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THE
Educational Weekly

VOLUME III.

FROM JANUARY 1st TO JUNE 30th, 1886.

TORONTO:
THE GRIP PRINTING AND PUBLISHING COMPANY.
1886.

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Educational Weekly

VOL. III.

THURSDAY, JANUARY 7TH, 1886.

Number 53.

The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

SAMUEL J. MOORE, *General Manager.*

C. FRASER, *Business Manager Educational Weekly Dep't.*

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

TERMS: Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

New subscriptions may begin at any time during the year.

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Rates of advertising will be sent on application.

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

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

TORONTO, JANUARY 7, 1886.

A HAPPY YEAR we wish for all our readers. A Happy Year we are sure they will wish us in return. And a Happy Year let us together wish the nearly half a million of pupils whose most vital interests depend, as by a thread, upon the intelligence, energy and sympathy of the teachers of Ontario. A short holiday we all have had. With recuperated strength, and we trust with freshened zeal, all of us return to life's work. And the question may appropriately be asked: From what will the happiness of the new year mainly spring? Leaving out of consideration those maleficent interferences with individual happiness which lie beyond ordinary human control, ill-health, losses by fire or accident, the treachery of false friends, or the opposition of jealous enemies, it may be said that happiness is the certain result of conscientious and intelligent performance of duty. The man who, day by day, carefully plans his work, prepares himself for it, makes the intelligent understanding of its meaning and importance a first consideration with him, and goes through it despite opposition,

despite the repugnance which he may feel towards some parts of it, despite temptations to sloth, to scamping, to carelessness and slovenliness, despite temptations to eye-service and men-pleasing—the man who girds himself for his work in this way and does it thus thoroughly, is sure of a degree of happiness which neither wealth nor good fortune can match.

THE resolution passed at the close of the first session, by the graduates and first-class men who formed the teachers-in-training class at the Hamilton Training Institute, is a testimonial to the value of these institutes as integral parts of our educational system which we are disposed to esteem highly. The worth of any institution is always pretty accurately understood by its students; and their unbiased opinion is one of the best estimates that can be formed of an instructor's work. In this case the students have expressed unhesitating approval of the scheme of training institutes, and of the selection of the Hamilton school in particular. They have made, however, suggestions in regard to details which are well worth consideration. The course of reading laid down is undoubtedly too large—a tendency to prescribe too much is perhaps, now-a-days, a regrettable characteristic of the Department. The error, however, is on the right side. But the remark that, for those who are specialists in the departments of classics, mathematics, modern languages, or science, an undue prominence is given to the English department, seems to us not sound. These specialists will in time, we hope, all become head masters. A head master's duty is to see that every pupil in his school is thoroughly taught. English must increasingly be the principal study of the large proportion of the pupils of our high schools; and for this reason, if for no other, every head master should be a thoroughly good English scholar. Moreover, in the present condition of university education, a specialist in any one of the other four departments is better fitted to begin the teaching of his department, than a specialist in English is likely to be; for this latter department is almost neglected in the universities, and good teaching in it is a general desideratum. We know not if these considerations weighed with the educational authorities in assigning to English a special place in the training institute curriculum; we think they are sufficient, however, to justify the retention of its pre-eminent position.

THE death of the late Hon. Adam Crooks recalls to mind his eminent services to the cause of education in Ontario. Appointed Minister of Education in 1876, and from 1877 devoting his whole attention to the Education Department, he did much to give strength and vitality to a system which, since the formation of Confederation in 1867, and the consequent assumption by the Province of legislative authority over it and responsibility for its support, had much languished by reason of the want of sympathy of the leaders of the Government with its administration, entrusted as this was to one who was not directly responsible to the people, and whose political and party sympathies were supposed to be antagonistic to the Government. The first years of Mr. Crooks' ministry were marked by great vigor, and by a clear perception of the duties and just limitations of his office. We have not the slightest doubt that the vacillation and apparent ineptitude which unfortunately marked the last year of his ministry were due entirely to the effects of that insidious ailment to which his mind first, and afterwards his physical powers, succumbed. That this was not known at the time is all the more to be regretted, as perhaps no man in public life has been so bitterly assailed whose intentions were so entirely good, and whose views of the scope of the education system were so clear-sighted. That for which Mr. Crooks' administration will be most remembered, because most concrete and easily recognized, is perhaps the general establishment of our system of model schools. But that for which his administration deserves most credit and which in reality most marked the soundness of his views as a legislator and administrator, was its decentralizing tendency. He desired to retain under departmental control only such powers as were necessary to secure, in efficiency and general benefit, a just return to the people for the money voted by the Legislature. He was disposed to leave entirely to local authorities, municipal councils, school boards, head masters, and inspectors, as many as possible of the details of the education system, with which his office was needlessly, and, as he thought, wrongfully burdened. His failing powers prevented the successful realization of his ideas; but when the history of our education system comes to be written they will be admitted to be just and sound.

Contemporary Thought.

ONCE knowing the 32nd of Deuteronomy, the 119th Psalm, the 15th of 1st Corinthians, the Sermon on the Mount, and most of the Apocalypse, every syllable by heart, and having always a way of thinking with myself what words meant, it was not possible for me, even in the foolishness of youth, to write entirely superficial or formal English.—*Ruskin's Autobiography.*

THE Bible had taken a strong hold on the English people. It sank into their hearts; it lifted their souls; its modes of thought became their modes of thought; its phrases, their household words. * * * By reason of it, English diction acquired a simplicity and strength, a directness, a largeness of style, a capacity of grandeur and of pathos, a richness and variety which it otherwise would not have acquired, and which has not been attained by the language of any other people.—*Richard Grant White.*

THE most pressing need of our country schools is better qualified teachers; teachers who understand *teaching*, not merely persons who can solve puzzles and dissect sentences; who know something of the laws of mental development and growth; who think, and can induce children to think; who possess intellectual "grip," and can develop it in children; who love intellectual pursuits, and can induce children to love them; who know, have read, and love to read good books, and can influence young people to read and love them: broader, stronger, more earnest and energetic men and women are what the schools need.—*Ohio Educational Monthly.*

THERE is a widespread public sentiment that there is no profession of teaching; a tradition has been handed down from generation to generation, and is at full tide to-day, that any one who has been educated can teach. There is an impression that there is no art of teaching; that there are no principles underlying the practice of teaching, and hence, that there is no profession of teaching, and that no specific preparation is necessary. We freely confess that there is some ground for this general opinion. For of the 400,000 teachers in our public schools, barely one-tenth have pursued a course of normal instruction; and of the remainder, some have gained something by practice in the schoolroom; but the majority have gained little, except the crystallization of a few, narrow, egotistical, empirical methods which they ply term after term. Never having walked the fertile fields where the true teacher culls his clearest ideas, they sneer at every attempt made to formulate the principles of teaching into a science.—*Interior.*

THE salmon, the cousin of the trout, is famous for its method of going up stream; it darts at falls ten or twelve feet high, leaps into the air and rushes up the falling water in a marvellous manner. So determined are the salmon to attain the high and safe waters, that in some localities nets are placed beneath the falls, into which the fish tumble in their repeated attempts to clear the hill of water. Other than human hunters, moreover, profit by these scrambles up-hill. Travellers report that on the banks of the Upper St. John River, in Canada, there was once a rock in which a large circular well, or pot-hole, had been worn by the

action of the water. At the salmon season, this rock proved a favorite resort for bears; and for a good reason. Having an especial taste for salmon, the bears would watch at the pot-hole, and as the salmon, dashing up the fall, were thrown by its force into the rocky basin, the bears would quickly scrape them out of the pot-hole, and the poor salmon would be eaten before they had time to wonder at this unlooked-for reception. The Dominion Government finally authorized a party of hunters to destroy the pot-hole, and thus break up the bears' fishing ground.—*From "How Fishes Climb Hill," in Christmas St. Nicholas.*

SHAKING and cuffing are common forms of punishment where *corporal* punishment is forbidden. Pupils are made to stand in a corner of the room, to sit on the floor, or to stay in at recess, as punishment for wrong-doing. On the other hand, instead of using any kind of punishment many teachers coax, flatter, hire, or frighten children to do what they want them to do. Only evil can come from such modes of dealing with children. There are very few teachers who can govern a school of 40 or 50 boys and girls, coming as they do from the streets, from all sorts of homes, with all sorts of dispositions and habits, without the use of some physical force. Its use may not, ought not, to be frequent, but it must be known to be in reserve. It is far better for the children that the rod, or other proper instrument of punishment, should be used, than that school should become demoralized by the failure of the teacher to maintain her authority in other ways; so also it is better to use the rod than to coax, to deceive, to do that which will lead to the formation of wrong habits of thought and action. We do not defend the indiscriminate, nor even the frequent use of the rod, but we do defend the judicious use of it in place of the many vicious and cowardly substitutes now so commonly used.—*Ohio Educational Monthly.*

NEXT to football, the most important amusement—or shall I say work?—at Rugby is hare-and-hounds. Every boy is obliged to go on these runs just as he is obliged to play football, unless, of course, his physician has forbidden him to take this exercise. There are what are called "house" runs and "Big Side" runs, or those in which the whole school is represented. In the former, the smaller boys are helped by the older, so that they have an easy enough time; but on the latter, "every man for himself" is the rule of the day. The runs are necessarily made every year over the same ground, and in whichever direction the boys go, they must cross ploughed fields or green meadows, with sheep scattering to every side; they must leap over hedges and brooks, mount little hills and jump ditches. And fortunate they are indeed, if the sun shines and the grass is dry and the roads hard; for, in rainy England, in the winter and the early spring, the chances are that rain or fog will add to the trials of a run. Tiresome as the runs are, the boys find real pleasure in them. There is, for example, all the pride of coming in first, of gaining a reputation as a runner, or of being appointed the "holder of the bags." These are the bags in which the "hares" carry their paper, or "scent," and are looked upon as symbols of authority.—*From "School-life at Rugby," in Christmas St. Nicholas.*

EXAMINATION, like fire, is a good servant but a bad master, and there seems to me some danger of its becoming our master. Experienced friends of mine do not hesitate to say that students whose career they watch appear to them to become deteriorated by the constant effort to pass this or that examination, just as we hear of men's brains becoming affected by the daily necessity of catching a train. They work to pass, not to know; and outraged science takes her revenge. They do pass, and they don't know. In fact that which examination, as ordinarily conducted, tests, is simply a man's power of work under stimulus, and his capacity for rapidly and clearly producing that which, for the time, he has got into his mind. But in the pursuit of truth, scientific or other, these faculties count for very little unless they are supplemented by that long-continued, patient "intending of the mind," as Newton phrased it, which makes very little show in examinations. Again there is a fallacy about examiners. It is commonly supposed that anyone who knows a subject is competent to teach it, and no one seems to doubt that anyone who knows a subject is competent to examine in it. I believe both these opinions to be serious mistakes. In the first place, I do not believe that anyone who is not, or has not been, a teacher is really qualified to examine advanced students. Examination is an art, and a difficult one, and has to be learned like all other arts. But under the best of circumstances, I believe that examination will remain but an imperfect test of capacity, while it tells next to nothing about man's power as an investigator.—*Professor Huxley*

THERE is nothing sadder or more painful in the history of literature than that eclipse of Thomas Carlyle which resulted from the publication after his death of various books, biographic and autobiographic, which came as a new revelation of the inner life and personality of the great author, Professor Masson, of the University of Edinburgh, was one of his old and intimate friends, and one of his most ardent admirers. It was but natural, therefore, that when the great reaction came, so injurious to Carlyle's reputation, his friend should find himself called upon to say something in vindication of that apparently much-damaged reputation. Professor Masson's two lectures, delivered before the Philosophical Institution of Edinburgh in February of the present year, give an extremely interesting view of Carlyle's character, opinions, and labors, and certainly go far to vindicate him from much of the reproach that fell upon his name through the publications that quickly followed his death. We have no room here to state the case as fully as it is presented in these lectures. Mr. Froude was the official custodian of all the Carlylean documents, and held the great man's reputation in the hollow of his hand. Professor Masson is justly severe upon him (as have also been many others) for his lack of sympathetic discrimination in dealing with the private expressions of his deceased friend, and giving to the public much to which it had no right, which was undoubtedly never intended for publication, and which was an inexcusable outrage upon innocent persons. Mr. Froude was incompetent for his editorial task; though an intimate and life-long friend of Carlyle, he was constitutionally incompetent to understand and do justice to his character.—*Popular Science Monthly for December.*

Notes and Comments.

Our friends will bear in mind that we shall continue to insert examination papers, both departmental and for county promotions, as often as we think them of interest or use. Our suggestive notes on the Fourth Reader literature will also be continued, more minutely, perhaps, and exhaustively than heretofore.

To those of our readers who like to keep acquainted with the best of current English periodical literature, we cordially recommend *Littell's Living Age*, a weekly eclectic publication, to which nothing but the cream of the English reviews and magazines is admitted. A long personal experience with the merits of the *Living Age* justifies our recommendation.

We commence to-day a series of papers on "Practical Elocution" by Mr. Thomas O'Hagan, M.A., of Pembroke High School. Mr. O'Hagan is an enthusiastic and well trained elocutionist, a graduate of the Philadelphia School of Oratory, and a successful teacher of elocution both to school and to private classes. Mr. O'Hagan is writing the papers especially for the WEEKLY.

We again begin the year with one of Dr. Hodgins' "Auxiliary Educationists." These papers are valuable contributions to the educational history of our country. Among our other contributors are Miss Praxton, of Ottawa, and Mr. W. S. Milner, of Lindsay High School, whose scholarly paper on the "Culture of the Imagination" was read before the Victoria Teachers' Association.

We shall next week begin a new department in the WEEKLY entitled "Questions and Answers." Questions bearing in any way on the work of education will be admitted, and if possible will be answered by us; if not, they will be left to our friends. All communications for this department must be on separate slips of paper, and written so that they can be sent directly to the printer. If not so written they will not receive immediate attention.

THE 'Varsity Christmas number is a valuable contribution to current literature. Mr. G. Mercer Adam pleads eloquently for a greater esteem of Canadian authorship. Mr. Martin J. Griffin writes on the new Thackeray volume. "Fidelis," so well known to lovers of Canadian literature, contributes "Carmen Nativitatis," a bit of true poesy. "The Abbey Light" is a very pretty poem by Mr. Wade, of Winnipeg, in which the verse, however, is much superior to the motive.

JOHNS HOPKINS UNIVERSITY of Baltimore annually awards ten scholarships of the value of \$200 each for distinguished merit shown in laboratory and seminary work. We are glad to notice that in the recent allotment two graduates of the University of Toronto were honored with election—Milton Haight, B.A., late mathematical master of

Port Hope High School, in Mathematics and Physics, and J. R. Wightman, M.A., late head master of Newcastle High School, in Romance Languages.

We have received the annual announcements of Clinton, Ingersoll and Simcoe High Schools—all indicating progress and energetic management. The Simcoe High School deservedly prides itself on the beauty of its grounds, a matter almost neglected in most schools. Clinton is especially happy over its achievements at the late examinations, and claims that 33 such schools as it would have served the Province as well as the 100 actually engaged in high school work. Ingersoll provides a separate laboratory and set of apparatus for each student in science.

THE *Week* remarks that the action of the late Mr. Crooks, as Minister of Education, in offering the Presidency of University College to Mr. Warren, at that time a recent though distinguished graduate of Oxford, which was much criticized by the Canadian press, has been justified in the selection of Mr. Warren for the headship of an important college in Oxford. Nevertheless, this action of Mr. Crooks was a fatal mistake both in policy and perspicuity. An error constantly made by our executives is the appointment to positions requiring a practical acquaintance with the Canadian people and with Canadian social life and usages, of men whose recommendation is merely technical knowledge and whose experience and views of life have been acquired amid conditions very different from those which obtain here. Besides, in the case under consideration there was no lack of suitable material, both native and domesticated, within the walls of the college, and had the occupancy of the president's chair by Mr. Warren been insisted upon, it would have deservedly led to, and been certainly followed by, the resignation of every professor in the college.

THE first number of the new *Lippincott's Monthly Magazine* has just come to hand. This is a venture in literature for whose success none but good wishes can be offered. To begin with, its price, \$2.00 per annum, is astonishingly low. Its attractive cover, its perfect typography, its thick, creamy paper, together make a most delightful appearance. The opening number is a good beginning. The serials are "Taken by Siege," and "A Bachelor's Blunder," the latter by W. E. Norris, a very clever young English author. Philip Bourke Marston, the blind poet, contributes a poem; Gail Hamilton writes brilliantly on "Civil Service Reform." The most remarkable article is a series of criticisms on her contemporaries by George Eliot, identified and resuscitated from the *Westminster Review*. The following paragraph from the prospectus will be interesting to our readers:—"By special arrangement *Lippincott's Magazine* will be the authorized

medium through which the choicest stories, essays, and sketches by transatlantic authors will reach the American public simultaneously with their appearance abroad. Under this arrangement contributions may be expected from W. H. Mallock, Matthew Arnold, Edwin Arnold, 'Ouida,' F. Anstey, Wm. Black, Austin Dobson, Andrew Lang, E. Gosse, Swinburne, etc., etc. It will number among its American contributors such writers as Gail Hamilton, Julian Hawthorne, Harriet Prescott Spofford, Bret Harte, Mary Anderson, etc., etc."

THE convention of the Ontario Music Teachers, held in the Toronto Normal School, during the Christmas holidays, was in every way a success. Mr. Edward Fisher's opening address was an exceedingly timely one. His contention that the general instruction of the people in musical art must be wrought by the aid of the public schools is indisputably sound. Wherever music is well taught to young children the success achieved is beyond all reasonable expectancy. Not long ago some three thousand school children of an American city on a public occasion sang an anthem whose words and music they for the first time read as they sang it—and with a correctness and precision astonishing. The foundation of musical culture in a people is a general familiarity with plain song; and this is a mere matter of school training. The usefulness of the new society will depend upon the thoroughness of its organization. We would suggest that as soon as possible the society admit members only on certificate of qualification; that it establish examinations to determine qualifications; and that these be of various degree, and be arranged so as to recognize specialty. Again, representing, as it will undoubtedly do, the highest musical culture of the Province, it should soon put itself in a position successfully to challenge criticism. It should seek Provincial incorporation and establish fellowships to which none but those rigidly tested in severe qualifications should be admitted. The success of the lately incorporated Institute of Chartered Accountants is a warrant for what may be achieved by like discretion and determination. The usefulness of the meeting was advanced by the presence of Mr. H. E. Holt, of Boston, director of music in the public schools of that city, and instructor in musical pedagogy in the Boston Conservatory. Mr. Holt holds that the most successful teaching of music to young children is done by their regular instructors, an opinion which we think is justified by experience and good sense. The officers elected will make a strong executive. They are Dr. Sippi, London, President; Mr. Edward Fisher, Toronto, Vice-President; Mr. H. G. Collins, Secretary; Mr. E. W. Schuch, Assistant-Secretary; Mr. A. E. Fisher, Treasurer.

Educational Opinion.

AUXILIARY EDUCATIONISTS.

NO. VII.

IV.—MAHLON BURWELL, ESQ., M.P.P.

FEW men exerted themselves more or to better purpose in the cause of education than did Mr. Burwell during the time he was a member of the old Upper Canada Legislature, in 1831-1838.

Col. Mahlon Burwell was born in the State of New Jersey, but early in life came to Upper Canada. He settled first at Fort Erie, then at Long Point, and finally removed to the Talbot Settlement. He was near neighbor, and for a long time, right-hand man of the noted Col. Talbot, of Port Talbot. He was a surveyor by profession, and in 1810 surveyed the townships of Malahide, Bayham, and part of the then village of London. Col. Ermatinger, in his life of Col. Talbot, says of him :

"Colonel Burwell's industry and perseverance long enabled him to hold a high place in the minds of the people of the Talbot Settlement. . . As a politician he was consistent, and for many years retained the confidence of the people. . . He was tall in stature and dignified in appearance. . . He was first elected member for the united counties of Middlesex and Oxford in opposition to the well-known Mr. Mallory. . . The contest was keen and sustained with great spirit. . . This election was held at the log house of David Secord, and the electors had to encamp in the woods, so few were the habitations in those days. . . To the town of London [which Col. Burwell afterwards represented] he gave a plot of ground of considerable value for a park or garden, besides making gifts of various kinds for educational and other purposes."

Amongst the many motions relating to education which were moved by Mr. Burwell in the House of Assembly from time to time, was the following important one, which was concurred in by the House in February, 1831 :—

"That a standing committee be appointed on the subject of education generally in this Province. . .

"That it be a principal duty and business of the committee to enquire whether an appropriation of 500,000 acres of land was not made, in virtue of a joint address of both houses of the Provincial Parliament, adopted at their session of 1797, or 1798, and whether the same is not subject to the control of the Legislature of this Province : to enquire if anything, and what, has been done with the said lands or any part of them, and what is their present situation.

"That the said committee do enquire in what way the several district schools of the Province can best be endowed with portions of the said lands, so as to render them more efficient and fitting for the improvement of the rising generation than they are at present."

Such were the comprehensive terms of a motion which gave to the subject of education a status in the House of Assembly at the time by making a committee on the subject a Standing Committee of the House, and clothing it with important powers. Mr. Burwell also, in the same month, moved for the production of all the despatches, reports,

and other documents relating to the royal grant of lands by George III. for grammar schools and colleges in Upper Canada. In response to this latter motion, the Lieut.-Governor, Sir John Colborne (Lord Seaton), sent down to the House a mass of papers of great value, showing what steps had been taken by the Imperial and Provincial Governments during the intervening years for the promotion of public education. These papers were printed at the time, but little is now known of their contents.

It would throw a flood of light on our educational past if these and other reports and documents, covering a period from 1796 to 1844, were collected and published with appropriate notes and references to the individuals who took part in discussions or otherwise promoted the cause of education in this Province during these years. Important educational movements were made in 1798, 1819, 1822-3 and 1828-9, as well as in 1831-36, but what was done in these years is little known to most of those connected with the local or Provincial educational affairs of the present day.

In April, 1831, Mr. Burwell, as Chairman of the Quarter Sessions of the London District, presented to the Lieut.-Governor a memorial setting forth the advantages to that locality of endowing a college at London. Amongst the reasons given are the following :—

"Your memorialists are aware that education of a superior kind cannot be brought to every man's door, and that under any arrangements, the inhabitants of the Province generally must send their children a short distance from home ; but such is the extent of the several districts, that the school can seldom be a day's journey from any part of them ; and the scholars can return to their homes without expense during the holidays ; and, if sick, they can be visited by their parents in a few hours, and removed to their habitations without difficulty : Added to all this the cheapness at which board can be obtained in country places, and the easiness with which, in most cases, it can be paid for by produce from their farms."

These reasons are somewhat primitive in their character ; but they throw light on the social condition of the people in these days, and illustrate the common practice then of paying even for education "in kind," or by "produce from the farms." The object of the memorialists was to obtain such an endowment for the London District School—

"As shall render it efficient as a classical seminary, and a nursery (as such schools are intended to be) for the University of King's College."

"The endowment should be such a one as would furnish a good schoolhouse, a commodious residence for the head master—to enable him to keep boarders, and produce an income of four or five hundred pounds."

In the following June a similar, but a much longer and more strongly worded, memorial was presented to the Governor from the trustees of the Kingston "Royal Grammar School," protesting against the withdrawal from that school of an extra grant of £200 a year and giving it to Upper Canada College, thus reducing the rank of

the Kingston "Royal Grammar School" to that of a district school.

In January, 1832, Mr. Burwell made a motion which led to considerable discussion. It was as follows :—

"That this House do address his Majesty, humbly beseeching that His Majesty will be graciously pleased to grant an appropriation of *one million of acres* of waste lands of the Crown in this Province for the maintenance and support of common schools within the same."

In the same month Mr. Burwell introduced a bill "for the establishment and support of common schools throughout the Province." It was printed but not proceeded with that session. Mr. Burwell's object clearly was to keep the subject before the House and to promote discussion on it. In this he succeeded. The House of Assembly was alive to the importance of the question, but the Legislative Council was obstructive in regard to the same subject.

J. GEORGE HODGINS.

THE CULTURE OF THE IMAGINATION.

"We cannot give to another what he will not accept." How true the remark and yet how true ! Nor is it of man to create in the highest sense. He can but awaken in others germs which already lie dormant.

Plato, recognizing this great truth, put forth his doctrine of "recollections," by which he would have us believe

"The soul that rises with us, our life's star,
Hath had elsewhere its setting,
And cometh from afar"

—that the sleeping powers of the human intellect are but reminiscences of a former happy state of the soul. We do well to remind ourselves once more of what we are so apt to forget, and perhaps in our hearts do not believe, that education "is expression and not repression."

For a few minutes I should like to draw your attention to the culture of what is the highest faculty of the soul—the imagination.

The word has two senses, in each of which it will be necessary to use it. On the one hand, it is synonymous with the so-called "creative faculty." This is the very rare and precious gift of a few—our poets, prophets and seers. It is the discovery of forms for thought. It is a keen and subtle insight into truth in all its phases, endowed with power to image it forth in words.

On the other hand, by the imagination we very commonly mean the power of realization.

The mind of its possessor acts as a master-painter of the absent and the past

Sitting at his own fireside, he sees that, to view which many travel into distant lands and return unsatisfied.

* I have already referred to this subject in my paper on Dr. Charles Duncombe. The project then pressed on the attention of the Legislature was realized in 1850, and the grant of 1,000,000 acres was made in that year, chiefly through the exertions of the Hon. Wm. Hamilton Merritt, then President of the Executive Council.

To say that such a mental power cannot be strengthened is to despair of human progress.

As the imagination is the highest faculty, so also is it the first faculty of the soul to awaken, in the childhood of the race and of the individual. The whole mythology of the Aryan race is a gallery of glorious embodiments of the imagination.

It is incomprehensible what can have caused the great gulf between the childhood of the Semitic and that of the Aryan race, to whom, in a fresh and beautiful world, the ever-shifting panorama of nature was a subject of alternate joy and fear.

At the first flush of dawn, as the sun sent forth the beams premonitory of his coming, they saw the rosy-fingered Eos, "daughter of the morning," coming forth from her chamber; and presently the sun-god, in his chariot, drove a-field.

As he became obscured with the clouds of a coming storm, the sight of war in heaven oppressed them with anxiety, soon, however, dispelled when he again shone forth victoriously and urged his horses towards his bed in the ocean, that river which girdled the world with purifying streams.

Or, at this time of the dying year, they were filled with the grief of Demeter mourning for her lost Proserpina, who

"On that fair field of Enna, gathering flowers,
Herself a fairer flower, by gloomy Dis was gathered."

Or, again, a falling star was Hephaistos, who came from Heaven

— "was thrown
Sheer o'er the crystal battlements: from noon
To noon he fell, from noon to dewy eve,
A summer's day."

And, in the childhood of each of us, how vivid was our imagination, when we peopled our little worlds with a host of imaginary beings, and built airy castles for them! When all nature did seem in truth "apparelled in celestial light"!

Yet we have to say, with Wordsworth, it was so, and with him to lament that the power of vision grows somewhat dimmer. Sad reflection, that the eye of the soul should fail before the eye of the body!

From lack of faith, and a perverse blindness, we sooner or later settle down into a belief that after all the things about us are the only realities, and that life does "consist in the abundance which a man possesseth."

Before the picture of the joyless decline of a life, which, spent solely in acquiring the means of living, at last finds pleasure in nothing else, I would draw a curtain, and see rather, in Newton, with the waters of the unknown ocean rolling in at his feet, gazing with reverent wonder and delight upon a few pebbles picked from the receding tide, the symbol of a blessed old age.

If ever our imagination is to revivify those glorious hues, it will be in that second childhood to which we all must come

Yet many there are who carry the freshness of youth, almost unimpaired, into old age, and it should be the hope and determination of all to surrender nothing of our mental and spiritual inheritance to the pressure of circumstances and the struggle for bread.

Nor are instances wanting of men whose imaginative faculty has awakened late in life.

Well do I remember a drive into the country with my father, one autumn day, when I was 11 or 12 years old. By a glorious wood we met an old man, who, leaning on the wheel, began to tell my father in a simple, earnest way, how that, having just entered the "Kingdom of Heaven," all nature wore to him a beauty of which he had never conceived.

When we think, too, of how small a portion of the visible universe we can at any one time see, and reflect that the things most real—aye! and eternal, are invisible, we must confess that spiritual sight is of inconceivably greater importance than physical

To take a very simple example of the value of this faculty in the power of realization—history, past and present, is to the man devoid of imagination to all intents a sealed book.

On the other hand, we can see the worth of the constructive power of the imagination in the fact that all scientific and intellectual research, as it day after day accumulates, is waiting for the man of imagination, who shall use the materials patiently collected through generations by quiet workers, now forgotten, pick up the scattered threads, and breathe life into what must else have lain dead.

But some one raises at once the question of practicability—not to say "practicality," which has acquired a base and contemptible meaning.

Let us consider where in the work of the world—for we all must work—stands that of the teacher of men, or of boys and girls.

What is all nature but an embodiment of God's thoughts, and all history but a record of His ways, and the highest in literature, painting and sculpture, but the thoughts of men created in His image, and pervaded by His thought?

The hopes of a teacher who has this higher aim in view are rooted and grounded in his belief. If it be unfounded he is but ploughing the sand.

Yet to a world of beauty the great majority of men are blind. They are blind to the shows spread above them, and meaner beauties without number they trample unnoticed beneath their feet.

Moreover, art erects a gorgeous temple, but she will not compel men to come in—

and come within they must. To bring them in is the work of the teacher. He is the servant of the great of the earth. It is his hard duty to fan into life smouldering desire, to cleanse the "mirror of the imagination," to create a thirst and supply what will satisfy it.

To come to our own work—we teachers of boys and girls are only part of the guild. Many a more successful teacher than old Mr. Cupples has said, when he thought upon his ill-paid and thankless profession—if, indeed, he might call it a "profession," which, in the eyes of the many, falls short of that dignity—"It is a braw thing when the laddies and the lassies speir questions, but, if they dinna care to learn, it's the verra deevil."

It is a great work, notwithstanding, perhaps the greatest in kind, and we must magnify it. We are all engaged in it, some having drifted into it and being now unable to leave the current, others from compulsion, others again—an increasing number—from choice, and how we may best do our work, and what are its highest possibilities, is a question of great moment.

Here, then, lies the key to the situation. A child's question should be the most hopeful experience of a teacher. It is a sign of life which is to be greeted with thankfulness

Lord Bacon's apothegm, "Wonder is the seed of knowledge," should be inscribed in gold in every teacher's study. I would submit with fear and trembling that it might well replace the Platonic inscription, frowning in malignant characters of iron above the doors of our "Education Department," as they so detestably call it, * "Let not him who is ignorant of mathematics enter here."

Let us nevertheless hasten to make our peace with these formidable gentlemen, the mathematicians. We are not out of court in attacking their shortsighted devotion, for assuredly no one is in so good a position to insist always and everywhere upon accuracy and the cultivation of the reason, as he who pleads for the culture of the queen-faculty of the soul.

Like all good things, it is open to the greatest abuse, and there is hardly a sadder spectacle than a diseased imagination, or one more disgusting than an imagination cut loose from the bounds of reason, as, like a bird with clipped wing, it helplessly flounders in its attempts to fly. Yet even this latter is better than none at all.

Nor can I dwell too earnestly upon what is the greatest foe to the imagination and the extreme opposite to that childlike wonder—"the seed of knowledge."

Need I say that it is irreverence—irreverence of speech or thought or action?

Nothing, I think, in our educational system is more painfully absent than reverence.

* So also "Toronto University" in newspaper phraseology.

Frivolity of speech, a disregard of age, and a want of respect for authority are too marked in all our schools. It is shallow insight which finds the solution entirely in the conditions of life in our new country. The causes lie far deeper, and demand a thoughtful investigation.

Believing, then, that this highest faculty can be cultured, and appreciating the need of it, we shall feel that some studies are more adapted than others; and reminding ourselves once more that we can have no higher aim than by playing upon that childlike instinct of wonder to awaken a thirst for knowledge, we shall find that the simplest studies are full of opportunities.

When the highest method of teaching map geography has been devised, I imagine it will not differ much from schoolroom journeys round the world like that of Mrs. Brassey in her yacht, the *Sunbeam*. Boyish associations of geography are of a somewhat too warlike description. The historical and biographical associations of the old lands are rich beyond expression. Even upon the geography of our own Province, what a flood of interest comes from such works as Parkman's "History of the Jesuits." Yet what shall add a lustre to dreary lists of the populations of our villages and hamlets, with their railway and stage connections, it were hard to say.

Our frenzy for "committing something to memory" is truly as pitiable as it is amazing. But you say that this work must be done. Let us then hasten by the dire necessity to more congenial ground. And I am here reminded that it is late in the day to put forth these ideas, that they are such as you yourselves have often attempted to carry out. I do not expect to say anything new; but it will be of some use to once more suggest some possibilities which too soon fade in the minds of us all, and so to encourage both you and myself in our twofold struggle with the "humdrum" and the common-place in ourselves and in our scholars—with low aims and no aims at all.

History is regarded by many as an altogether impracticable subject. My own thinking and experience convince me that with the great majority of pupils under 16, and therefore, as few remain at school after 14, I may say in all our school work, the teaching of history must be pictorial and, to a limited extent, biographical. Schoolboys and schoolgirls are utterly incapable of forming any living estimate of character, and much less of the true political bearings of history; and the sooner we admit this the better.

Our first aim should be to give them an accurate framework, and then to make the great events and the great men of history live before them. The qualifications for doing this are rare. The history must first

live to the teacher himself; and yet to how many of us does a single event of the past stand out clearly to view, undimmed, in living reality?

Many of the events of history were once more real to us than they are now. While we are sitting in convention, here and there is a boy poring over a great battle, making boyish pictures of sieges, with armies of stiff and ungainly combatants, and fiery steeds with all the life and grace of those of gingerbread. Could he only be awakened to a like interest in some of the truly great men and events of history, who might predict the result? Many, and I fear most, boys (more girls according to Mr. Ruskin) seem almost devoid of imagination; but we must not despair of at last rousing them. Much talking about the subject and constant drill are not calculated to do this. They have rather a hardening effect. A wiser mode of attack is by indirectly showing the effect which certain periods have upon ourselves at this present time, and by always speaking of the great personages of history as real men and women. To speak of them in the same breath with men and women now living, now to be seen, is doubtless sometimes to implant a little seed which may one day develop into even the *historical sense*.

Though it must be admitted that history is perhaps the most difficult of all subjects to teach, requiring as it does a multifarious equipment and a very high power of realization in the teacher, yet the higher we pursue the subject, and the older our pupils become, the greater are its possibilities.

What I may say of English literature applies in every respect to the study of the literature of other countries.

The day is past, we may gladly believe, when the study of an English poem was considered to be its dismemberment by the tortures of analysis, into more fragments than ever Medea scattered Jason.

There is a mistaken diversion of science called the scientific study of literature, destined for some time to come to be the curse of letters: but only its outermost ripples reach us. We have nevertheless among us a class of men who take an unmixed pleasure in laying bare the mistakes of others, "whose shoe-latchets they are not worthy to unloose." To them Homer does not "nod" as Horace, that master of a perfect art, so gently says, but at every lapse falls from his chair with an incontinent snore.

In the *EDUCATIONAL WEEKLY* of Sept. 17th, is quoted an extract from a communication to the *N. Y. Nation*, in which Mr. Howells, forsooth, is taken to task for penning the following:—"Miss Graham drew him a cup of tea from the Russian samovar." "Miss Graham," the writer says, with penetrating sagacity, "did not 'draw him,' but 'drew the tea for him.'" In our own papers

similar specimens of such pedagogical rant are almost daily inflicted upon us.

I would not for a moment be understood as depreciating the formal study of language and expression. Much is being done to purify and strengthen our language, which we are proud to think is destined to become the language of the civilized world. Yet the power of utterance, the command of form, is never under any circumstances of the first consideration. The mind must have been well tilled and enriched before it can bear fruit.

A man must have something to say before he need study how to say it; and even under these happy conditions, second thoughts may induce him to leave it unsaid.

Moreover, in the formal study of composition and rhetoric, teaching can do comparatively very little—it must follow rather than precede the pupil's own endeavors. We learn to do by doing. Rules given at too early a stage are worse than thrown away. By the dulling effect which they produce they actually defeat the very end for which they were given.

It is of unspeakable importance that a principle should come as a discovery.

Now the proportion of our pupils which will be drafted off into so-called higher vocations, is so very small, that we may for our purposes ignore its existence. Our boys and girls are meant for the every-day routine of life. Very many of them, and perhaps the more the better, will work with their hands for the rest of their days. What are we doing for them? Is it our business, in reading with them small portions of our English poets and prose-writers, to dwell upon the form? I think not.

The influence of Professor Bain upon some of our educationists has been most mischievous. Quoting the following wretched verses,

"Thy spirit, Independence, let me share,
Lord of the lion heart and eagle eye,"

he says: "The lines would have their full inspiration, and would find a ready admission to the young memory if they were written,

"Thy spirit, Mumbo-Jumbo, let me share,
Lord of the Tweedle-dum and Noodle-three."

This is unfortunately somewhat like the truth, but it does not prove that we should accept this state of things. The same boy will not on all occasions use the choicest grammar. Must we not make a vigorous and decided effort to help him? Professor Bain's whole theory of training in English is vitiated by his unwarranted assumption that *the first end* of an English education is facility in composition. That, as he says, "the English teacher should have nothing to do with the matter, except in relation to the manner," is simply not true.

What then is our first business in teaching English, or rather in studying with our pupils works of English literature? If we once

more call to mind what will in all probability be their future, we must feel that if any of them after leaving us and beginning the work of bread-winning, should have acquired a sufficient interest in any one of our great English writers to find a true pleasure for his leisure hours in reading that writer's works, our labor will not have been without success of the highest and most hopeful kind. We have made his life richer by that much.

W. S. MILNER.

(To be concluded next week.)

DEFECTS OF EYESIGHT IN CHILDREN.

(Continued from page 811, Vol. 11.)

It was, I think, about 1812 that Germany adopted compulsory education, more than three fourths of a century ago. Germany has to-day more books in its libraries, but a larger percentage of myopia among its people than any other nation. But it may be asked, "If intellectual culture leads to myopia, how is it that cultured England shows a lower percentage of myopia than Germany, or even America?"

The only reason that I can give (as I have not been able to find the opinions of any scientists on the subject) is that English students do not, as a rule, settle down to hard and continuous study until after fifteen, when, as we have seen, the danger of contracting the disease is about over. Dr. Noyes says, "Cases where this disease is acquired after twenty are very rare."

Besides, English people take more exercise (especially in walking) than either Germans or Americans, and the exercise given to the eye in gazing at distant objects would, in a measure, counteract the effect produced by close application to study. The same argument might apply to engravers, jewelers, typesetters, and others similarly employed. They are generally set to learn their trade when about fifteen, and are usually robust boys, who perhaps have wearied out the patience of both parents and teacher, before they were removed from school. Their more delicate brothers were allowed to remain at their books, and in course of time became nearsighted lawyers, teachers or ministers. They were not what medical men would term "good tissue builders," and in consequence the ravages made on their eyes, by close application to study, were not sufficiently repaired, but went on increasing until they became myopic.

Some years ago, in Germany, Dr. Cohn made observations on the eyes of children in country, village and city schools. In country and village schools he found only two per cent. myopic. This he took for his standard, considering it to be as near an approach to the perfect eye as could be found. In the city schools he found a steady increase of

nearsightedness among the pupils as they rose in grade from the primary classes until in the University of Breslau, between sixty and seventy per cent. of the students were found to be myopic. These of course were German students, and it may be argued our pupils are under different conditions both at home and at school.

Well, let us see. Dr. Agnew, of New York, made, not long ago, similar observations on the eyes of school children in New York, Brooklyn and Cincinnati; and with what results? He found that they were almost identical with those of the German schools; and that myopia increased as they ascended to the higher classes. In the primary, in Cincinnati, he found ten per cent myopic; in the intermediate, fourteen per cent; in the normal high school, sixteen per cent. Passing on to New York, in the college, he found twenty-nine per cent. of the introductory class myopic; in the freshman, fifty per cent.; while in the sophomore, it had reached the alarming number of fifty-six per cent.

We see, therefore, that it is nothing in the dietary, home life, or school life peculiar to the German pupil, but some cause which equally affects American children.

I have not been able to find any Canadian statistics, but I have tried (in a crude way) to come at the acuteness of vision, in my own class. Of course, I could only guess at the distance, and so must be allowed a large margin, but I tested them on three separate occasions, and found my results about the same each time. In reading, I noticed that six per cent of the class held their books nearer than *ten inches*; in writing, nineteen per cent. closer than *eight inches*, and eight per cent. closer than *six inches*. The distance in reading seemed to vary in the same pupil more than in writing. I took these observations when the pupils were not thinking of their position, but simply following out their natural inclinations. I give them to you for what they are worth.

Now, all these results are produced or exaggerated by some defect in our school life, or they are not. The question naturally arises, "What peculiarity is it in the eye of an individual, that causes him to be shortsighted?" The answer to this question is too comprehensive to be given by any but a trained oculist. It may be the too great convexity of the cornea; some trouble in the humors; paralysis of accommodation, the fault of the crystalline lens; weakness in the muscles at the back of the eye, or contraction of the pupil. But anything that causes the picture of the object, which should be thrown upon the retina, to fall short of it, or cast but a dim outline of it upon the retina, may be taken as a cause of short sight. They are all classed under the head of "Errors of Refraction."

There may be said to be three forms of the eye. First, the eye free from errors of refraction, when a correct image of the object is thrown upon the retina. In this the optical axis of the eye is of the proper length, which is generally taken as twenty-two millimeters. (I saw it stated in one work that it should be an inch, twenty-five millimeters, but this I fancy must be a mistake.) This is called the emmetropic eye, whose axis is neither too short nor too long.

Second, when the axis is too short, and the picture, instead of being thrown upon the retina would, if permitted, come to a focus beyond it. This is the hermetropic, or far-sighted eye. It is a little flatter at the front and back, and more convex at the top and bottom. A person possessing an eye of this shape, would have to move the object further off, to enable the rays to focus upon the retina.

Third, the myopic or shortsighted eye. The form of the eye is not nearly so spherical as in the first. It is slightly elongated, bulging out (as it were) at the back; this makes it flatter at the top and bottom, and more convex at the front and back parts of the eye. The axis is in consequence lengthened, and the rays, instead of focusing upon the retina, fall short of it, and come to a focus before reaching it. If the muscles at the back of the eye are weak, through sickness or overwork, they may give way to pressure, and recede, which would cause this bulging out at the back. Now, is there anything in our school life, which would tend to weaken those muscles? I believe there is. It seems to be an acknowledged fact among medical men, that many diseases (particularly neuralgia and nervous troubles) are directly traceable to defective eyesight of some form; and several have gone so far as to assert that epileptic fits, and many internal diseases, such as liver and kidney complaints, are frequently caused by some mal-adjustment in the axis of the eye.

This point, with many others, we must leave to the medical men themselves to decide. But this much we can do; if defective eyesight (particularly myopia) is increasing, then we should ask ourselves, "Is our school system responsible? Are we, as teachers, in any way responsible for that increase?" And if we find that our present system of education is at fault in this matter, if only in a minor degree, let us consider, whether the kindergarten (when it may have been fully carried out and engrafted upon our system) will help to check this growing tendency to myopia among our people.

I believe that, at some not far distant day, this is going to be a prominent question among educationists and scientists.

E. J. PRESTON.

TORONTO:

THURSDAY, JANUARY 7, 1886.

RETROSPECT.

THE EDUCATIONAL WEEKLY has completed its first year. Its publication is no longer an experiment, a tentative affair; it is an enterprise that experience justifies, that success has made sure. At the commencement the publishers had certain expectations as to the circulation and influence of their proposed journal. It is gratifying to them, and will be pleasing to our friends, to know that these expectations have been more than realized. The limit of circulation hoped to be reached at New Year's, was reached some time ago. And with some little honest pride we can say that the credit and reputation of the WEEKLY are not less established. The WEEKLY is sought for as an exchange by all the able educational journals on the continent, and it has been quoted again and again by many of the leading organs of public opinion both in the Dominion and in the United States—not its editorial remarks merely, but the views of its many able and scholarly contributors.*

The year has not been without its lessons; and by these we hope to be benefited. Our constituency is very varied, and of widely differing interests and tastes. Some things, while they are asked for by a few, cannot be admitted profitably to the whole. We are more and more convinced, too, that the science of teaching involves the same principles in all departments of school work; and hence we shall discard our old divisions of "Public School" and "High School" as unscientific. We believe that a good public school teacher will make a good high school teacher, and *vice versa*; and that a poor high school teacher will be a poor public school teacher, and *vice versa*. The principles of teaching can be best illustrated by reference to public school work, because a high school boy can make progress despite bad teaching. His developed natural ability makes up for the deficiencies of his instructor; but in public school work the teacher is forced, by the limitations of his pupils, to confine himself to a simple presentation of his subject. We shall, therefore, in our illustrations of principles, mainly deal with elementary work.

We wish to express our deepest thanks to our contributors for their assistance. A very great number have taken as much

pride in the WEEKLY as if it were their own affair, and have given us the very best advice and assistance. We speak with the assurance of conviction in regard to the articles which have appeared in our columns from our Canadian teachers when we say that, knowing something of the quality of work contributed to educational journals throughout the world, we are proud to express the opinion that for accuracy of diction, chasteness of style, vigor and terseness of thought, and soundness of opinion, the contributions to the EDUCATIONAL WEEKLY are in the very forefront of educational writing.

One sort of contribution that we have wished for we have not received much of—papers illustrating schoolroom principles. These are the most useful to the great mass of our subscribers, and they will always be welcome. We have latterly received a number, which will appear shortly. Teachers, if you wish to benefit your fellow workers, put upon paper a carefully written and terse account of your own successful methods, and send it to the WEEKLY. Like mercy, the quality of this gift will not be strained. It will bless equally him that gives and them to whom it will be given.

The Index to Volume II., which will be presented to subscribers with this number, shows, though only partially, the vast range of subjects dealt with and illustrated by the WEEKLY during the last six months. A volume of 836 pages is the result of one year's subscription. If this volume be bound and kept, it will be an invaluable book of reference to every working teacher. We venture to say that, when its small cost is taken into consideration, to have purchased it is to have made an investment which will never be regretted.

PROSPECT.

WE wish it to be distinctly understood that the EDUCATIONAL WEEKLY is intended by the publishers to be the organ of the teaching profession of the Dominion. At present we are paying particular attention to Ontario interests because the great bulk of our patronage is in this Province; but as our circulation extends more and more into other provinces, our outlook will embrace their interests as well as those nearer home. But we repeat, the WEEKLY is intended to be the organ of the teaching profession. It has no other aim than to

advance the cause of education and—pay its own way.

It has been asserted that the EDUCATIONAL WEEKLY is the organ of a party; again, that it is the organ of a clique. These insinuations are the result of the influence of the general devotion of journalism to partyism. People are so accustomed to look upon journals as intended to advance some one's personal interest, or some party's interest, that an independent journal is at once discredited. For the information of those who do not know us sufficiently well, we say once more, that the EDUCATIONAL WEEKLY in its editorial columns advances the opinions of its editor, and of *no other*—only in so far as his opinions happen to coincide with those of others. Whether these opinions are independent or not depends entirely upon the personal character of the editor. No further guarantee could possibly be taken.

Outside of its editorial columns the EDUCATIONAL WEEKLY is open to the expression and discussion of every topic relating to education, so long as the discussion is conducted in accordance with those amenities which the editor thinks should be regarded. Our columns are now so pressed that we have to choose and cut down as much as possible, but a short paper is almost always sure of insertion. We must say that we prefer signed articles, since we believe that these are certain to be more dignified and courteous in their tone than unsigned articles. No unsigned article, however, will be refused as such. So far from being opposed to discussion, we invite it; and shall only be too happy to have our own views opposed and criticized. We repeat, we invite *discussion*; we do not invite, and shall not admit, personal reviling.

Contributors must remember, however, that we must have regard to the needs of our constituency, and as our space is limited and our contribution box always full, we shall select from week to week that which we think will be of most interest to our readers. With these limitations the EDUCATIONAL WEEKLY is as free to the views of any member of our common profession as it is to those of its editor.

We could say much of our intentions, but we must forbear. Every week brings to us useful experience which we shall endeavor to utilize. We shall leave nothing undone to render the WEEKLY an indispensable requisite of every teacher in the Dominion.

OUR EXCHANGES.

Hall's Journal of Health, for December, announces that for next year this popular health magazine will be much enlarged and improved.

The Magazine of Art (London and New York: Cassell & Company. \$3.50 per annum) for January, 1886, is especially remarkable for its wealth of illustration. The frontispiece is a reproduction of a Japanese painting, in colors. A "Polish Village" is a fine example of English line. Three reproductions of Franz Lenbach's portraits, "Liszt," "Bismarck," and "Leo XIII.," give one an idea of the power of the first of the portrait painters of modern Germany. But the page to which the eye first turns, and on which it lingers longest, is that covered by Sichel's "Summer." The student of architecture will be delighted with the account of Harry Fenn's house on the Orange Hills. The number has many other striking features.

Treasure-Trove (New York: E. L. Kellogg & Company. \$1.00 per annum) for December shows in the front among the young people's magazines. It has the genuine Christmas flavor exemplified in its beautiful frontispiece; its opening poem, "The Christmas Star," by Wolstan Dixey; and in Mary E. Wilkins' humorous story, "Where They Found the Tidy." Other particularly attractive contributions are a finely illustrated "Visit to the 'Zoo,'" by S. C. Wheat; an account of "The Travels of Yankee Doodle," by Prof. John Monteith; and of "Fashions in Low Life," by Mary E. Tousey; and biography of Gustavus Adolphus, by Hazel Shepard. These papers, besides being lively and attractive, convey a deal of information in a delightful way. *Treasure-Trove*, in addition to its popularity as a magazine, has a special value to teachers as an aid and incentive in school studies. When its size and price are considered it has no superiors.

BOOK REVIEW.

Questions for Classical Students on the first books of Caesar's Gallic War and Xenophon's Anabasis, with grammatical references. By E. C. Ferguson, Ph.D., Professor of Greek and Latin in Chadlock College, Quincy, Illinois. Boston, Ginn & Company, 1885. 283 pp. \$1.12.

This book is a classical catechism. Doubtless catechisms have their place in pedagogy as in ethics, but their place can never be a very exalted one. The very *imus fundus* of authorship is touched in literary work of this kind. Still, there must be hewers of wood and drawers of water.

We have here an attempt, perhaps laudable, certainly industrious, to pursue the Socratic method; but Socrates has not his disciples before him; they are scattered all over the land peering into Harkness and Hadley.

The author—no, the catechist—tells us in his Preface that the object of the questions is "to furnish a guide by which the young student may as speedily as possible lay hold of the facts which he most needs to know." "The aim is not to do the work for the student, but to show him how he may do it for himself. The book will be helpful to many teachers, and to those who are studying the

classics without a teacher." To private students the book may be helpful, but surely it is not a "god-send," as one critic of the book has remarked. To say that it will be helpful to many teachers is not very creditable to the teachers. The questions are "almost wholly grammatical," and surely it is not too much to demand from every classical teacher a thorough knowledge of Latin and Greek grammar.

Professor Ferguson, it must be said, is apparently a good classical scholar, but we are sorry that we must complain of his English. His frequent lapses are astonishing and deplorable. In a cursory glance at the first ten pages the reader will be forced to elevate his eye-brows a score of times. Open the book where one will, solecism and slovenliness are apparent. We had selected over twenty specimens from the opening pages, but we shall spare our readers. Those teachers who have keen scent for false syntax will doubtless pursue the game for themselves. Such enormities as these are unpardonable: "What are words that go in pairs *thus called?*" "The adjectives are *predicate* in the sentence." "Would you *have expected* CÆSAR *to have been* dat. or gen.?"

On the whole the book may possibly do more good than harm in the world; so let it live. We are somewhat surprised, however, that so famous a firm as Ginn & Company have given it the dignity of their *imprimatur*.

Applied Geology. A treatise on the industrial relations of geological structure; and on the nature, occurrence and uses of substances derived from geological sources. By Samuel G. Williams, Professor of General and Economic Geology in Cornell University. New York: D. Appleton & Company, 1886. 386 pp.

The reader who takes up this book expecting to find an old-time treatise on geology will be disappointed, because the object of the author was not to produce a volume treating of fossils and strata, but to show wherein the applications of geologic knowledge might be advantageous to almost every intelligent workman in the community. Hitherto there has been no such book available for the American student or mechanic; but Prof. Williams has here taken geology out of the list of mere laboratory sciences, and has shown of what great practical value it may be in many trades. A few pages at the first are devoted to a description of the materials, characteristics, arrangements, and general distribution of the chief rock masses. The rest of the volume is taken up with a consideration of the economic relations of geologic structure to the requirements of modern civilization, such as water supply, agriculture, building materials, mineral fuels, mining operations, etc.

Two or three chapters, examined in detail, will give a much better idea of the author's aim and success than could be obtained from a review of the whole book within the limited space of a column or two.

Under the heading "Materials of Construction" the reader will find a description of the various kinds of stones and bricks used in buildings; the distinction between good material and bad, pointed out; and the positions in which the pieces should be placed so as most effectively to resist stress and weather. The geological and geographical distri-

bution of the rock beds, from which building stones are obtained, throughout the United States and Canada, are given. These are accompanied by tables of crushing forces, and short articles on mortars, limes, tiles, foundation structures, etc.

In the chapter devoted to the relations of geology to agriculture are given descriptions of the different soils, their formation and components; and also tables showing what substances are lacking for the best production of common grains and plants. The treatment of land, drainage, subsoils, and fertilizers, also come in for their share of attention from the author.

Thus one may go through the book, and find every chapter filled with information and hints, that, before this time, could be obtained only from a reference library of scientific and technical works.

Every geologist has felt the necessity there was for a work of this kind. Prof. Williams has undertaken to supply the want, and he has done it well. The very excellent manner in which the requirements have been met, is a matter for congratulation both to author and publishers. We might just say that the "Applied Geology" belongs to Appleton's Science Text-book series.

BOOKS RECEIVED.

A Wonder-book; for Girls and Boys. By Nathaniel Hawthorne. Riverside Literature Series. Boston: Houghton, Mifflin & Company. 196 pp. 30 cents.

Introduction to the Language and Verse of Homer. By Thomas D. Seymour, Hillhouse Professor of Greek in Yale College. Boston: Ginn & Company. 1885. 104 pp. 50 cents.

Euripides—Bacchantes. Edited on the basis of Wecklein's edition. By I. T. Beckwith, Professor in Trinity College. Boston: Ginn & Company. 1885. 64 pp. Text edition, 22 cents.

Plato—the Apology of Socrates, and Crito. Edited on the basis of Cron's edition. By Louis Dyer, Assistant Professor in Harvard University. Boston: Ginn & Company. 1885. 204 pp. \$1.00.

Those Dreadful Mouse Boys; a Double Story for Young and Old. By Ariel. With original illustrations by Francis Petty. Second edition. Boston: Ginn & Company. 1886. 262 pp. \$1.00.

Studies in General History. By Mary D. Sheldon, formerly Professor of History in Wellesley College, and Teacher of History in Oswego Normal School, N.Y. Student's Edition. Boston: D. C. Heath & Company. 1885. 556 pp. \$1.75.

A Lexicon of the First Three Books of Homer's Iliad, and of selected portions of the other books. By Clarence E. Blake, A.M., Principal of Springfield (Mass.) Collegiate Institute. New York: D. Appleton & Company. 1886. 215 pp.

The Philosophy of Education, or, the Principles and Practice of Teaching. By T. Tate, F.R.A.S., with an introduction by Edward E. Sheib, A.M., Ph.D. New York: E. L. Kellogg & Company. 1885. 331 pp. \$1.

Special Papers.

For the EDUCATIONAL WEEKLY.

SYSTEMATIC PRONUNCIATION. —III.

OUGHT the name of the tomato any longer to be regarded as foreign? Has not tomato sauce been a household word in the Old Country since the days when the learned Sergeant Buzfuz discovered in the "chops and tomato sauce" of Mr. Pickwick's note to lone Widow Bardell part of a secret code of affection? Has it not figured for a century past all through the summer months on the breakfast table or dining table, or both, of every Anglo-American? Does it not rank among Britons of Ontario second only to the potato as a vegetable or to the apple as a fruit? and have not Britons of the United Kingdom learnt from Canadians and Americans to regard it as fit for something more than a mere flavoring, so that boiled tomatoes have now become a favorite dish with all who can afford them?

We no longer give the term, if we ever gave it, a foreign plural: we do not write *tomatos* like *pinos* and *quartos*, but *tomatoes* like *grottoes* and *potatoes*. And even old Webster thought fit to sanction *tomato* as an alternative pronunciation for *tomahto*; while Worcester and Nuttall have followed in his steps. Chambers alone, so far as I am aware, puts down *tomahto* by itself.

In future, then, let us either pronounce *p-o-t-a-t-o* as *potah-to* or *t-o-m-a-t-o* as *tomato*.

What does the word *employe* mean, which I sometimes read in a Toronto newspaper? If the owner of that paper cannot get his "employes" to put the French accent at the end of their appellation, but must lose the only means of showing that the word has three, not two, syllables, or that it differs in sound from the verb *employ*, let him at once strip the word of its foreign garb altogether.

And is it not true that writers at large should do this? The word is now understood and even used by all classes of English society—in towns at all events. I suppose it is almost as widely used in England and her colonies as in the country of its origin. It finds a perfect analogy in the ancient English law term *trustee*, one who is trusted, and a pretty good one in the many other law terms ending in *-vendee*, *mortgagee*, *lessee*, *grantee*, and the like—which describe the person for whose benefit the act has been performed. Let, therefore, the word for a person who is employed in future be written *employee* and so pronounced.

It will, perhaps, rather surprise your readers that after contending for an Anglicized pronunciation of a number of foreign words I should turn round and seek in a measure to

restore the foreign pronunciation of a word long since imported—the word written *forte*. But my reason is twofold: first, that our present way of uttering it obscures the etymology and makes us thank the French for a word that we owe to the Italians; and secondly, that it causes ambiguity with a native English word—the word written *fort*.

The French expression for the art or study wherein one excels is *point fort*, as contrasted with *point faible*, the art or study wherein one is deficient; and in the same senses we use *strong point*, *weak point* (though we also use the more truly English expressions touching branches of an art or study, *strong side*, *weak side*). But the Italians have a single word that stands for each of these complex notions respectively, *forte* and *debole*; and the former we have adopted.

But, as I said at the beginning, I do not wish to return wholly, but only partially, to the foreign utterance. To call *e* at the end of a thoroughly naturalized word *à* would be a gross violation of English usage. Let the *e* at the end of *forte* be pronounced like the *e* at the end of *simile* and *epitome*. In short, let *forte* have the same sound as *forty*, and not as *fort*, with which as a noun and the name of something strong, it is far more liable to be confounded.

M. L. ROUSE.

For the EDUCATIONAL WEEKLY.

MODERN INSTANCES.

(Continued from page 780, Vol. 11.)

23. "ALMOST everybody in the village are becoming vaccinated."—*Jarvis Record*.

24. "Faith is easier than hard study, and the easier way is the best."—*S. S. Times*.

25. "And these cold nights are not alone favourable to stock-raising, but to butter-making as well."—*Toronto Globe*.

26. "The performances (on the harp) were only known to the early Romans as luxuries brought over from Asia."—*Smith's Antiquities*, p. 280.

27. "Mr. Taylor, of the Morse Soap Company, hearing that each man of the Queen's Own rifles and Royal Grenadiers had to provide their own soap, generously donated sufficient to supply each with a cake of toilet soap, which were distributed in the morning prior to departure."—*Toronto News*.

The Q. O. R.'s and R. G.'s are two different regiments. The reporter should have written somewhat as follows:—"Mr. Taylor, of the Morse Soap Company, hearing that each man of the Queen's Own Rifles and the Royal Grenadiers had to provide his own soap, generously donated sufficient to supply each with a cake of toilet soap, which was distributed in the morning, prior to departure."

28. "The women may have been said to have been rescued twice: first by the Half-breeds, who were like themselves Big Bear's prisoners, and then by William McKay and ten of General Strange's men. Big Bear

is more to be feared as a fugitive than as a warrior."—*The Week*.

"The women may be said to have been rescued," etc. "Big Bear is to be feared more as a fugitive than as a warrior."

29. "In consequence of a number of members who are going to ride to Newcastle, there will not be a meet."—*Toronto Globe*.

The meet was postponed, not "in consequence of a number of members," but in consequence of their going to Newcastle. The sentence, therefore, would have been more correct as follows:—"Since a number of members are going to ride," or "in consequence of a number of members going to ride to Newcastle," etc.

30. "Every revolution of the wheel of progress throws a new light which dawns with a great surprise on the sleeping world."—*Westminster Review*.

Do wheels usually throw lights? Surely this could not have been suggested by the chariot of the sun!

31. "These gates and guards are manufactured of steel, bronze, brass, and nickel. It is the only iron or steel guard manufactured in the world that furnishes light and ventilation that can be folded away."—*A Toronto advertisement*.

We do not doubt that it is the only gate furnishing "light and ventilation that can be folded away." One of these gates should be attached to every schoolroom in the land. The air, after being folded away, might be somewhat oppressive, however. "Science advances—light in-creases!"

32. "I will attend promptly to any sale in the county on terms suited to the low ebb of the present tide of hard times."—*A weekly*.

Would not the "low ebb" be a very near approach to good times? The advertiser evidently meant the "high tide of hard times."

33. "What has the Prince of Wales ever done to justify his being saluted with hisses and groans and riots, when he came on a friendly visit to Ireland? Is there any possible good likely to result from this disloyal and dastardly conduct."—*Christian Guardian*.

It is a misnomer to say that a man is saluted with hisses, etc. We are saluted with cheers, received with groans. "Come" should read "comes." OTIS.

THE well-known pianist, Leopold de Meyer, is the hero of an anecdote which, "si non è vero, è ben trovato." He was playing some years ago before an Archduke of Austria, and in his anxiety to please his illustrious auditor, exerted himself so strenuously that he literally perspired at every pore. At the conclusion of the concert the archduke deigned to express a wish that the artist should be presented to him. "Monsieur," blandly remarked his Imperial Highness, "I have heard Thalberg," (a pause, and a low bow from the pianist,) "I have heard Liszt," (another pause, and a still lower bow;) "but I never met with any one" (a third pause, and a quasi-genuflection on the part of Leopold de Meyer,) "who perspired as you do!"—*All the Year Round*.

Methods and Illustrations

For the EDUCATIONAL WEEKLY.

PRACTICAL ELOCUTION.—I.

I WILL not introduce this subject to my readers by the orthodox way of stating that it is without doubt the most important study in the school curriculum. It is so customary to plant in market value the price of each intellectual commodity at the head of the article that any little departure from this may possibly gain the good will of those who "love not wisely nor too well" the study of Elocution. I hope to be able, in the various papers I contribute from time to time to the WEEKLY, to peep through the armor of theory—to advance out of the shell of old-fashioned rules, and discuss the subject of reading from something like a practical standpoint. And here let me add that I may speak of *reading* and *elocution* indiscriminately, since the same element forms the basis of both. By *elocution*, as its prefix and root imply, we mean the art of conveying thought through the organs of the body. It relates to manner or style in speaking by speech and gesture. Reading, as it is generally understood, is the utterance of an author's thought in the author's words to one or more individuals. The basis or central element in each is *conversation*. We may define conversation as the expression of our own thoughts clothed in our own words to one or more individuals. Now, in proportion as we are ourselves, we are *natural*, and this is the starting point for all true elocution. Of course we must note well that our naturalness is marked with correctness. Conversation has within it the germs of all speech and action, and therefore constitutes the basis of oratorical and dramatic delivery. If, then, conversation is at the bottom of all oratory and dramatic expression, it behooves those desirous of advancing in the art of elocution to watch carefully over their daily forms of expression in order that they may acquire in the common intercourse of life correct habits of voice and manner. It is a remarkable fact that nine-tenths of our pupils in school when they rise to their feet to read, hedge themselves around with an assumed character, trade off their natural voices for some monotonous and mediæval chant, and straightway hurry along with a rapidity that—to say the least—betokens anything but naturalness. Children of an impulsive and tempestuous spirit always throw the reins loosely on the neck of their mental steed when reading, and read *so spirited* that, I was going to say, with Mrs. Partington, they soon go off on a *decanter*.

This fault of reading too rapidly—for a fault it is of prevailing magnitude—may arise from various causes. The reader may be *nervous* and thus carried along by the swift current of

misguided emotion. Not long ago one of the high school inspectors while examining one of my reading classes gave the following rule to guide the pupils as to the proper *rate* or *time* in reading: "Always read so that the listener may hear and understand each idea in its entirety." This was at all events the substance of his rule. I must confess that at first sight this rule has claims for adoption, and will in many instances upon trial wisely shape the important element of *rate* in reading. But will it always hold? I think not. What about the question of enunciation? A reader whose syllables are fully and clearly cut, whose words salute the ear in full-lettered import, may read very rapidly—in fact, too rapidly—yet be heard and understood distinctly. The Rev. Dr. Clarke, who lectured a few years ago in some of the principal towns and cities of Ontario, possessed an utterance so complete—an articulation so faultless, that it might be said he could read with lightning rate and yet be all the while comprehended by his audience. Let me here say that rate in reading depends altogether upon the *character* of the sentiment. It *is* and it *is not* a matter of *comprehension*. It is without doubt a matter of *comprehension* on the part of the reader—the basis of all *true* expression being *comprehension*. Whether expression manifest itself in form, color, language, movement, or sound, *comprehension* is its begetting character. Take, for instance, the following stanza from Edgar Allan Poe's unique and sweetly-rhythmic poem of the "Bells":

"Hear the tolling of the bells—
Iron bells!

What a world of solemn thought their monody
compels!

In the silence of the night
How we shiver with affright
At the melancholy menace of their tone;
For every sound that floats
From the rust within their throats
Is a groan."

Here is a sentiment of great awe and solemnity, and its language consequently is that of *slow rate*. To read this rapidly would be to mock the *natural* expression of the human heart. And just here let me add that the key to rate or time in reading is found in *naturalness which holds jealous sovereignty over the conquered realms of expression, exacting at all times tribute and fealty from each intruding prince of art.*

THOMAS O'HAGAN.

WRITE SLOWLY AT FIRST.

C. H. PIERCE, in the *Western Penman*, gives the following analogical proof that children, in learning to write, should make no attempt at rapidity until they have attained a fair mastery of the forms of the letters:

"Is arithmetic taught rapidly from the beginning? Is music taught rapidly from the beginning? Is reading taught rapidly

from the beginning? Is telegraphy taught rapidly from the beginning? Is phonography taught rapidly from the beginning? Is gymnastics taught rapidly from the beginning? Is calisthenics taught rapidly from the beginning? Is running learned rapidly from the beginning? Is walking taught rapidly from the beginning? Is talking learned rapidly from the beginning? Is the development of mind or of muscle a rapid process, or have we a right, in accordance with the laws of the universe, to expect rapid development, rapid growth, where we also expect durability and proficiency? The various applications of steam and electricity are a development of mind, and each as a force does its work; but each had a slow, steady growth. Careful training may bring one in possession of great power, but rapidity in the beginning is discountenanced by all masters in all callings."

FRIDAY AFTERNOONS.

SUPERINTENDENT FRANCIS MILLAID offers these practical suggestions to teachers in the *Western School Journal*:—

1. Give to the pupils an exercise in map-drawing.
2. Read a short sketch or story, and have the pupils discuss it afterward, taking care to allow only one to talk at a time.
3. Tell the school something you have read—a description of some celebrated place, perhaps, and invite questions on the subject. On the succeeding Friday let the children compare notes on what they have learned about it during the week.
4. Let each pupil give a sentiment from some standard author. Or let them give quotations, and then require the sentiment expressed in the pupil's own language. This they will soon take pleasure in doing.
5. Devote fifteen minutes to spelling down, using words commonly mis-spelled.
6. Require a letter to be written, folded, enclosed and addressed, observing proper rules in all.
7. Give examples in false syntax for correction.
8. Have singing—good live songs, such as stir the hearts and develop the voices of children, and do not let them drag. Lead the songs, if you can sing. If you cannot, appoint a leader in the school, taking care to change leaders often.

These are some of the many things you can do. Of course not all at once; it will take care and practice to bring about success. You need not expect the co-operation of all your pupils at first, or in fact ever. You will find, too, that you must do some extra work—but no teacher ever succeeds who is not willing to do much work outside of school hours.

PRACTICAL NOTES ON PARSING AND ANALYSIS.

(Continued from page 317.)

THE noun, verb, and pronoun being mastered, we next come to the adjective. Sentences without any adjectives in them should be formed by the teacher or selected from the reading-book, and the children should be asked to put before each noun a word "describing" or telling something about it. Like the pronouns, these words are well known to the children; they are in constant use, and all that is wanted is to call the children's attention to them and to the work they do.

But there is another step. We often want words not only to *describe* the noun, but to say something as to its *number* and *quantity*. In this way we use not only all the numbers themselves, but many words that without pointing out exactly *how* many, or *how* much is meant, yet do tell us something about the number or quantity of the noun—such words as *some, few, many, more, all, none*, etc.

In addition, however, to these two classes of words used with nouns, there is another class which point out, or distinguish, nouns. There are only four words in this class—*this, that, these, those*.

It cannot be too strongly impressed upon the children that these words *belong to nouns*, are always used with nouns, and that if at any time they should be found without a noun, it is simply because the meaning is so plain that the writer or speaker does not think it necessary to mention the name. For instance, "How many marbles have you, John?" "Five," says the boy; but he does not say "Five *marbles*," because the meaning is so evident that the word "marbles" is not required. "Which book will you have?" "This, if you please," evidently meaning "This *book*," though he does not think it necessary to say so.

We have thus three kinds of words that we always find used with nouns: to describe them, to tell the number or quantity of them, and to point them out or distinguish them. But we call all these three kinds by the same name, a name which means something "added to" or "thrown in with." This name is "adjective."

Before leaving this part of the subject copious exercises should be given by making the children, individually, give good long lists of names, using the articles or not, as they think fit. Then they should be called upon to place suitable adjectives before each noun; then a statement or assertion should be made about each noun, and complete sentences should be thus built up. The exercises may afterwards be varied by substituting a pronoun for each noun used.

The writer has found that there is no great difficulty in getting thus far with the grammar in Third Reader, and that children will

pick out these four parts of speech much more easily and readily than they will nouns and verbs alone. Of course, there are many little points that will turn up in practice which cannot be treated in an article like this: these, however, a teacher, who is at all up to his or her work, will know how to turn to account; and if the first year's work in grammar is carried on upon the lines laid down above, it is believed that the interest of the children will be secured, and a good foundation will be formed for further work in future years.—*From the Teachers' Aid.*

GEOGRAPHY.

W. M. GIFFIN, A.M., NEWARK, N.J.

THE writer has often noticed that children obtain but a vague idea of the different states and countries from their lessons in geography. One reason for this is because, when taking the first lessons on a map, the children are told to begin at LESSON ONE and learn the first ten map questions. The result is that the attention of the children is first called to the *questions* which they read, and after reading them they look for the answer only.

There is no doubt that they will be able to recite the answer to the ten questions perfectly; but any question outside of the ten will be a perfect blank. Proceed from the known to the unknown; from the whole to the part; from the general to the particular; never do for a child what he can do for himself: these are well-known principles in teaching, that have been handed down from the time since the memory of man runneth not to the contrary. Yet, a teacher who begins her lesson as above ignores every one of these grand old principles. Many times before beginning the study of a map the writer has said to a class: "We are about to begin the study of a new map. Our first lesson will be a hunting exercise. To show you what I mean, and to prove to you how much you can do for yourselves, I will draw a map on the blackboard of an imaginary country. Then I will know that none of you have ever seen it, and hence cannot have had any previous knowledge of it. Look at me while I draw the map.

"Now look at the map for three minutes and see how much you can find on it. The time is up. I will now erase or hide the map, and ask you some questions, though none were given to you to learn. In what direction was this country the longest—north and south, or east and west? Which boundary line was the most irregular? Where were there any mountains? What river did you see? How many cities were on it? Which was a capital city? In what direction was the river flowing? How do you know? Where was the city of B? What part of the country was most nearly shaped like the letter V? How did the northern boundary extend?"

Every one of my questions is answered. Remember no one had ever seen or heard of the map before. If such good results can be had from this map, I conclude as good can be had from another; hence I say, "Now open your books at the map of North America. Once more you may go hunting, this time for *five* minutes." At the end of the five minutes, I ask my questions, and the teacher is surprised to find that they actually have as good a knowledge of the country as of the one she has been drilling them on for a week. That is, it is genuine knowledge; for it is of their own discovering. They may now be given a lesson from the book.

I never ask a pupil in Newark to learn "For what is Boston noted?" till I have the class first learn "For what is Newark noted?" This I do not have them learn from a book, but tell them each to get the business-card of some business house in the city and then let each read his card. In this way we learn about commerce, manufacturing, factories, foundries, machine shops, etc. The next day I ask them to bring in some of the manufactures, and the result is, I have a chart some ten feet long and four feet wide, hanging full of all kinds of manufactures, from a clothes-pin up to a trunk. I was once asked if I made mud-pies in my school. "Yes, indeed," I answered. "Do you think the children get a just and true idea of islands and mountains, etc., etc., when learning of them from a sand table?" was asked. "I hope so," I said. "I am sure they are as good and true as they get of this vast world from a ball of pasteboard the size of their head, painted with all the colors known to man; besides, you know, the children enjoy the *sand* hugely." No more questions were asked, and hence I was not called upon to give any more answers.—*American Teacher.*

COMMON FAULTS IN OBJECT LESSONS.

DAVID SALMON.

MANY lessons, many mistakes. Every teacher has distinctive faults, just as he has a distinctive face. A catalogue of all those which I have noticed in myself or others would be tedious and, to a great extent, useless—tedious, because it would be long and uninteresting; useless, because many of the errors were peculiar to the persons in whom they were observed, and therefore not likely to be made by anybody else. At the same time, we cannot hear a large number of lessons without remarking that certain classes of faults frequently recur. To point out some of these may be of service to inexperienced teachers, who will be better able to steer a safe course when they have before them a chart showing the rocks and shoals on which they are most likely to suffer

shipwreck. I will deal, first, with faults connected with the

MATTER.

The matter selected is often too hard, and sometimes too easy. There is little excuse for its being the one or the other when the lesson has to be given to the teacher's own class. If it has to be given to a strange class care should be taken to ascertain, before beginning the preparation of the notes, how advanced the children are. I have frequently seen an otherwise meritorious lesson miss the mark for lack of this preliminary enquiry. If the teacher over-estimates the attainments of the class, he chooses matter which is uninteresting, because it is unintelligible; if he under-estimates them, he chooses matter which is uninteresting because it is familiar; in either case he fails to attract attention, and probably has trouble with the order.

Besides finding out the general condition of a strange class, the teacher should get specific information as to the children's knowledge on the subject of the lesson and on kindred subjects. Suppose, for instance, he has to give a lesson to a class on Matches. He may show every step in the progress from a tinder-box to a safety match; he may explain why an ordinary match will strike anywhere and a safety match only on the box, and why a "fusee" will burn but not blaze; and he may illustrate the whole by a series of beautiful experiments. If the children know something of chemistry they will understand such a lesson, and be fascinated by it; on the other hand, if they know nothing of chemistry, the explanations will pass by them; they will be attracted by the experiments, but will only stare at them in stupid wonder, and will think of the teacher as a rival to the last travelling "conjurer" who visited the school. The lesson would in both cases be the same, but in one case the class would have been interested and instructed, and in the other simply amused. If a teacher takes pains to learn exactly what the children know, there will be no danger of his preparing to sow a field which has not been ploughed, or to plough a field which has been ploughed already.

It is impossible to teach, within the limits of a lesson, all there is to teach about any subject. We must therefore, from the information at our disposal, make a selection, and though we may choose matter neither too easy nor too hard, we may yet make an unwise selection. Still, we cannot go far wrong if we bear in mind that, besides being within the comprehension and beyond the knowledge of the children, the facts we offer should be useful and interesting.

Sometimes a person who has rightly judged *what* to teach makes a mistake in deciding *how much*, erring generally on the side of excess. The result is either that the teacher, anxious to reach the end in time,

hurries through the matter, doing nothing properly, or that he altogether omits a good deal of what he has prepared. Of the two evils the second is certainly the smaller, for if the lesson is to be given to one's own class, and forms, as it should, part of a series, the matter omitted may be taken next time; anyhow, half a lesson taught thoroughly is better than a whole lesson taught imperfectly. A practical conclusion follows: Recapitulation should be frequent; any gaps that have been left in the instruction will thus be detected, and can be forthwith filled; then, whenever the teaching stops it will be complete as far as it has gone.

ARRANGEMENT.

Having dealt with the more frequent faults in the selection of the matter, I now pass to faults in the arrangement of it. It is impossible to lay down any very definite rules on this subject. It is easy to say that a certain order is bad or good, but of half a dozen good arrangements it may often be hard to decide which is the best. For instance, "in giving lessons upon animals the teacher may commence with the structure, and thence infer the habits and uses, or he may commence with the habits and uses, and thence infer the structure." The starting point should depend largely on the previous knowledge of the children and the nature of the subject, but, the starting point once settled, each part should follow naturally and without violent transition.

The commonest error in arrangement that I have noticed arises from the teacher going to a book for his facts and then copying in the lesson the order of the book. What may be a very good order for a book may be a very bad one for a lesson. In a scientific work, for example, the author often begins with definitions, so that the necessary clearness and precision of language may be secured; but in a lesson the skilful teacher, remembering that a knowledge of the thing should come before a knowledge of the name, *rests* at a definition rather than *sets out from one*.

A tendency may sometimes be observed in inexperienced persons to adopt the same order for many lessons. This mistake was more general years ago when the influence of Pestalozzi was greater. Teachers who had learned the form but not caught the spirit of his methods became the slave of routine. Professor Moseley, one of the first inspectors appointed by the Committee of Council, draws a picture of what appears in his day to have been typical. He says:—

"A teacher proposing to give an oral lesson on Coal . . . holds a piece of it up before his class, and having secured their attention he probably asks them to which kingdom it belongs, animal, vegetable or mineral—a question in no case of much importance, and to be answered, in the case of coal, doubtfully. Having, however, ex-

tracted the answer which he intended to get from the children, he induces them, by many ingenious devices, much circumlocution, and an extravagant expenditure of the time of the school, to say that it is a *solid*, that it is *heavy*, that it is *opaque*, that it is *black*, that it is *friable*, and that it is *combustible*. And then the time has probably expired, and the lesson on the science of common things, assumed to be so useful to a child, is completed. In such a lesson the teacher affords evidence of no other knowledge of the particular thing which was the subject of it than the children might be supposed to possess before the lesson began. He gives it easily, because the form is the same for every lesson, the blanks having only to be differently filled up every time it is repeated. All that it is adapted for is to teach them the meaning of some unusual words, words useless to them because they apply to abstract ideas, and which, as the type of all such lessons is the same, he has probably often taught before. He has shown some knowledge of words but none of things. Of the particular thing called coal, as distinguished from any other thing, he knows nothing more than the child, but only of certain properties common to it and almost everything else, and of certain words, useless to poor children, which describe these properties."

I have myself heard a teacher, who had to give a lesson on Leather to a first standard, spend five-and-twenty minutes in trying to teach the little ones that leather was *flexible*, *odorous*, *opaque*, *smooth*, and *tough*, and that *flexibility* and the rest were *properties*.

Young teachers almost invariably begin with an "Introduction," sometimes go on to "Properties," and often end with "Uses." Now "an 'Introduction' is out of place, unless it serves to awaken interest in the coming lesson. If it be used it should really introduce the subject in an effective manner, and the shortest 'Introduction,' provided it be effective, is the best. A formal 'Introduction' is often quite unnecessary."

"Properties," too, may often (I would almost say *generally*) be left out with advantage. The children are very likely as familiar with the properties of common objects as the teacher himself. It is true they do not know the technical terms which he employs, but in trying to teach these terms he lowers what should be a lesson on things into a lesson on words, which would be excusable if he had a class of parrots.

"Uses," again, may frequently be disregarded. They may be so obvious as not to need, or so trivial as not to deserve, dwelling on, or a consideration of them may be irrelevant. Any stereotyped arrangement in many instances is bound to be a bad one.—
From the Teachers' Aid.

(To be continued.)

Correspondence.

A TEACHERS' PROTECTIVE ASSOCIATION.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—As you are strongly in favor of teachers uniting to raise the status of the profession, you will doubtless publish the following account of a meeting held for that purpose in Stratford, Dec. 5th. The meanness of underbidding was pointed out to the Stratford Model School class by the principal in the course of his lectures. The students were asked to do all in their power to maintain the dignity of the profession and to set a proper financial value on their services. The result was most satisfactory to the class. Those of them who have secured schools have obtained much better salaries than students of former years. Several suggestions were made about organizing a union among teachers which would unite, not only the teachers of Perth, into a common brotherhood, but also all the teachers of the Province. Circulars were sent to all the teachers of the county calling a meeting of all interested in such a union. An enthusiastic meeting was the result. Of course there were a few (very few) who condemned the union on account of its impracticability, but all their objections to the scheme were overruled by the president and other able speakers among the teachers. The County of Perth is a centre of education already. Other counties, especially those near Perth, are now agitating the movement and are only waiting for a leader. Hence it was resolved that a union be formed, the objects of which should be: To mutually assist one another; to cultivate a professional spirit among teachers; to elevate their social standing; to secure as far as possible suitable legislation for the profession; to aid one another in distress; to facilitate the securing of positions for members of the union; to protect one another as regards salary; to aim at controlling the admission of candidates into the profession; and to aid in establishing unions in other counties. At the meeting a few resolutions were drawn up in legal form on which the laws and regulations made by the committee should be based to a great extent. They are as follows:—

1. Sick benefits, \$3 per week after first four weeks of sickness.
2. Any vacancies to be reported to the township representative, who will report such vacancy to the county secretary, together with a full report of the standing of the school financially and otherwise.
3. In case of any vacancy occurring in the middle of any term, the representative in whose township or municipality the vacancy occurs shall report such vacancy to the county secretary, who, together with the president of the union, shall form a committee to fill such vacancy.
4. In case any member of the union be thrown out of employment, not through any fault of his own, but on account of adhering to the by-laws of the union, he shall receive a sum of money not exceeding \$3 per week until a situation can be obtained for him.

Several points regarding the union were taken up and discussed, among which were the rendering of assistance to teachers in case of sickness and the mode of admitting candidates to membership.

It was decided to form a committee consisting of representatives of each municipality to prepare by-laws and regulations for the union, to be submitted to the teachers at the next teachers' association. Officers were then elected (*pro tem.*).

The following are the names of the officers elected and members of the committee appointed:

A. B. McCallum, B.A., representative for Listowel; Mr. Poole, Wallace; Mr. Mustard, Mornington; Mr. Geo. Harvey, Elma; Mr. Hamilton, Ellice; Mr. Wm. Elliot, Logan; Mr. Torrence, Milverton; Mr. J. C. Nethercotte, Mitchell; Miss Emma Hutchinson, Hibbert; Mr. Wm. Shaw, Fullerton; Miss Grace Somerville, Blanshard; Mr. I. M. Levan, M.A., St. Mary's; Mr. Kilpatrick, Downie; Mr. Fraser, Northeast Hope; Miss Lizzie Wilson, Southeast Hope; Mr. J. M. Moran, Stratford. Secretary, Mr. Geo. Harvey; president, Mr. C. W. Chadwick; vice-president, Miss Lydia Dent; treasurer, Miss Easson.

Yours truly,

R. H. KNOX.

St. Mary's, Ont.

PRONUNCIATION OF "AGAIN."

To the Editor of the EDUCATIONAL WEEKLY.

STR,—In defence of my arguments for pronouncing "again" as *agān* and in reply to the objections of your correspondents, Mr. Althouse and Mr. O'Hagan, I would say, first, that I did not refer to the practice of the half-educated of England, but of the well educated, to which they appeal also, though at an older period, by taking the dictionaries as their guides.

That the dictionaries here reproduce an obsolete custom, I feel the more assured from the fact that an old York pioneer, well known as a scholar and a writer, has just told me that prior to his immigration he (an Englishman) had never heard our word pronounced *agēn*, but always by the educated, *agān*. And surely if any considerable analogy supports it, we should follow the present custom of native educated Englishmen, as living in that part of the United Kingdom where the majority of insular Britons dwell, and whence the majority of colonial and American Britons have come out. How much more, then, should we follow them when analogy upholds them completely! But to prove their present custom I have not only consulted my own memory and the memory of others, but have hunted through the standard poetry of the Victorian age, and shown by its rimes that the long sound of the word was most familiar to the ear of English poets, and incidentally that two of the best American poets favored it also; while my appeal to analogy on behalf of the long sound was overwhelming.

Mr. Althouse cites *bargain*, *mountain*, *fountain* and *certain*, as adverse in analogy; but in all these words the *-ain* is unaccented. In *gain*, *attain*, *obtain* and *ascertain*, on the other hand, the long sound is heard; and so it is in every derivative from the French *tenir* and *plandre*, and in the host of monosyllables ending in *-ain* and *-aid*, *-ail*, *-aim*, *-aise* and *-ait*, with the two lonely exceptions *said* and *aisle*, only one of which supports *agēn*.

Mr. Althouse quotes many and Mr. O'Hagan two or three, bad rimes culled from different

poets' works, including only two that I cited. But, leaving out of account the poem of the eccentric Mr. Browning (who seems to reckon little of tune so long as he can keep to time) their instances only prove that poets are now and then hard pushed for a rime, and that they then either choose the most similar sound they can think of (as in *heaven* and *given* or *shriven*—an antiphone used by Longfellow, and not alone by "old country" bards) or find a pair of words spelt alike (as with *provo* and *low*); while if the vast majority of our rimes were not good I am sure that my opponents would never read anything but blank verse.

Together they quote ten bad rimes from my "Ancient Mariner"; and I have been able by a patient search to discover just eleven more (including all the ones where final *y* is made to rime with long *e* or long *i*). But that leaves a hundred and sixty-six good ones, or thirty-three that are good for every four that are bad.

Mr. Althouse finds one doubtful rime in my "John Gilpin"; and I can find one bad one. But at most this only makes two that are bad against sixty-one that are good.

In the ballad of "King John" I have found eleven defective rimes and thirty-one perfect ones (not counting repeated couplets); the "Strawberry Girl" is not in any book at hand; the "Spider and the Fly" contains one or two bad rimes against twenty or twenty-one good ones; "King Robert of Sicily," eight against a hundred; the "African Chief," four against thirty; and "Rain in Summer," one against forty-one.

Upon looking through the "Spider and the Fly," which I had only quoted from memory, I find *agai* also twice rimed with *den*, but in a kind of repeated couplet; and upon fully perusing "King Robert" I find our word rimed in one place with *men*, but in two others with *reign* and *train*, respectively.

I have found no more instances of the short sound in secular poetry, though I have noticed the long sound in Mrs. Hemans' "Cœur de Lion," verse 11. But having carefully examined every one of the sacred songs in Moody and Sinker's collection, a book wherein works by English composers are largely mixed with American writings, I have there discovered the last syllable of *again* to be rimed seven times with *-en* and twenty-one times with *-ān*. (Compare hymns 40, 72, 100, 143, 205, 228 and 344 with hymns 12, 39, 73, 80, 114, 147, 182, 308, 338, 343, 379, 386, 389, and 417.) Now, if the vast majority of rimes are good, the vast majority of rimes into which a particular word enters will be good, unless it is a word that constantly appears in poetry at the end of a verse (like the word *Amen*, for instance) or unless it is a word that has hardly another in the language to rime with it (like *home*). But if the second syllable of *again* were rightly pronounced short, there are nine common words ending in *-en* accented, besides four like rarer words, with which it could be rimed. Therefore, since men of letters have far oftener rimed its last syllable with *-ān* than with *-en*, the former sound must have been familiar to them as given by the word.

M. L. ROUSE.

Educational Intelligence.

OTTAWA NORMAL SCHOOL.

THE following is a list of those students who have successfully passed the professional examination for second-class certificates:—

MALES.—F. A. Bartlett, D. B. Bentley, G. H. Bowles, H. B. Callander, G. A. Cole, W. N. Cuthbert, J. H. Fell, J. Hayes, J. L. Hoshel, J. E. Hughes, A. E. Jewett, C. J. Laird, T. N. Lee, W. Lindsay, A. L. Merrill, R. J. Mills, W. S. Morden, C. D. Morrice, M. Moyer, J. A. McCarthy, W. J. Macdonald, W. B. McEwen, Wm. McIntosh, S. McLachlin, J. McVicar, R. Reid, J. Robinson, E. Robin, T. Rosewarne, A. E. Scott, E. C. Sherman, F. G. H. Snelser, C. Thompson, G. H. Tom, J. Wilson, J. T. Wren.

FEMALES.—L. Birkett, D. Black, M. Cosby, B. A. Crawford, J. Davidson, M. K. Evans, C. L. Forward, A. M. Greig, M. E. Hoover, S. E. Hunt, E. Johnston, M. P. Keyes, C. D. Lang, F. M. Living, M. E. Lough, A. C. Lund, L. M. Lund, B. Lynch, K. McIntosh, C. Matthews, A. Maxwell, M. A. Milloy, L. Morrisette, F. McConnell, J. McLean, R. Patterson, W. Peters, A. Quinn, M. K. Raleigh, S. A. Rowe, M. Ryan, L. Sharpe, E. Sherman, M. E. Storey, M. Stuart, M. E. Thirlwall, M. Turnbull, A. M. Vining, D. C. M. Webber.

The following students have had the grade of their certificates raised from "B" to "A":—

MALES.—G. A. Cole, A. E. Jewett, R. J. Mills, W. B. McEwen, G. H. Tom.

FEMALES.—J. Davidson, M. K. Evans, M. P. Keyes, F. McConnell, M. Turnbull.

The undermentioned students' course in the Normal School and result of examination have been of such a character that they are specially mentioned:—

MALES.—F. A. Bartlett, W. N. Cuthbert, J. H. Fell, J. Hayes, J. E. Hughes, W. S. Morden, W. J. Macdonald, R. Reid, A. E. Scott, J. Wilson.

FEMALES.—S. E. Hunt, C. D. Lang, R. Patterson, L. Sharpe.

MEDALLIST.—W. S. Morden.

MR. THOS. GARDHOUSE has won the gold medal for highest standing in the Brampton High School.—*Peel Banner.*

MR. W. J. BELFRY has been engaged to teach the third department of the Gravenhurst School.—*Free Grant Gazette.*

MR. E. WARD is to be principal of the Collingwood Public Schools for 1886, at an increased salary.—*Collingwood Bulletin.*

A SUCCESSFUL school entertainment was held in Port Stanley, on 23rd Dec., at which \$30 was realized.—*St. Thomas Times.*

A TOROGGAN slide is being erected on the grounds of the Ottawa Central School, East, for the use of the pupils.—*Ottawa Citizen.*

MR. ROSE, the assistant teacher of Prescott High School, was presented with a writing desk on the occasion of his leaving Prescott.—*Prescott Telegraph.*

MR. T. H. MCGUIRL, B.A., has been appointed by the Collingwood Collegiate Institute Board to fill the position lately occupied by Mr. Tait.—*Collingwood Bulletin.*

THE Smithville High School Board have engaged Mr. T. C. Somerville, of Cornwall High School, to take the place of Mr. Burwash, resigned.—*Smithville Advertiser.*

MR. C. W. WILLIAMS, M.A., the retiring mathematical master of Ridgetown High School, has been presented with a handsome silver watch by his pupils.—*East Kent Plaindealer.*

MR. SEATH, High School Inspector, has inspected the Walkerton High School. He expressed his satisfaction at the efficiency and general condition of the school.—*Bruce Telescope.*

MR. HORNING, teacher of chemistry in the Peterborough Collegiate Institute, had two fingers shattered on Tuesday, Dec. 16th, by an explosion, whilst mixing sulphur and potassium chloride.—*Belleville Intelligencer.*

MR. C. B. EDWARDS, of the Ilderton School, No. 8 London Township, has been made the recipient of an address and a handsome gold chain by his fifth-class pupils. They have been very successful at the examinations; some of them passed the examinations for teachers' certificates.

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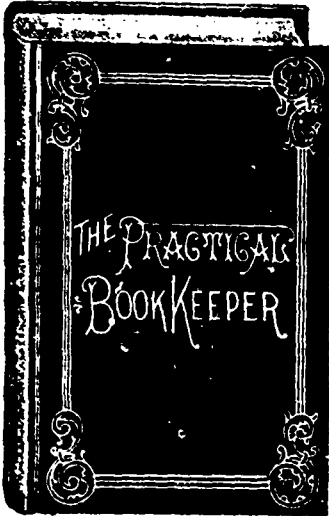
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