—*American Teacher*.

HOW TO OPEN SCHOOL.

IN answer to the question, "How should a school be opened?" asked by a correspondent, the *N. Y. School Journal* replies as follows.—

There are many ways. The poorest of all is to commence hearing classes recite as soon as the time of opening arrives. Something should be done and said at the commencement of every session, before the classes are called. In many large schools, as the Normal College in this city, following program is followed:—1. Singing. 2. Reading Scripture. 3. Chanting or reciting in concert the Lord's Prayer. 4. Voluntary recitation of selections. 5. Announcements; reports; explanations; introduction of visitors. 6. Marching music; close. This takes about half an hour. In many ways this can be varied—in fact, it is not well to follow a stereotype form for a great length of time. Opening exercises should not usually occupy more than ten minutes, unless they are in some way connected with the usual rhetorical exercises of the school. Here are a few "don'ts":—

1. Don't find fault about anything at the beginning of a day.
2. Don't this take time for settling cases of discipline.
3. Don't lecture or preach. Say as little as possible, and let that little be cheerful, bright, happy.
4. Don't try to be too proper and distant in what you say or do. Dignity is not necessarily connected with a long face.
5. Don't be too ready to invite any one to "make a few remarks." You are on dangerous ground. Many a school has been talked to death by loquacious bores.
6. Don't feel under obligations to give up the management of your school to anybody. You are in charge of your school. Keep the reins in your own hands.

CORRUPT PRONUNCIATION.

A GREAT German scholar once said, "The care of the national language I consider as at all times a sacred trust, and a most important privilege of the higher orders of society. Every man of education should make it the object of his unceasing concern to preserve his language pure and entire, in all its beauty and perfection. . . . A nation whose language becomes rude and barbarous, must be on the brink of barbarism in regard to everything else. A nation which allows her language to go to ruin, is parting with the last half of her intellectual independence, and testifies her willingness to cease to exist." What Schlegel thus indicated as a privilege of the "higher orders of society," is the duty of all men, and particularly so now, when the term "man of education" is no longer synonymous with one belonging to what is called "the higher orders of society."

The tendencies that favor the spread of corrupt habits of speech are strong and powerful, and they are never entirely absent. But the agencies that counteract them are numerous, and may be relied upon, if strenuously applied, to neutralize them altogether. While, however, a corrupt spelling survives amongst us, itself suggesting corrupt modes of speech, one formidable obstacle stands in the way. That which might powerfully assist in the prevention of mischievous changes, actually assists in producing them: The future will abolish that anomaly. Meanwhile every individual must resist, as best he can, those little inaccuracies which creep into our speech, sometimes so imperceptibly that no one knows how; and which, trifling perhaps in each instance, nevertheless amount in the aggregate to serious changes in the language.

The corruptions are the product of ignorance and indolence, and are propagated chiefly by unconscious imitation. We have noticed with regret that some debased pronunciations have received a sort of quasi-sanction in certain cheap pronouncing dictionaries. The public should be warned against every dictionary that is not edited by a man of scholarly attainments. The mischief that the sanction of a dictionary may do in this way is very considerable. But it is mainly by what we have called unconscious imitation, that little tricks of speech, offensive to a refined ear, are acquired. How many of these objectionable little corruptions are current, would surprise anyone who has not paid special attention to the subject. We propose to mention a few of the more conspicuous of them.

1. \* \* \* \* \*

With regard to all such mispronunciations as those which we have cited, and others which will readily occur to the minds of our

readers, the one thing needful is that we shall all be vigilantly on our guard against them. Men who would not adopt them deliberately, too often fall into bad habits unconsciously, and this is true of speech as of anything else. Our language, when spoken correctly, with full enunciation and a clear and careful articulation, is rich with music, and is worth all the pains that we can take to preserve it in its purity. To promote that result demands that not only every man who uses it in the pulpit, on the platform, or on the stage, but every man and every woman who uses it at all, shall use it well and shall cultivate the art of speaking correctly as assiduously as they would cultivate any other art. Thus, and thus only, will corruptions of speech be banished, and the English language remain what it is, a language fitted to prevail over all others, and to spread into every corner of the globe.—*The Phonetic Journal* (London, Eng.).

THE relation between the family and the school is not as it should be. The parents do not take the interest in the school that they ought, and the teacher does not take the proper interest in the child's home training. The school that does not follow out the development of the child's character begun in a well regulated home does not do his duty. The boys who make the truants in our schools, are those who have no home training. In many of these we find the possibility of a bright young life; if that can be developed by the school, we have gone far toward solving this problem.—*Ex*.

THE means of discipline are determined by its purpose and conditions. The most important instrument of the school in securing good habits is practice in right-doing from choice. All acts, conditions and regulations should conform to this end. The course of study is a means of importance. Roundabout and extraneous matter should have no place in it, nor should the pupil be allowed to pass from one part to another until the work is done. Pupils are hurried over work so rapidly that they see nothing in it but unmeaning words and nauseating formulas. Organization contributes largely as a means of will discipline. It should rest on the course of study, and have two important functions—classification of pupils in likeness, in ability and attainments, and their adjustment to the peculiarities and power of the teacher. In general, purpose and means determine method. The discipline of the will should receive all the systematic care and attention paid to culture of the intellect. If thus treated, with intelligent thought and purpose, it will yield a rich harvest to gladden the teacher with immediate results and bless society with those more remote.—*Ex*.



TORONTO:

THURSDAY, FEBRUARY 25, 1886.

**THE "MAIL" ON THE AUTHORIZED TEXT-BOOKS.**

UNDER the heading "Text-books by Hack-work" the *Mail* a short time since undertook to prove that the "public school system of Ontario is in a fair way to become a laughing-stock for the stupidity and puerility of its book-making system." It strongly objects to Mr. Ross saying to himself "I am going to make a change in the text-books now in use in all the schools, and will have a new set made to order. I will have my friend A. to prepare a set of Readers; B. to write a History; C. to compile a Geography; D. to get up a set of Drawing Books, etc.?" and remarks that "the quality of every one of the text-books which are to be the instruments used in education of Ontario children depends upon the sagacity of Mr. Ross in fixing upon the right man to write it, and upon his scholarship in supervising its construction."

Any strictures which we may pass upon these assertions will, perhaps, be thought by some to be prompted by motives of partisanship or prepossession, and, as in all matters into which the slightest taint of politics enters, perhaps the strongest repudiation of such notice is valueless. We shall, therefore, waste no time in making it.

A single remark only is necessary in regard to the *Mail's* attitude, and its gist is foreshadowed in the preceding paragraph. It is this: If there is any subject which should be regarded from points of view furthest removed from party influences, it is that of educational systems. In Canada especially, where partyism is carried to its furthest extreme, this caution is more than ever needed. Too much stress cannot, we think, be laid upon this.

That this freedom from partyism it is difficult for a party paper to enjoy is obvious, and that its absence is discernible in the article in question is, we think, equally obvious.

**THE STUDY OF ENGLISH LITERATURE.**

III.

ii. HAVING considered the defects of a substitution of an English for a classical basis of education generally, we are now to touch briefly on the advantages of such

changes. These have already been foreshadowed in the simile used in explanation of the difference between the two systems. The learner himself possesses and is able to use to a certain extent the same tools as those used by the great authors he reads. He uses their language. What follows? He has, as it were, saved so much time. That portion of mental labor which would in one case have been expended in acquiring the elements, is in the other case to a certain extent transferred to other parts of the subject.

The first and great benefit of this is that the pupil can at an earlier age be made to think for himself. He can understand thoroughly what he reads; he can enter into the spirit of the author, and can appreciate the skill with which that author presents his facts to his readers.

It is this possibility of making use at an earlier age of the pupil's own powers of thought that should be taken advantage of and used to the utmost possible extent. But to do this we ourselves must have a thorough grasp of the subject in hand.

Another advantage which is an offshoot of the first is that there is developed earlier the ability to judge of the artistic form of the portion of literature under consideration. This is not attained consciously perhaps, but that such faculty of judging is gradually developed can scarcely be denied.

These advantages have been briefly discussed in their most general aspect. We have regarded rather the outlines of the change from a classical to an English basis of education. The varied particular benefits accruing from the greater prominence now given to English literature would require a volume to discuss.

Of one thing, however, we must never be oblivious, namely, that this change is not in all probability an unmixed good. That severe training which the classics imposed upon the mind is lost in the new system, and we should do our best to see that the mind shall not suffer from this want.

**OUR EXCHANGES.**

Littell's *Living Age* is ever welcome. For eight dollars a year one can read all the best articles to be found in all the best English magazines—the *Contemporary*, *Nineteenth Century*, *Cornhill*, *Blackwood's*, *Macmillan's*, *Nature*, et al.

The *Literary News* for February contains reviews of all the chief books recently published, amongst others, Lowe's "Prince Bismarck,"

Saintsbury's "Lord Marlborough," "The Greville Memoirs," Browne's "John Bunyan," Tolstol's "My Religion," Robert Louis Stevenson's "Dr. Jekel and Mr. Hyde," Tennyson's "Tiresias."

THE *Pansy* for February contains varied reading for a cold winter month. There are serials, short stories, poems, pictures, articles, adventures, little sermons and lectures, and letters. Both "Pansy" and Margaret Sidney are publishing continued stories in the magazine this year; "St. George and the Dragon," a stirring boys' story, by the latter, and "Reaching Out," a delightful story of "Nothing to Wear" for girls. Another feature is the two alphabet series of Great Men and Great Women; Morse the inventor, and Joan of Arc, are the subjects this month. D. Lothrop & Co., publishers.

The *Library Journal* is the official organ of the American Library Association. To lovers of books and frequenters of libraries it would be a useful periodical, more especially as it possesses a copious index. The number for January is accompanied by a supplement entitled "The Co-operative Index to Periodicals." This index is issued quarterly, and contains references to every article which appeared in all the great periodicals, English and American, during the preceding three months. One or two orthographical peculiarities are noticeable in these publications. For example: 'Catalogs'; 'Bibliografy'; 'W: J. Fletcher'; 'C: A. Culter.'

The *Andover Review* for February is very interesting. In the opening article Rev. Dr. Adams, of Fall River, begins a discussion of "The Spiritual Problem of the Manufacturing Town." The series is a counterpart of Rev. Mr. Dike's "Religious Problem of the Country Town." Dr. Adams presents facts obtained by very careful and thorough studies, and deals in this first paper with the factory system in its influence upon the operatives and their condition. Professor Ely of the Johns Hopkins University contributes a vigorous appeal for a more intelligent consideration by Christian men and churches of Socialism. The number closes with careful book reviews and a list of new works received. (Houghton, Mifflin & Co., Boston.)

**BOOK REVIEWS AND NOTICES.**

*My Ten Years' Imprisonment.* By Silvio Pellico. Translated from the Italian by Thomas Roscoe. Cassell & Company.

This is a reprint of the well known translation of Pellico's still better known work. Roscoe's translation, if we mistake not, first made its appearance in Chambers' *Miscellany* some forty-four years ago. Those who have not access to the *Miscellany* cannot do better than expend ten cents in purchasing Messrs. Cassell & Co.'s well printed little volume if they wish to peruse the fascinating story of the imprisonment of the famous patriot and supposed Carbonaro, Silvio Pellico. Amongst the other works printed in this series are Martin Luther's "Table Talk"; Hallam's "History of the Middle Ages"; Isaac Walton's "Complete Angler"; etc. The series is edited by Dr. Henry Morley, of University College, London. Its numbers appear weekly.

*Bird-Ways.* By Olive Thorne Miller. Boston and New York: Houghton, Mifflin & Co. 1885.

We do not know the class of readers to which this little book would not be, or ought not to be, delightful reading. We say "ought not" because anyone who could not derive pleasure from the perusal of "Bird-Ways" must be lacking in one of the purest elements of character. In beautifully simple language, intelligible by the veriest child, and yet interesting to the sedatest adult, the writer tells us of the habits, characteristics, idiosyncrasies and passions of the best known and most loved of the birds of America. The bird to her is not merely a species of animal to be studied in its zoological aspects, it is an individual with a character of its own; and so deftly does she portray its character, that instinctively one sympathizes with her *dramatis persone* (which, indeed, they really are) as one does with the heroes and heroines of fiction. A single quotation (many, quite as entertaining, might be given) will show how the authoress accomplishes this:—

"I had a great desire to find a nest, so when I saw a cat-bird go several times in one direction, worm in mouth, I watched closely. The bird hopped all around the bush, eying [sic] me sharply, and at last jumped upon the lowest branch, gave me one glance, slipped to the ground on the other side and returned in a moment without the worm.

"Now," I said, exultingly—"now I have you!" Carefully I crept up and patted the branches, while the disturbed bird hopped from twig to twig, saying "Quit! quit!" I looked in, confidently expecting to see the low nest I knew so well. No nest was there. . . . while the bird, who had watched and followed me, plainly chuckled in a way that said, "Humph! you missed it, didn't you?" and I firmly believe that the saucy fellow ate the worm himself, and went through all that pretense of mystery to mislead me and rebuke my prying curiosity."

In the present day of a plethora of unwholesome fiction it is a pity we have not a few more of such books as these. We hope the authoress has not altogether put aside her pen.

*Euripides' Bacchantes.* Edited by I. T. Beckwith, Professor in Trinity College. Boston: Ginn & Company. 1885. 146 pp. \$1.10.

*Plato's Apology of Socrates and Crito.* Edited by Louis Dyer, Assistant Professor in Harvard University. Boston: Ginn & Company. 1885. 204 pp. Cloth, \$1.25. Paper, 95c.

These are two of the books of the excellent "College Series of Greek Authors." The series is under the supervision of Prof. White of Harvard and Prof. Seymour of Yale. In the list of coadjutors of the editor-in-chief we notice several distinguished names—those of Profs. Allen, Goodwin, and Frost. We have no doubt that the other editors are thoroughly competent for their task, if the two works before us are fair specimens of the whole series.

The form of these volumes is the square octavo. They may be had bound either in paper or in cloth. The notes are on the same page with the text. But for the accommodation of teachers who object to notes in the class-room the text of each volume is reprinted in solid pages and sold separately at a merely nominal price.

*The Bacchantes* has a scholarly introduction, containing articles on the play itself, on Dionysos and his worship and on the myth in literature.

To many a bewildered tyro in scansion the chapter on the metres of the lyrical parts will prove invaluable.

*The Apology of Socrates and Crito* is introduced by an elaborate essay of 54 pages dealing with Greek philosophy in general—with the life, character and doctrine of Socrates—with Plato's life and works, with the Athenian courts of law, and with a brief critical survey of the "apology" and the "Crito" respectively.

If we do not mistake, this will be the favorite series of Greek texts in the schools and colleges of America for many years. The scheme of the publishers is ambitious and extensive but their reward will be certain and ample. J. E. W.

*Shakespeare's Tragedy of Hamlet, Prince of Denmark.* Edited, with notes, by Homer B. Sprague, A.M., Ph.D., President of Mills College; formerly Head Master of the Girls' High School, Boston. With critical comments, suggestions and plans for study, specimens of examination papers, and topics for essays. Chicago: S. R. Winchell & Co. 230 pp. \$0.45.

When one thinks of the miles of book shelves that must by this time be groaning under the weight of the countless works of the commentators and editors of Shakespeare, it is with a sigh that one cuts the leaves of another addition to this mass of literature. Involuntarily too, those sentences of the late Richard Grant White's ring in one's ears: "Throw the commentators and editors to the dogs. Don't read any man's notes or essays or introductions, æsthetic, historical, philosophical, or philological. Don't read mine. Read the plays themselves. . . . The German pretence that Germans have taught us folks of English blood and speech to understand Shakespeare is the most absurd and arrogant which could be set up. Shakespeare owes them nothing; and we have received from little more than some maundering mystification and much ponderous platitude. Like the Western diver, they go down deeper and stay down longer than other critics, but leave him, too, they come up no wadder." Nevertheless, disparagingly as one may speak of Shakespeare's commentators and editors, that the world *does* owe them much, very much, is undeniable. Even Mr. White's epigrammatic assertions contain, like all epigrams, an ingredient of error. If the Western diver does come up muddier, he sometimes brings with him precious pearls, and but for such divers pearls there would be none. So the commentator and the editor are valuable, and play no unimportant part in elucidating Shakespeare. Even Dr. Johnson though advising "utter negligence of all . . . commentators to 'him that is yet unacquainted with the powers of Shakespeare,' yet "when the pleasures of novelty have ceased," recommends him to "attempt exactness, and read the commentators."

It is only just, therefore, to disabuse our minds of prejudice against any new diver into the depths of Shakespeare. And more especially so, since the last comer, it is reasonable to hope, has benefitted by the experience of his predecessors.

This Dr. Sprague has done, and we can highly recommend his edition of "Hamlet." The aim he has had in view he has expressed in his preface: "This edition of 'Hamlet' is intended for the special needs of students, but it is hoped that the

general reader may find it useful. It may be found to differ from all other editions in four important respects:

"First, the notes, though copious, are all arranged upon the principle of *stimulating* rather than *superseding* thought.

"Secondly, it gives results of the latest *etymological* and *critical research*.

"Thirdly, it gives the opinion of some of the best critics on almost all disputed interpretations.

"Fourthly, it presents the best *methods of studying English literature* by class-exercises, by essays, and by examinations."

His table of contents will give a general idea of how Dr. Sprague has attempted to attain his aim:

"Introduction to Hamlet.—Early Editions.—Sources of the Plot.—Hystorie of Hamlet.

"Critical Comments.—Voltaire.—Goethe.—Coleridge.—Schlegel.—Mrs. Jameson.—Klein.—Victor Hugo.—Taine.—Lowell.—Hudson—March.—Werder.—Weiss.—Furness.—Dowden.

"Hamlet and Notes.

"Appendix: How to Study English Literature.—Martin.—Williston.—Buchan.—Fleay.—Hudson.—Johnson.—Kellogg.—Blaisdell.—The present editor.

"Specimen Examination Papers.

"Topics for Essay."

His method of annotating is original and good. We append one short sample:

"Who's there? The usual military challenge was, 'Who goes there?' With what feelings does Bernardo approach?—2. 'me.' Is *me* emphatic? *yourself*? Is Francisco startled? impatient?—3. 'Long live the king!' Is this phrase the watchword? See line 15 below. The old French challenge *Qui vive!* (i.e., 'For whom do you cry *vive!*') was answered by *Vive le roi!* ('Long live the king?')—6. 'upon your hour.' Like our modern 'on time'? Is the clock striking? Note with what ease and naturalness the precise time, the weather, and the star-lit sky are indicated.—8. 'much'—*great! much of! many!* May 'thanks' be a singular noun? See 'Soul, thou hast much goods laid up for many years' (Luke xii. 19).—'bitter'—bitterly? Is *cold* a noun? *Abbott*, § 1.—9. 'sick at heart.' The key-note of the tragedy struck? Skill in this? or lucky accident? 10. 'mouse.' Coleridge says, etc."

In the appendix are eight paragraphs from various writers on "How to Study English Literature." Canadian readers will be pleased to see amongst them the name of the late Mr. J. M. Buchan. Specimen examination papers from the English Civil Service Commission and Hollins Institute, Virginia, together with some sixty or seventy topics for essays, and a good index, complete this admirable and cheap little volume.

HARPER BROS. have just ready a new edition of Cross' "Life of George Eliot," containing new and important information concerning the novelist's change of religious belief in 1841-1842, and recollections of her life at Coventry.

FREDERIC HARRISON'S new volume, "The Choice of Books, and Other Literary Pieces," consists of essays and lectures written at various times during the last twenty years, and deals solely with books, art and history. There are essays on Mr. Froude's life of Carlyle, on the life of George Eliot, on Bernard of Clairvaux, on historic London, and on the French Revolution.

#### BOOKS RECEIVED.

*The Practical Teacher.* Vol. VIII. 1884-85. Francis W. Lister, Editor. Second Edition. New York and Chicago: C. T. Kellogg & Co. 1886.

## Special Papers.

### LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

#### II. THE FIXED STARS.

1.\* "The fixed stars." Mention one.

"Vault."—*Vault* of heaven; *vault* of death; a wine *vault*; the *vault* of a horse; what is the common meaning of this word in these different expressions? Give other uses of the word.

"Planet." What is the meaning of this word, as determined by its derivation? Why is the term appropriate as it is generally used? Mention all the planets you know. Is the moon a planet? Which planets are visible to the naked eye? When can Venus be seen? Also where?

"He, too, would look," etc. Why is the sun spoken of as "he" and "him"? Is this appropriate? What other examples of this phraseology can you give?

"The largest of the suns." What is a *sun*? Where are the other suns?

2. "The same instrument." The spectroscope. [This instrument and its uses should be described to the pupils. A good account of it is given in Roscoe's *Chemistry*. The spectroscope enables an observer to tell of what elements a body is composed by the light which it emits when burning. Hence, by examining the light of the sun, the light of the stars, and so on, it can be accurately told of what elements the sun and the stars are composed.]

"Mass." Give the meaning of this word. Can you give a substitute for it?

"Vapors of iron, copper, zinc." How can this be?

3. "Without a telescope." What is a *telescope*? Describe the various uses of the telescope.

"About three thousand." Does this seem reasonable?

"Hundreds are seen for each one," etc. Put this in other words.

"There seems to be no end to them." Is there any end? What then?

"Beyond the range." Explain this. Of what other things besides telescopes is the word "range" thus used.

"Like our sun, a family," etc. What is the family of our sun?

"We cannot in the least conceive them." What does this prove with regard to man? the world? and the whole universe?

4. "Single," "double." What is meant? "A real pair." What would an apparent pair be?

"Pretty colors." How would you account for the variety in color? [The substances of which the stars are composed burn with different colors; as, for example, sulphur

burns with a *blue* flame, phosphorus with a *white* flame.]

6. "Pleiades." Where in the Bible are these stars mentioned? Quote the passage.

7. "Among these *gases*." What are *gases*? Is visible steam a gas? Mention some common gases. Mention some common ways by which gas is produced. [The burning of fire; the breathing of animals; the action of plants; the action of all organic substances exposed to the air, as the rotting of flesh, of vegetable matter, and so on.] What is water-gas? How is it produced?

"Nitrogen and hydrogen." Are these common gases? (Something about these gases should be told the pupils.)

8. "Always in the same position among the stars." What does this prove?

9. "Comes again into view." Express this by one word.

10. "Is as nothing," etc. What does this mean?

"185,000 miles in one second." How long then does it take light to travel from the sun to the earth?

"Three years." "Hundreds of years." What do you learn from this?

"Would have vanished." What does this mean? What may cause things to vanish from our sight?

11. "These wonders." Mention all you can. Which do you think the greatest wonder?

"The immense number." To what may you compare them in number.

"Infinite variety." Express this in other words.

"The vastness of the space." Can you form any idea of this? Try. What alone is similarly immeasurable?

"A mere atom." What does this mean?

"When I consider." Put in other words.

"Thou hast *ordained*." What does this mean?

"That thou art mindful of him." How is God mindful of us?

"And the Son of man that Thou visitest Him." [This is an example of Hebrew *parallelism*, or the expression in a second line, with slight modification, of the thought expressed in the first line.] Give other examples of parallelism from the Bible. (They are quite common in the Psalms.)

"Son of man." In what other sense is this phrase often used?

*Exercises for writing*.—(1) Distinguish "fixed stars" and "planets."

(2) Describe the instruments mentioned in this lesson, with their uses.

(3) How does the telescope reveal to us the vastness of space?

(4) Describe double stars real and apparent.

(5) Describe the Milky Way. How does our knowledge of it affect our opinion of the universe?

(6) What would be the consequences to us if our sun became a "changeable star?"

(7) Write a composition on "light."

(8) Compare God's greatness and man's littleness. In what respect alone is man great? EMERITUS.

#### COMMON ERRORS OF SPEECH.

(CHIEFLY PECULIAR TO THIS CONTINENT.)

"MAGNIFIES," for increases. The verb, "to magnify" is transitive. We came across the following in a well-known educational periodical of high repute: "The educational problem magnifies with each process in its solution."

An abuse of the verb "to have." For example:

"I should be pleased to have you come up to-night," for, I should be pleased if you would, etc.

"Please have the coachman come for orders," for, Please tell the coachman, etc.

"It is a good plan to have the pupils learn," for, To make the pupils.

To "feel like." This is an exceedingly common mistake. We hear on every side such expressions as, "I feel like crying," "I feel like walking," etc., etc. Whether or not it is a slang phrase we confess we are unable to judge. Apparently it has taken the place of, "I feel inclined to."

"Talking back." A vulgarism which needs no comment.

The omission of the adverb of place, "on"; as in the sentence, "He came Tuesday," for, He came on Tuesday. The columns of the American press teem with this mistake.

"Around," for round or about. "I was walking around town," for, about town. Great confusion exists in the use of these words. It would be an exercise resulting in much benefit to many speakers and writers if they were to peruse one or two recognized masters of English prose with the view of examining their use of these two words.

"Mad," for angry. We have noticed this inelegant use of the word "mad" in even serious poems published on this side of the Atlantic.

"But," for but that, or, if. Example: I have no doubt but she will meet me.

"Plenty," for plentiful.

"I have got," for I have. Example: A man says, "I have got to go to Toronto to-day," instead of saying, "I have to go to Toronto to-day."

"Differ with," instead of differ from.

"Corporeal," for corporal.

"How?" or which? for what?

"Lie," "lay." Gross misuse is constantly made of these words.

"Like I did," for, as I did.

"Less," for fewer. "Less" relates to quantity; "Fewer," to number.

"Balance," for remainder.

"Alone," for only.

\* The numbers refer to the paragraphs.

"Likewise," for also.  
 "Avocation," for vocation. Avocations are those amusements which engage a man's attention when "called away from" his regular vocation.  
 "Crushed out," for crushed.  
 "Of," for from.  
 "Had have." This is a common vulgarism. There is no such tense as "had have" been.  
 "Had ought." This expression is an absurdity not less gross than "his'n," "t'other," "dasn't," "their'n."  
 "At," for by.  
 "Party," for a man or woman. It takes several persons to make a party.  
 "Don't," for doesn't, or does not.  
 "Try," for make.  
 "Superior," for able, virtuous, etc.  
 "Deceiving," for trying to deceive.  
 "Excessively," for exceedingly.  
 "Whether" cannot be correctly applied to more than two subjects.  
 "Seldom or ever," for seldom, if ever.  
 "Previous," for previously.  
 "Appreciates," in the tense of rises in value. "To appreciate" is transitive.  
 "No," for not. e.g. "Whether he is present or no"—though this phrase does occur in renowned writers.  
 "Such," for so. e.g. "I never saw such a big house."  
 "How," for that. e.g. "I have heard how some people eat mustard with mutton."  
 "Looks beautifully." A common error arising from confounding "look" in the same sense of to direct the eye, and "look" in the sense of to seem, to appear. It would be equally improper to say, "he looks coldly," instead of, "he looks cold."  
 "Underhanded," for underhand.  
 "Casuality," for casualty.  
 "Speciality," for specialty.  
 "Stopping," for staying. On hearing that a certain Mr. Smith is "stopping" at an hotel, we are tempted to ask "When will Mr. Smith stop stopping?"  
 "Ugly," for ill-tempered.  
 "Overflown," for overflowed.  
 "Here," used as a substantive; as in the phrase, "I will leave here in an hour," for, I will leave this (place).  
 "A deal," for, a great deal. Deal, with no qualifying adjective, gives no idea of the amount intended, any more than would the words "fraction," "part," etc.  
 (To be continued.)

**EUCLID.**

1.

AFTER the students have acquired a sufficient number of geometrical terms I should, before proceeding to the propositions of Euclid, endeavor to develop their powers of observation and thought by making them analyse geometrical figures which they have carefully drawn. Nature prefers first the analytic and then the synthetic method.

As a preliminary step, it is convenient for the class to be able to draw an equilateral triangle.

The teacher might show the students how to do this at once, but the better way is first to prepare them to appreciate the usual method of construction.

If asked to make such a triangle, the members of the class will likely make, with three strokes of the pencil, triangles which are meant to be but are not equilateral.

To draw their attention to this, ask for the definition of an equilateral triangle, and let each student measure the sides of his triangle to determine if it is properly drawn. It is altogether likely that none will be found to be equilateral.

Or, still better, if the teacher has a regular tetrahedron to show the class, let each student cut out of paper four equal equilateral triangles, and construct with them a figure similar to the model. Unless the triangles have been drawn with compasses and ruler they will not fit together as required. Either process renders obvious the necessity of some sure method of construction, and the class is now ready for the usual one. This the teacher will probably have to show. The triangle should be made accurately with compasses and ruler.

The class now has no difficulty in drawing an isosceles triangle.

As they draw these figures the students should be required to analyse them and note anything worthy of remark. They will readily observe and answer that the equilateral triangle has three, and the isosceles two, equal angles.

Without a little practice, the class will hardly be able to enunciate the corresponding propositions, viz.: "If three sides of a triangle are equal, so also are the three angles." "An isosceles triangle has two equal angles."

The synthesis that corresponds to the foregoing is "to construct a triangle, all of whose angles are equal," and "to construct a triangle which has two equal angles."

After noticing the relation among the angles of an equilateral and isosceles triangle, with a little thought the class will venture the statement that a triangle which has three unequal sides has also three unequal angles. This can easily be verified if a scalene triangle is drawn.

Again, allowing the use of the ruler to measure distance, have each member of the class bisect the base of his isosceles triangle, join the point of bisection to the vertex, and analyse.

Let some one now state clearly the construction, viz.: that the point of bisection of an isosceles triangle has been joined to the vertex. Invite the result of the analysis. It will be seen that the vertical angle is bisected, the angles at the point of bisection of the base are right angles, and that the isosceles

triangle is divided into two triangles equal in all respects.

These results are self-evident, and for that reason will escape the notice of some students until several figures have been analysed. With a little practice, however, satisfactory answers will be given.

Call for the corresponding enunciation, viz.: "the line joining the point of bisection of the base of an isosceles triangle to its vertex bisects the vertical angle, makes two right angles with the base, and also divides the triangle into two triangles equal in all respects.

If the problem, "to bisect a given angle be now given, its relation to the preceding work will suggest the solution.

In all the figures of this paper, the compasses and ruler may be used to draw circles, straight lines, and to measure them, while the only proof required is observation, tested, when advisable, by measurement.

Again, have the class join the points of bisection of the sides of an equilateral triangle to the opposite corners. It will be seen that the lines meet at a point which divides them in the ratio of two to one, that there are six triangles equal in all respects, as well as other equalities.

Very likely a few figures will be so drawn that the lines do not meet at a point. The wrong inference consequent on the incorrect construction, with the discovery of the error, will help to impress the value of accurate work.

Take the opinion of the class as to the similarity or difference in results in the case of an isosceles triangle. Test the answers by observing the similar construction. Extend this to a scalene triangle.

From this work, thus briefly outlined, the students will soon recognize the principle that no construction can be made without producing some result which was not thought of at the time of construction, which does not depend on chance.

It is a law of nature that if we drop a piece of chalk it falls to the floor, and it is just as true that if we make an equilateral triangle we must at the same time make three equal angles.

When the point of bisection of the base of an isosceles triangle is joined to the vertex it is a necessary consequence that the vertical angle is bisected; the angles at the centre of the base are right angles, etc. It cannot be otherwise.

The principle holds good in all geometrical constructions. Its recognition is of moral and intellectual worth. In its application to the study of Euclid, it causes the students to look for the geometrical relations that exist in all their figures. In this way it greatly helps in the solution of deductions. In accurate constructions it draws the inference that any relation among the angles, lines, or figures that appears to be true is true, and any relation that is true appears so.

I believe that a few weeks spent in this way at the beginning of the fall term, when the pressure of examinations is not felt, is time well spent.

A. F. AMES.

(To be continued.)

## Methods and Illustrations

### TALKING VERSUS TEACHING.

TALKING to pupils as a means of instruction in elementary schools has been widely and vigorously denounced. Nevertheless, it is rare to find a teacher who can resist the desire to exhibit her knowledge, and can wait patiently for an idea to grow in the minds of her pupils. The zealous teacher is likely to feel that a lesson comprehending little matter, and that presented in such a way as to leave time and opportunity for the action of each individual mind, is a waste of time. Thus too often the remote end of mental development, and a cultivation of the power to gain real knowledge, is sacrificed to the teacher's present desire for brilliancy of effect. Between *talking* and *teaching* there is a difference as great as between the burning of a sky-rocket, which dazzles for a moment and as quickly disappears, leaving no trace behind, and the lighting of a fuse, which burns slowly into the powder, kindling a flame that may open a mine of untold wealth.—*Ex.*

[To this may be added some good advice well expressed by Mrs. E. D. Kellogg. It is taken from the *New England Journal of Education*.]—

Nothing strikes us as so interminable, inexcusable, and well nigh incurable, as we go from place to place in school-visiting, as this continuous talk of the teachers. We saw this recently in a most aggravated form. A lesson in number was given, conducted upon an admirable plan, but it all summed up as a brilliant recitation by the teacher, while the unemployed children lounged upon the number-table, played with the blocks, and said, "Yes'm," with now and then a numerical result, at such intervals as would give the teacher time to get breath to resume the monologue. Her manner was full of that indescribable something we call magnetism, and she had such a clear, concise idea of what she wanted to say and how she wanted to do, and did it so attractively, that we actually lost all thought of the children; and when she turned to them for their verification and indorsement it was a little unpleasant interruption, and we were conscious of wishing she wouldn't stop her current of thought to bother with the little folks, who became only a necessary annex to the main exhibition of what *she* knew about number. What *she*, or any other teacher knew, about *teaching* number was the thing we wanted to see; and not how she had studied or comprehended the underlying principles, as indispensable as that would be. All that would have been better illustrated by her actual work with the children.

It needs more moral courage to stand still and keep still and *wait for the child to think*

*it out*, in the presence of visitors, than most teachers possess. What will visitors think of such a recitation? is the uppermost thought in the teacher's mind; and we all sympathize with her, too. We grant that the mass of thoughtless visitors will criticise and condemn any such deliberation as "a poor recitation," never appreciating that the very effort to draw out that dull child constitutes the highest teaching skill. But there is where the bravery should come in, on the teacher's part. The school is not for the visitors but for the children. When shall we ever realize that our schools are for *the children*, and that they must be recognized as something else than objects to be strung together to hang a theory on? If the training teachers all over the country could succeed in impressing upon their outgoing pupils that skilful teaching *is bringing out the children* with as little exhibition of one's self as possible, and that the highest courage is needed to wait, for the child to see; watching all the time to translate every changing look in the eye and every indicating motion that tells of the thought-process going forward, so as to say or do the right thing to help at the right moment—if young teachers could be brought to see that doing this in the presence of visitors, whether they understand and appreciate or not, simply *because it is the child's right* and must not be infringed upon, then they would go forth from their training work elevated to a consciousness of duty and courage to do it that would be the most hopeful outlook for our educational future. We speak of visitors particularly, because we believe there is a great deal more letting the children work when the teacher is alone. But even then they are smothered under the load of talk by which the teacher kills them with well-meant kindness.

### WHISPERING:

#### HOW IT WAS STOPPED.

BY FT. W. J. BALLARD, JAMAICA, N. Y.

THE teacher was a young man just from the State Normal School. His maiden effort as a Normal was to teach the public school of a little country village on the Hudson. On the morning of the first Monday in October, 1870, escorted by the trustees, he marched into the school building and took possession.

There sat sixty-three girls and boys, few of whom seemed very much awed by the appearance of the new teacher on the platform. After the morning exercises and a few remarks by the trustees, the young teacher began classifying. He went to work in an easy, good-natured way, paying attention to nobody excepting the members of the class passing examination. The other pupils had little to do, and soon whispering in the room was pretty general; the whispering became a gentle murmuring; the murmuring developed into talking and laughing. Still the young

teacher kept on, apparently quite unconscious of the confusion about him. The trustees began to look uneasy. At last one ventured to ask if the children could not be kept in better order. He was dumfounded upon being told that the order was quite good enough. Then recess came, and then came *after* recess. There was no longer any whispering—all were talking, laughing, running about the room, and pandemonium reigned supreme. And still that young teacher went on serenely with his work. Again a trustee approached him, asked if the noise could not be stopped. He had to speak pretty loudly so that he could be heard; again he was told that nothing seemed to be out of the way, children would be noisy. Again the trustee sat down, a sad, a very sad-looking man.

11-15. The children were having a glorious time; they were monarchs of all they surveyed—shouting, laughing, running, hats flying—and sometimes books. Then that easy, good-natured young teacher faced the school, and brought his hands together with a report that sounded like the crack of a pistol. There was silence. He evidently meant business. "All pupils in their own seats. Arms folded. Not a motion. Girls and boys, I have let you run this school for half a day, wanting fifteen minutes. I do not like your way. You will never run it again. I shall. I have but one rule to make. You must not communicate, one to another, in any way whatever, by whispering, by notes, or by signs—by taking anything from another, or by giving anything to another. It is all absolutely forbidden. Four times a day you may have a whispering recess. You may then whisper, laugh, walk about the school-room, eat apples; you may do pretty nearly as you please. At the end of two minutes the bell will strike. You must take your seats instantly, fold your arms, and sit perfectly still until the next bell strikes, then go to work. Carry out this one regulation, and you and I will have a pleasant time. Do as I wish you to do, and we will make this one of the best schools on the Hudson.

"Ready for dismissal! Rise! march!" And an astonished lot of children gently marched out.

Day after day the young teacher sat and enforced that regulation. He paid more attention to that than to anything else. If a pupil whispered, he was called to the desk, his attention called to the fact that he was violating the one rule of school, then sent back. If he whispered within five minutes, he came to the desk again, probably promised to do better; then went back and whispered again; but he came back again; and if he whispered fifty times in a day, he came to the desk fifty times, and was spoken to good-naturedly pretty nearly every time. If a pupil passed a pencil, or took anything from a



desk, a tap of a lead pencil called him to the desk. There was no particular punishment; but going to that desk finally became monotonous. The roll was called at the close of school; all who had not communicated answered "Nay;" all who had, "Yes." All those that answered yes, remained after school, and an explanation was then in order; but there was no punishment, and the pupils were generally all out within five or ten minutes.

If a pupil turned his head, his attention was called to it, and possibly he was called to the desk, and asked what he wished. And all communicating—signs, notes, whispering, was practically stopped. But the price of it was eternal vigilance.

Now, what did those girls and boys do? They went to work. It was the only thing they could do and be let alone.

How did the pupils like it? At the end of three years the teacher stated to the school that he had concluded to throw overboard their one rule. They had long before formed such a habit of close attention to lessons, that he believed the rule was now unnecessary. He, however, expected them to communicate only about lessons.

In three days a number of the pupils came and asked to have the old rule put in force again. They said: "We are busy with a lesson, and somebody wants a pencil. We almost see how to work a problem, and somebody wants a slate-rag. We cannot get our lessons so well. Let us have the old rule." And the old rule, with general satisfaction, was again put in force.

And to the question, asked many times: "How do you manage to have the pupils always at work?" the answer was: "By not letting them have anything else to do."

And that young teacher is an older teacher now, and has had other and larger schools, but he looks back with pride and pleasure to that little school where whispering was stopped, and where the pupils would have none of it.

The above is not given as a good way. Nobody is advised to try it. It is only a statement of what actually took place.—*New York School Journal.*

### PURE AIR IN THE SCHOOL-ROOM.

OPEN a hole under the stove, and be certain that it communicates with pure air out of doors. This can easily be done when the schoolhouse is building. A tight wooden box, about six inches square, can open directly under the stove, and half way to the caves outside. The ends should be closed by sliding doors. At the opening of school both ends of this duct should be closed, but as the room becomes heated, and foul air accumulates, open both doors enough to admit a sufficient quantity of fresh air. With

this arrangement no window should be opened, except in case of smoke or dust. Great injury results from requiring pupils to sit in draughts when heated. Severe colds and more serious sicknesses are thus frequently caused. With the arrangement here mentioned an abundance of pure air can be admitted into a room, and no draught caused. This is a very great advantage.

### HOW TO GET FOUL AIR OUT OF THE SCHOOL-ROOM.

Open a door in the ceiling, and be certain that it communicates with pure air. If the ceiling is directly under the roof, it will be sufficient to let the heated air escape into the space under the shingles, but if another room is above, care must be taken to be certain that the door communicates with out-doors. This is essential, or opening the door will be of no account. Several small openings in different parts of the ceiling, closed by sliding-doors, are better than large ones. How large these openings in the ceiling are made, depends upon the difference of temperature between in-doors and out-doors. In managing such an arrangement as we are describing, a modicum of common sense should be used. Without it, the best apparatus man ever will make will be useless or injurious.

Remember: the foul air in a heated room is near the ceiling; the foul air in a cold room is near the floor; hot air is not necessarily foul air; draughts are often more injurious than foul air.

A child should never sit for a minute in wet clothes. If he is exercising, his wet clothes will not hurt him very much; but if he is quiet he will be certain to receive injury.

Urge children to bring dry socks to school on a wet day, and put them on if their feet are wet. If a child's clothes are wet, and he cannot go home, let him exercise until he is dry and warm. Sitting near a hot stove in wet clothes is nearly as injurious as sitting by a cold one.—*N. Y. School Journal.*

### METHOD OF TEACHING LITERATURE.

[THE following paragraphs are taken (permission being courteously granted by the publishers) from a pamphlet published for gratuitous circulation, by Messrs. Houghton, Millin & Co. In their preface they say:—"How best to teach literature is a question that is often asked us by teachers. In order to answer this question we have obtained from a few of the most successful teachers of literature the following descriptions of their methods of instruction."]

1. From ALFRED S. ROSE, Esq., *Principal of the High School at Worcester, Mass.*

How to make composition-writing and the learning and reciting of selections of verse or prose interesting have long been among the most trying of the teacher's many tasks. To add profit to interest is simply to make the work so much the more difficult. If I re-

peat some of my own experiences, I suppose I shall give a fair showing of the trials of the average teacher.

For several years it had been the custom in a certain school of Middlesex County to give up Friday afternoon to general exercises. At this time, the pupils declaimed, recited, or read, according to the choice of the individual. The teacher commented on the compositions presented, criticised the modes of rendering the several selections, and then tried to interest the school in readings or recitations of his own. He early remarked the desire of his pupils to select the pieces whose rendering should excite mirth on the part of those listening. Mark Twain and Petroleum V. Nasby found much more favor than Longfellow and Whittier.

Coming to the High School in Worcester, I found the rhetorical exercises in a very peculiar condition. Monday was the day devoted to singing and these exercises. Necessarily it was a broken day. Pupils did not like the exercises, and the teachers dreaded them. Frequently their recurrence would be seized as an excuse to remain away from school. If a visit out of town was contemplated, the pupil would often arrange to protract the stay over Monday, thus avoiding compositions and reading. Not one pupil in twenty considered the exercises otherwise than a bore. The ultimate good to be derived therefrom was so far in the future that it was practically invisible. \* \* \* \*

I should think it the height of folly for a person to carry his declamations no further than the learning and reciting. In learning he will have gained strength for more acquisitions, and he is all the time storing his mind with that which may on occasion prove exceedingly useful to him. Over and above all, he has as a rule acquired the ability to keep his feet and his wits at the same time. A gentleman, returning to the school where a large part of his boyhood was spent, said: "I can forgive all the shortcomings of this room save one—the fact that the master excused me from my regular part in declamations. Again and again, in my subsequent life, I have seen the time when I would have given thousands to have the confidence in myself that my mates acquired in this very room while speaking their pieces. I begged off and was excused." With this memory by me, I have very rarely excused any pupil not incapacitated by some defect of the vocal organs.

But to return to the exercises in our school. Two years ago, I determined to set about a systematic, thorough study of one author for a definite time, expecting thereby to gain insensibly something of the writer's style and also to familiarize the pupils with words and ideas that were worth remembering. \* \* \* \*

(To be continued.)



## Correspondence.

### THE NEW SPELLING SYSTEM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR, —So much is being said about new spelling systems at present that the subject is liable to become monotonous to some readers. But I hope that there are some who are so deeply interested in the subject that they seize with eagerness every thought and every opinion and analyse them with untiring care. To these persons especially I would address myself, not with the idea of being able to impart knowledge to them but simply with a desire to cause them to think.

With astonishing rapidity one great change has succeeded another in our educational methods. The changes have been so general, so rapid, so complete that they truly astonish us. My idea is that this new state of affairs, invention and experiment may be carried to an extremity that is dangerous. One great rule in education is, "Proceed slowly and work thoroughly." Is it not wise to carry this over to the making of our educational methods as well as putting it into effect in their practice? We have been rushing from one newly-discovered treasure to another in ecstasies of delight; we have become too absorbed in discovery and our new methods are pushing the older ones aside and we do not seek to detain them even a little longer. We have not had sufficient rest to invigorate ourselves after the toils of one great change before we start in pursuit of another. Surely we will carry ourselves too far; we will pass the haven of rest and find when it is too late that we have drifted into unknown seas, full of deceptions, intricacies and unmarked barriers; we will have to buffet mighty waves, and finally be driven back by opposing winds, in a battered condition.

Where have the majority of our schemes been tested but in the leading schools of the Province, where the teachers are the best that can be secured? These methods have been placed in the hands of teachers who would be successful with any method. They are master-workmen who can hide the deficiency of their tools. But to make a fair criticism, visit some of our humbler schools and examine their work. I have of late conversed with several teachers and I found them, without exception, rather dissatisfied with the amount of work required in a public school. Since drawing, music, calisthenics, etc., have been universally introduced into school work they have materially added to the amount of work to be done in the school-room, while, as a counterbalance, what specific means have been introduced to lessen the labor or rather not the labor but the consumption of time? None. All of our new methods require time: they cannot be hurried.

A successful teacher in a country school said to me, "I cannot do thorough work and teach so many subjects because I have not time"; I myself experience exactly the same trouble. In a graded school the matter is different because the same lesson in drawing is suitable to the different pupils of the room, and so in music and many other subjects, but it is not thus in the rural school where the teacher has to deal with classes from the primary grade up to the class in preparation for

the High School. To make the same lesson suitable to all classes is here impossible, to make a lesson for each class impracticable from want of time, wherefore, some classes have to suffer, and I ask the question with interest. Which? Or shall we give less attention to some other subjects and teach all and so convert our schools from plain educators to schools of art? New schemes are dangerous and need to be handled carefully, because we cannot make ourselves familiar with them all at once. Wherefore I say travel slowly, and make a change which when wrought will be a change for the better.

Another much-talked of change is a change in the spelling system. Doubtless our present system is hard to manage, but so is our language a difficult one to learn. The reason is a good one. Ours is not a primitive language; it is not an exclusive language. It embraces a derivation from many sources, whence its beauty and power of expression and its inexhaustible supply of synonyms, which enables our writers to express themselves so well and lucidly, and at the same time gives them such a choice of words that they can render even ordinary ideas in a variety of ways, all of them beautiful and harmonical.

These are some of the advantages arising from the origin of our language. Destroy these irregularities, then afterwards think of the effect on our literature. Soon all effort to trace the origin of some of our words might cease, or at least to trace the resemblance as to form between the root and its derivatives. It is true that we might then call the tongue we speak, a language, but a language difficult to trace from its source. How many a time some little irregularity in our language has proved a happy one for the poet? When we compare the beauty of our literature with that of other languages, we are proud of our language. Then do not spoil it.

Again, if we change our method of spelling to the phonetic we must look for a period of the utmost confusion, some using the new method, others using the old method.

Of course the reform would live to be victorious, but it would take a number of years. All our present dictionaries of such well-established recommendation would be mountains to remove, geographical names as spelled by some would become riddles to others. We would be compelled to each have precisely the same pronunciation, otherwise the spelling would be different. The Englishman would stand up for his pronunciation, the Irishman would bet on his, and the Scotchman would maintain his, and all these who profess to speak the English language would introduce their own peculiarities and we would be in a worse position than ever. Letters of communication would often appear ludicrous, especially in writing words that are now of unsettled orthoepy, as for *e. g.*, *Ery*: *â-re, ã-re, ü-re* or *i-re*; Either: *ê-ther* or *î-ther*, etc., etc.

The teacher would encounter great difficulty in the school-room owing to the fact that many children learn to spell a great many words from their parents at home, and these would have to be unlearned again. They would also for a great many years encounter a great number of words spelt in the old way by persons educated before the present system came into use, and this would

lead to some confusion. Again, how about our myriads of indispensable books already printed? Must these be thrown away or otherwise be reprinted? or still yet, he who wishes to read these books may expressly educate himself in the irregularities of the language, but that would be learning a double language, or still we might reprint them, a profitable business for the printer.

I think the method which marks each sound by a different character is very impracticable. Leaving our spelling as it is we could easily make very significant signs to express silent letters, diphthongs, etc. Then putting proper marks to each letter we might indicate its exact sound. But this you say only aids in pronunciation and not in spelling. That is true to a great extent but after a child has become acquainted with all the sounds of a letters will he not learn by nature that any of these sound, must be represented by the same letter.

Our printers would, it is true, have to change their type, and it would require more skill than at present for they would need to be skilful in pronunciation as well as in spelling. Another difficulty would be encountered in the fact that some of the different sounds are too nearly alike to be distinguished by very young children so that our primary readers could contain only very simple words or rather words containing easy sounds, and thus the complete alphabet could only be learned by time and patience, as it is by the present method. Again suppose we do change the type and make a new character to represent each sound, we will have overcome the difficulty of reading print, but how about script? Would it also be rendered easy to read and difficult to write by means of certain marks on the letters?

The child would learn to depend on these marks and so when removed he would be left to stumble along as best he could. I think it would be wise if our journals would not urge this reform in spelling too quickly; some even go so far as to issue columns of reading matter spelled phonetically. This should not be encouraged until the nation has decided to adopt the new system, then when both *thought* and *will* have sanctioned the change let the reform be introduced.

HALTON TEACHER.

## Educational Intelligence.

MR. T. F. BROWN has been elected high school master at Welland.

THE Embro Public School had an average attendance of 153 for January.

THE first meeting of the Orillia High School Literary Society was held recently.

THE gymnasium in connection with the Ridgeway High School is now in full running order.

THE people of Holmesville are agitating to build a new school house during the coming summer.

A LITERARY society has been organized in connection with the Orillia High School, by its pupils.

A LAD named Watson had a leg broken, in the underground playroom at the Orillia Public School recently.

WINDSOR is to have a new high school. The Government has condemned the present school building as unsafe.

SAMPLES of map drawing and specimens of penmanship are being sent from Gravenhurst School to the Colonial and Indian Exhibition at London, England.

MR. J. E. TOM, formerly of the St. Mary's Collegiate Institute, and son of James Tom, of Exeter, has been appointed public school inspector for West Huron.

JULES FERRY, Minister of Public Education, France, has caused Herbert Spencer's great work on education to be translated for free distribution in the public schools of France.

DELIH has petitioned the county council to appoint arbitrators to enlarge its school limits, the Township Council of Middleton having declined to act, although requested by the trustees to do so.

THE average attendance at the Nottawa Public School is: Senior department, 44; junior department, 30. The inspector in his last report wrote: "It is abundantly manifest that provision must be made for a permanent second teacher in this school."

THE Orillia Public School Trustees last week summoned a meeting of the ratepayers to consider the question of increased school accommodation. Mayor McCosh presided. As the board had no proposition to lay before the meeting, nothing practical resulted.

DESPITE the fact that the mercury stood a long way below zero, the teachers of Norfolk assembled in large numbers at the Simcoe School, to share in the proceedings of the county institute. Nearly one hundred teachers were registered, of whom seventy were actually in charge of schools.

THE books for the library of the Ridgeway High School are to hand, and are now at the custom house. In the course of a few days these books, to the value of \$140, will be in their places and will no doubt prove a source of pleasure and profit to those connected with the high school.

ATTENDANCE at the Essex Centre High School has increased from 19 to 33, all being from outside the town. One pupil is from Peterborough. In order that the physical development of the boys may keep pace with their mental progress a football club has been formed with Principal Weir as president.

THE East Middlesex Teachers' Association will be held on the 11th and 12th of March. Dr. McLellan will be present and take the usual work of the institute—director of the meeting. Besides the H. S. Entrance Literature for July, 1886, which will be discussed, botany will be taken up by Mr. R. Elliott, psychology by Mr. Dearness, and drawing by Mr. J. M. Johnston.

INSPECTOR JOHNSON'S monthly report of the public schools of Belleville shows that the number of scholars registered in the different schools during January were 1,299 the greatest number since 1882, when it was 1,336. The average attendance this month was 1,041; in Jan., 1882, 1,050. These are the highest figures given for the past eight years.—*Belleville Intelligencer*.

THE East Kent Teachers' Association met at Ridgeway on the 11th and 12th of February, and had a most interesting session. On the evening of Thursday, Dr. McLellan, Government Director

of Institutes, lectured to a large audience in the Methodist church. We hear on all hands commendation of the lecture. The teachers who attended the association speak highly of the institute last week as the best ever held here.

THE High School at Picton has been lately rapidly progressing. During the last half-year the attendance was 110, a number which kept the three teachers more than fully occupied. At the New Year a fourth teacher was obtained and the attendance soon ran up to 140. The philosophical and chemical apparatus, maps, globes, etc., of this school are abundant and excellent, the total equipment being valued at over \$500.

THE newspaper is a powerful auxiliary of public schools. During a discussion, "Teachers' Reading," at a recent meeting of teachers' association, several teachers bore testimony to the fact that the best readers among their pupils belong, as a rule, to families that took newspapers; and that the children of parents who took no newspapers appeared at a disadvantage when compared with their more privileged companions.—*Embro Courier*.

THE *Acton Free Press* says: Many of the public school trustees neglect a very important part of their official duties, for they fail to make regular, if any, visits to the schools under their supervision. The public school inspector's report to the county council at its last meeting showed that a large proportion of the school trustees in this county never visit the schools at all. This is certainly not as it should be, for the trustees should visit their schools regularly, and by this means ascertain how and where changes may be effected by which the school can be improved and the children's interests advanced.

THE Orillia District Teachers' Association met in the public school building last week. Owing to the inclemency of the weather a number of teachers were prevented from attending. The forenoon was occupied in discussing the method of teaching elementary arithmetic. Some of the points touched on were: 1. That the idea of number should be given to the child by means of objects. 2. That the different combinations up to 9 should be taught by objects. 3. That the combinations from 9 to 19 should be taught without objects. 4. That the combinations from 20 upwards should be taught by final endings. The teaching of English and reading was discussed in the afternoon.

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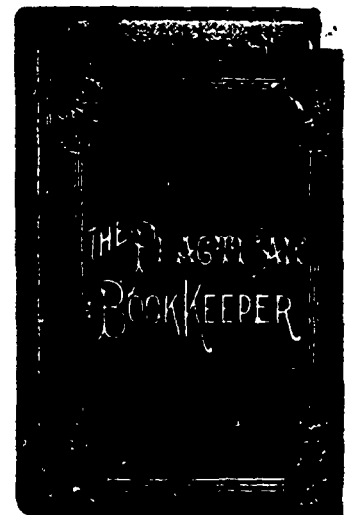
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