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# THE ONTARIO TEACHER:

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## CHIEF SUPERINTENDENT'S REPORT.

The Chief Superintendent's report comes to hand, as usual, laden with information regarding our Public and High Schools. The facts and comparative statements which it contains abundantly prove the progress of education and the improved facilities provided for the intellectual advancement of the people of this country.

While not proposing in one short article to give anything like a full summary even of the valuable statistics furnished by the venerable Chief, we briefly summarize the most important particulars.

Total receipts for public school purposes in 1872, was \$2,530,270, being an increase of \$405,799 over 1871.

Total expenditure for school purposes in 1871, was \$2,207,364; being an increase of \$404,069 over 1871. Of this expenditure it is gratifying to know that there was an increase of \$194,248, over 1872 for new school houses alone—abundant evidence itself of increased interest in education. The increase in the amount

paid for teachers' salaries in 1872 over 1871, was \$180,117—This shows that the time is drawing near when teachers will receive some adequate compensation for their services.

The total school population of the country as reported by trustees is 495,756, while the number attending school only amounts to 433,664. If the total school population reported is correct, (and of this we have our doubt,) then there would be 62,092 children of school age not attending any school. We find further that 12,323, are reported as not attending school between the ages of 7 and 12. These facts show an alarming amount of apathy on the part of parents and guardians. It is indeed most lamentable, that with our excellent facilities for acquiring a liberal education; with the school houses within easy reach to every child in the Province, that so many would be denied the advantages which they are designed to bestow.

The table of religious denomination of

teachers reveals the fact, that of the 657 Roman Catholic teachers 403 are employed in the Public Schools, and 254 in Separate Schools.

The literary standing of the 5,476 certificated teachers is as follows:—

1st Class, Provincial,	307.
2nd do do	731.
1st Class old County Board,	1030.
2nd do do do	746.
3rd do do do	84.
New County Board Certificates,	2,000.
Interim Certificates,	578.

The returns also show a decrease of 482 in old County 1st Class Certificates, 757 in 2nd Class—thus showing that teachers are endeavoring to rise to the higher standard recently fixed by the Council of Public Instruction. This of itself is very gratifying inasmuch as it displays a commendable energy in the profession to keep up with the progress of education.

In regard to salaries the Chief Superintendent says: "The highest salary paid to a male teacher in a *County*, \$600—the lowest, \$96 (!); in a *City*, the highest, \$800—the lowest \$400; in a *Town*, the highest, \$1000—the lowest \$260; in an *Incorporated Village*, the highest \$750—the lowest \$144. The *average* salary of *male* teachers in *Counties* was \$305—of *female* teachers, \$213; in *Cities*, of male teachers, \$628—of female teachers, \$245; in *Towns*, of male teachers, \$507—of female teachers, \$216; in *Incorporated Villages*, of male teachers, \$436—of female teachers, \$212. While the increase during 1872 is satisfactory and an improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim it is, to get what they mis-call a "*cheap teacher*," and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting

their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing laborers, preferring to give higher wages for good laborers than to give lower wages to poor laborers. Good teachers cannot be got for inferior salaries."

In the matter of lectures by Inspectors, evidently the law is not fulfilled. The number of schools open during the year was 4,661, and the number of lectures given was only 1,289. We are not surprised at this when we consider the amount of work which many Inspectors have to do, and the difficulties, in many cases, of getting the ratepayers in many school sections sufficiently interested to attend meetings of this kind. As the law now stands an Inspector is supposed to visit the school without any previous intimation to the teacher. In that case he is obliged if he fulfils the law to lecture in the evening, and allowed merely to call at the school and make the announcement. This entails more work than is agreeable. Again, in rural districts, owing to the occupation of the people, it is next to impossible to secure their attendance during the day. Would it not be better then, to have few lectures and have them given in the evening. If the law merely required the Inspector to lecture once in each alternate school section in the year; to give due notice to the teacher and let the pupils' convenience be consulted, we are quite confident more good would be done, and less blame attached to those who are expected to do what, under existing circumstances, is almost an impossibility.

In referring to the complaints against our system of Public Schools, we believe, the Chief Superintendent fully realizes the state of public sentiment. He says: "Among the points which a comparison of statements shows to be held in common are the following:—(1.) That the course of study in the common ungraded Schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one. (2.) That many of these Schools are not doing their elementary work well; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals and the common proprieties of letter-writing and English composition. (3.) That the teaching is too bookish, narrow and technical, being largely defective in method, dull in manner, and therefore devoid of attractive-

ness, inspiration and zest. (4.) That there is too much isolation in Schools and school-work; too little sympathy between the world within and the world without the School-house; too little apprehension of the fact that Schools are places of apprenticeship wherein to learn the use of a few necessary tools and implements, wherewith to fight the battles of life and duty in the world. (5.) Finally, that the attention paid to the morals and manners of the people are unsatisfactory."

We now offer no remark in regard to the force of these complaints. We believe they are real and well grounded. That they do exist is not the fault of our School System. So many parties are concerned in the management of our Public Schools, and there are at present so many *untrained* teachers, that we cannot expect, until our new Normal Schools are in full operation, a change either in the system or efficiency of many of our Schools.

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## READING AS AN ART.

PAPER I.

BY RICHARD LEWIS, TORONTO.

Not only in this Province, but throughout this continent, and wherever English is spoken, it is admitted and deplored that the language of the people is shamefully abused. As the instrument by which thought is expressed, it receives all due honor; and as human knowledge advances the noble English tongue, which conveys the thoughts of philosophy or the inspirations of genius to the multitude, fails not to fulfil its great ends. But it is the vocal delivery of thought that marks the abuse of language. Reading as an art is unknown in our schools. It is simply a mechanical effort of voice, destitute of thought, or feeling, or

meaning; and, even as a mechanical effort it is defective on everything that constitutes the music of speech. There is a fulness of vocalization, and a completeness of consonantal sound attached to every word the value and charm and force of which we only understand, when some one of superior delivery as an orator or a reader stands before us. But the demands of school training rarely go beyond a correct pronunciation of words—that is a correct accentuation—for the correct pronunciation really means the most finished utterances. Public taste is not high, nor in any sense cultivated, to appreciate or to desire a finished and

expressive delivery. Rant and declamation and bombast, too often satisfy audiences whose ears have never been tuned to catch the finer tones and undulations of finished utterance, and to enjoy that truthful and artistic delivery, which realizes to the mind by acts and tones of voice, the conceptions of genius. Reading in its highest cultivated form, has a charm which is not surpassed by that of music, and an accomplished reader is really capable of commanding and sustaining the interest of an audience longer than the most accomplished singer; while as an intellectual power for mental culture, it may rank with the best studies for this object. As its demands in the reading of fiction or poetry are incessant upon the imagination, it develops and invigorates that faculty, and realizes to him who has pursued its study much of the power and many of the pleasures peculiar to genius; while the analysis of thought, necessary to a thorough understanding of the subject, involves in its full extent the whole art of criticism on language.

Not less important than these mental claims of the art when rightly cultivated, are its social and moral influence. Every man is not destined to be an orator, but all may exercise the power of reading aloud in the family circle, and many may possess the gift of public reading, by which large masses of human beings may be entertained, and improved, and made familiar with the great thoughts and creations of genius. In this respect reading as an art, may be made an instrument of delight and refinement in no respect inferior to music. In most of those mixed entertainments called penny readings, the musical element not only is the largest, but is by far the best rendered; because, however imperfect we may yet be as a nation in our musical culture, the study of music is far more general than that of elocution as an art, for expression. "To sing by ear," is a reproach amongst musical people; but almost all without ex-

ception, who read, "read by ear." They are mere imitators in the best case. They have no fixed principles of art to guide them; and, on the whole it must be admitted that the reading part of the programme is a very dull and unattractive feature.

Sensible of the supreme delight which an accomplished reader can give to his audience, and mindful of the wonderful triumphs of the theatre in its highest representatives, and assured on the best evidence that true elocution is an art, with a sound science for its basis, I submit to the readers of the ONTARIO TEACHER in this, and following papers, an outline of the methods by which especially by public school teachers, with whom altogether lies the reform, reading may be cultivated as a true art. Good reading presents certain characteristics. 1st. It must be understood without any effort by the hearer. 2nd. It must be a truthful expression of thought or passion enshrined in the language. The qualities necessary, to make the language understood or heard, are distinctness and completeness of utterance; and these qualities for their full development require constant and systematic attention from the very commencement of school studies. Childhood presents the very best conditions to make the culture successful. The voice is flexible, and the vocal organs, plastic and full of energy, can be educated to give a full tone and an admirable finish to every word. The practice must commence with letters, and not with their names but their sound. The vowel sounds may take the precedence of the consonant, because their full toning has an excellent effect on voice culture. Let the teacher arrange the words in the following order:—

*a* as in calm, *o* as in tone, *e* as in tale, *oo* as in cool and *ee* as in eel. Standing before his or her pupils let them be instructed to inhale through the nostrils,—not closing the mouth, but slightly pressing the tongue against the palate;—and when the

lungs are inflated pour out in one continued stream of sound, with the mouth kept well open, each vowel sound in succession. The object of this exercise is to give a full and pure tone to vowels, and saving the absence of a musical tone, it is similar to musical practice. The next exercise takes up the consonants in the order of voice consonants, viz:—*b, d, g, v, z, t, zh*, (in *azure*), *th* (in *them*), *r, l, m, n, ng, w, y*, and of breath sounds, as *p, t, r, f, s, ch, sh, th*, (in *thin*), and final *r*, as in *hurrr*. These letters must be sounded not named, under the following conditions: 1st. When one letter has been energetically sounded, let the vocal organs assume their previous normal condition, and let the lungs be replenished before the next is taken up. Attention to these points secures the following results: the pupils acquire the power and habit of full and finished utterance, and by breathing at regular and very short intervals, acquire rapid control over the breath, so as never when speaking, or reading, or singing, to exhaust the lungs—an indispensable function of delivery.—These elementary exercises may be complemented by others in the higher classes, of the following kind. Let the letters of words be sounded backwards, which takes the pupil out of the bondage of routine, then the syllables, and then the words of a sentence. In addition to these exercises there may occasionally be a similar practice on monosyllables, beginning and ending with the same consonant, as *bob, pop, did, tat, kik, gig, &c.* These exercises are simply suggestive, the purport and end being to secure a clear and distinct delivery, and to make it a habit of life. When the pupil is reading a lesson, the same attention must be observed to the complete utterance of every letter demanding sound; and the careful teacher will especially have to watch unaccented and final syllables and letters. The tendency is to pronounce *miserable, temporal, spirit, quarrel, firmament*, and a host of similar words as *mis'rabb,*

*temp'ral, spert, quar'l, fir'ment, &c.* It should, in fact, be a standing rule to make the last word, syllable, and letter, be sounded the strongest, as it is now universally the weakest.

As *time* is a most important quality of delivery, the teacher should lead the pupil to prolong the sound of those letters, which admit of intoning. The letters admitting this timing or toning are, *m, n, ng, z, zh, sh*, and *l*; and it would be to the advantage of the pupil to find out the letters most and least susceptible of the toning himself. In addition to all this, when opportunity allows, teacher and pupil will derive the highest advantage, especially if the exercise be done out of doors, in uttering these sounds with fullest force of voice, prolonging as on a great shout the vowels and consonants admitting of it, and expelling the others as *bob, did, geg, &c.*, with energetic and explosive force.

The next mechanical functions of expression are INFLECTION, PITCH and EMPHASIS, the last being but a modification of the two former. It is in correct management and application of these most important functions, that the master of delivery displays his power, and the fascinations of his art; and it is the utter absence of these functions that marks all reading and public delivery. There is in fact, no instruction given in our schools, public, high, or normal, on the subject, and teachers, clergymen, and lawyers are alike ignorant of the vocal and intellectual principles by which expressive delivery is secured. The defect and the ignorance are so general, that those who most need the power, and possess it often the least, seem to hold Dogberry's faith that, "to be a well favoured man is the gift of fortune, but to write and READ comes by nature." In this wretched misconstruction of a delightful art, the hope of future reform still lies in the Public School. The teacher who would understand the science of expressive delivery, and learn how the vocal

functions harmonize with the laws of human thought, and are capable of being made a truthful interpretation of human feeling in all its varied forms and powers, must consult the "Philosophy of the human voice" by Dr. Rush. In the mean time I will suggest the course of practice to be pursued by all who desire to make reading musical and eloquent.

INFLECTION is the slide of the voice, as it moves up and down. It may be illustrated by moving the stop-finger up and down a string of the violin, whilst the bow is drawn across. But its best illustrations are in the voices of children, and frequently of women whose voices are more flexible and have more expression than those of men. When a child says "ma" in a tone of earnest appeal, the voice runs up the compass of four or five notes, and when the same child after repeated calls cries with angry imperativeness "ma," the voice was down. Now, by some such means, as we have none in our normal systems,—must the teacher acquire both the *voice* to inflect and the *ear* to mark it; without these powers there will be no expressive reading. In the school room all the reading classes may, with great advantage, practice the following exercises—using the arrangement of vowels already explained.—Let the vowel be *a* as in *calm*. 1st. Slide of the voice gently as in conversation. 2nd. Prolong the slide, as inquiring with great earnestness, "eh?" 3rd. Slide the voice gently downward. 4th. Slide it unbrokenly from a high to a low tone as if saying "don't," or "no" with anger and decision. This should be done on all the given vowel sounds—frequently whenever there is a dullness of ear or an inflexibility of voice. The slide should be continuous and unbroken, and the inexperienced teacher in his own case will find the difficulty greater as his voice descends. The uncultivated ear will also be apt to mistake pitch for inflection. He must be guided by the final not the initial

tone. A great stretch of inflection begins in the opposite direction. Thus a child irritated says "no," starting high, but the slide is downward and ends low. Frequent practice with pupils will train the voice and ear of the teacher, and after some skill has been attained on the vowel sounds, the teacher should apply the power gained to reading. Every lesson offers ample scope for this end. The simplest forms of inflection are those suited to the first reading books. It is the first lessons of the school room that now destroy the tone and dull the ear. A simple narrative or sentence should and could be read naturally, as a child would spell it, but without the distinctness of finished education. Take the first line of lesson IX, first book. "How sad the old man is! Can he be ill?" In general school practice—every word is read with equal force, and inflection—every word will be half sung in a strong monotone with a downward slide on "is" and "ill". Now, the actual expression would give strong emphasis to "sad," a subordinate force to 'old man is' and very slight accent to "How." Then the question "Can he be ill?" would be asked with a slight force on "can" and a brief pause after it; "he-be-ill" would be combined as one word of three syllables with strong accent and an upward slide on "ill." This is the analysis of the vocal expression. But let the teacher read the words just as in natural circumstances, he would speak them, and the children with their strong imitative powers would render them free from the wretched drone that fills every school room in the land with discordant sounds, and so permanently injure the fine ear and flexible voice of childhood, that those functions can scarcely be secured in after life.

From the first lesson of the first book to the finest poetry and oratory of the fifth, the same droning, spiritless and senseless tone, generally marks the reading; and, if we

would achieve reform we *must* begin as I have indicated with first lesson, and jealously watch the inflection, accent or emphasis and articulation, as carefully as the only part we do watch, the pronunciation.

In addition to the practice I have suggested, I would also recommend the teacher to instruct his class to read a series of words

with one inflection, and then vary the exercise by using the opposite inflection; of course, without reference to the sense of the subject, but simply to acquire skill in execution and acuteness of ear.

Let the teacher not despise this elementary practice. It is indispensable to final success in reading as a fine art.

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## THE MUTUAL CLAIMS AND DUTIES OF THE EDUCATOR AND THE EDUCATED.

SUBSTANCE OF AN ADDRESS DELIVERED TO AN ASSOCIATION OF TEACHERS.—BY THE  
REV. WILLIAM COCHRANE, M. A., BRANTFORD.

To say that this is an age of progress, is but to repeat the common observation of every school boy's composition. To trace the secret of this world-wide progress, in science, in literature, in social comfort and national virtue, is a different and more perplexing question, and capable of very different answers, according to the stand point of the critic. Met as fellow laborers in the great work of National Education, and as such entitled to magnify our office to the fullest extent, it may not be altogether unprofitable, if for a few moments we turn our attention to this important subject. The few cursory thoughts that suggest themselves to our mind, may all be embraced under the general title of the *mutual claims and duties of the Educator and the Educated*; or the duties the teacher owes, and the claims he has upon society. To attempt to urge the necessity or value of Education at this period of the world's history, would be simply waste.—As well might we argue the necessity of food for the body, as knowledge for the mind. Even the Church of Rome, which for years has promulgated the dogma that "*ignorance is the mother of devotion*," has been forced to some extent by her practice to falsify her theory. Most heartily do we subscribe to the remarks of

that glorious old reformer, Martin Luther, when he says, "I am convinced that next to preaching, teaching is the most useful and greatly the best labor, in all the world, and in fact I am sometimes in doubt which position is the most honorable, for you cannot teach an old dog new tricks, and it is hard to reform old sinners; but this is what by preaching we undertake to do, and our labor is often spent in vain." I am addressing for the most part, those who from a consciousness of the value of education to *the individual and the nation*, have chosen that arduous profession, not simply as a means of support, or as a more temporary occupation, but who regard it as important enough to engage the consecration of a life time; who aspire not simply after possessing the *ordinary qualifications*, considered sufficient to obtain a first and second class certificate, but who are determined by earnest mental application, to keep abreast of the demands of the age. There are, I need scarcely say, special reasons why the Teachers of Canada should not only maintain an honorable standing with their compeers in the mother country, but if possible aim at a higher standard of scholarship and educational power. We are a young nation—the vast resources of the

land are as yet undeveloped—there is a prospect before us of future usefulness, which perhaps no other nation can lay claim to. Descended from a venerable and a noble stock, we have not even its drawbacks to contend against; and while enjoying the stability of the throne, we at the same time possess a freedom, unsurpassed in the purest republics that have ever existed. How then is it asked, are these elements of true national greatness to be developed? How shall we best train and foster the tender sapling till it attains the strength and toughness of the giant oak? There is only one method. By the spread of education, in every community, and the circulation of a healthy morality, among the highest as well as the lowest of the land.

First of all then, I remark, *that our country demands the highest qualifications, in those set apart to the work of educating the rising generation.* By the term qualification, I mean not simply mental, but moral endowments. For I need not say that the more gifted a man is with intellectual abilities, and the higher his genius, the more pitiable is his condition, if destitute of Christian principle. But in the case of those who hold in their hands to so large an extent, the future character of the nation, the absence of moral qualities is dangerous to an extent all but inconceivable. It has, I am well aware, been held otherwise in time past. The Colonies of Great Britain have for years been regarded as the most convenient outlets for mental imbeciles and moral castaways, *both of the pulpit and the school-room.* Convicts, considered too notoriously wicked to be reformed save by punishment, have been transported by the thousand to people these young and rising countries; and preachers and teachers who have long since proved themselves altogether unfitted either by nature or scholarship to enjoy the positions they originally aimed at, in the mother

country, *have been sent forth to the Colonies* supplied with abundant testimonials, as to their fitness for the highest and most responsible offices in the land. The folly of such conduct is now apparent. The people of Canada at least, have come to the conclusion that if Great Britain has an over-supply of the professional classes, and is desirous of showing her interest in the education of her children, she must send the best or none. Canadian Schools and Canadian congregations have equal discernment with those at home. As a country we have already advanced so far, that, independent of all such well meant kindness, we are amply able to supply the demands of the bar, the school-room, and the pulpit with men in every respect better qualified for these honorable situations.

That such for the most part should be the kind of teachers sent for many years to Canada, need not be matter of surprise if we bear in mind the low state of education in England and Wales at the period referred to. In the minutes of the Council of Education for England and Wales, published some ten years ago, we find the following description of school masters of that day. "To open a schule, an' ca' it an academy, has been in too many instances the refuge of the destitute. The man of good education trained for the church, the bar, or the medical profession, but who has sunk through misconduct or misfortune; the tradesman who has been unfortunate in business; the commercial clerk with a lost character; the workman, who by accident can no longer work with his hands; the pensioned soldier, and the crowd of women, single and widowed, between whom and starvation teaching is the only barrier, have all assisted in increasing the number of masters and mistressess. In many cases other callings are added; and we find some filling offices in connection with the church, the poor or the roads; others collecting taxes; others closing school in summer and becoming

cattle drovers ; some keeping public houses, others keeping turn-pike gates ; some registering births, deaths and marriages; others acting as secretaries to benefit building societies; one teacher is described as porter, barber, and layer out of the dead in a work house—one a publican's wife separated from her husband, and in one district nine were in the receipt of parochial relief. 'Its little they pays me,' said a worthy dame teacher 'and its little I teaches 'em.' It is very interesting to notice the growth of public sentiment in regard to the matter, within the last half century. Our model schools and normal seminaries are but of yesterday. Half a century ago, the qualifications demanded for teaching the young were exceeding meagre and unsatisfactory. If a candidate for the school room had the merest rudiments of knowledge, accompanied by fair moral character, it was generally considered amply sufficient. The necessity of grammar school or college training—far less the knowledge of *how to practice the art of teaching*, was never for a moment dreamed of. "The teacher was left to cut and cane the minds and memories of his pupils as he pleased in the slow process of his apprenticeship to himself." Thus the office became, as has been well said, a sort of infirmary — a general asylum into which indigents of every variety of mental and moral qualifications were deemed entitled to take refuge. In some cases it must be admitted, candidates for the office of teacher, had *sufficient, scholarship* but nothing of *that aptness to teach*, which is even more necessary than extensive acquirements. There was a period in Scottish history, when the parish schools were largely supplied from the pulpit. In other words when men never by Providence intended to exercise the Ministerial gifts, had failed in convincing the people of their elquence, were quietly and comfortably installed for life, in the parish schools. In some cases they succeeded in maintaining a fair professional

standing, and sent forth to the world eminent scholars and useful citizens, but in the great majority of instances, *their transference from the church to the school room was a grievous failure*. Nor could it be otherwise. For while a teacher of ripe scholarship and talent may aspire to adorn the pulpit, a minister incapacitated to instruct a congregation, is the last of all men to lead young minds in the paths of knowledge.

The honor of establishing Normal Schools for the training of teachers, belongs, like many other good things, to a Scottish Educationist, who has been spared to see his statesman-like plans adopted in many lands, and crowned with most gratifying success. In thus speaking, I am not forgetful of the stimulus given to education, in the 17th century by Milton and Locke ; but even in their ages, "education was not regarded as a blessing which all, even the poorest in the nation were not only qualified but entitled to receive." As Mill says, "though men of great benevolence, they yet seem in their writing to have had in view *no education but that of the gentleman*." Nor do I overlook the praiseworthy efforts of Bull and Lancaster a century later, in the work of education, and their partial success in arousing the nation to a perception of the absolute necessity of reform. Nor yet the system of Pestalozzi, which, with all its defects, is worthy the attention of every man or woman who aspires to the office of teacher. But while bearing in mind the value of those different labors in the common cause, we must after all, regard David Stow, of Glasgow as the master mind, who has set in motion and accomplished the work of Educational reform, as regards the *training of teachers*—who has raised the standard of scholarship in our schools, and demanded for the qualified teacher that honor and respect to which he is entitled. The causes which led to the establishment of Normal Schools in Britain is one of the most inter-

esting pages in history, especially to such as I now address. At some other time I may possibly have an opportunity of entering more fully into the matter. Suffice it to say, that somewhere between the years 1811-16, David Stow started a school in a rented room off the salt market of Glasgow. Those who know the locality even now, when half a century of Christian enterprise has been lavished upon the inhabitants, will not judge me guilty of exaggeration when I say, that never was a spot more utterly hopeless selected to begin the work of Educational Reform. Alone for years unassisted and unbefriended—oftener still exposed to the laughter and contempt of the higher circles of society, did he labor on until his method of training the young, commended itself to the most bitter opponents of the system, as not only signally successful in imparting knowledge but in stimulating thought and enquiry. Attention having now been partly aroused, Mr. Stow next set himself to agitate the *establishment of Normal Schools*; where young men and women, might be trained to a partial knowledge of the art of teaching. The result after many trials and disappointments, was the formation of the Glasgow Normal Seminary—an institution that has now sent forth thousands of trained teachers to every part of the globe, and has been a blessing to the world.

Horace Mann in his educational tour, has the following remarks regarding the Prussian system of education: 'Let us look for a moment at the guards and securities, which in that country, environ this sacred calling. In the first place, the teacher's profession holds such a high rank in public estimation, that none who have failed in other employments or departments of business are encouraged to look upon school keeping as an ultimate resource. Those too, who, from any cause, despair of success in other departments of business or walks of life, have very slender prospects

in looking forward to this. These considerations exclude at once all that inferior order of men, who, in some countries, constitute the main body of teachers. Then come those preliminary schools, where those who wish eventually to become teachers go, in order to have their natural qualities and adaptation for school keeping tested; for it must be borne in mind that a man may have the most unexceptionable character, may be capable of mastering all the branches of study, may even be able to make most brilliant recitations from day to day; and yet, from some natural defect in his person or in one of his senses, from some coldness, repulsiveness of manner, from harshness of voice, he may be adjudged an unsuitable model or archetype for children to be conformed to, or to grow by; and here he may be dismissed at the end of his probationary term of six months.

Moral character being granted at the outset, there is nothing so well fitted to prepare for usefulness, as the practical exercises of the Normal School. I do not say that there have not been, that there are not now, many most efficient educators who have never been within the walls of such an institution. Some men seem to possess by nature all that art or science can furnish. Hugh Miller was doubtless a much greater man in his special field of research, than he would have been, had he spent the earlier portion of his life within the walls of a college. General Scott had little early training in military tactics, yet his skill and success on the field of battle more than rivalled the graduates of West Point. But because here and there we have soldiers and lawyers, teachers and preachers, who by virtue of *inherent natural genius have risen as it were unaided to positions of fame*, and left far behind men less gifted though more plodding and persevering, we are not hastily to conclude that all may be successful Educators without a regular course of

preparation, and it is just because of the low standard of qualification held sufficient within the last few years that the teacher now occupies such an anomalous position in the professional world. For scarcely even yet have 'Teachers succeeded in establishing a professional organization and status such as lawyers, doctors, and clergymen sustain, for the simple reason that they have rather repudiated than recognized, a professional training as essential to practice.' To be a successful teacher more is requisite than knowledge. Teaching is an art, a most difficult art, and only acquired by constant practice. Knowledge without the power of communicating and impressing is a useless possession. Great intellectual power, destitute of the faculty of simplifying and arranging minute details, may be an object of admiration, never of real usefulness to mankind. A surgeon must not only study the successful operations of the older practitioner—he must not only look on as the Professor cuts or carves in the dissecting room, but taking the knife and lance in hand, he must perform the operation in person, if in after life he would honorably discharge the duties of his profession. So it is with every calling in life, and especially that of the teacher, who is called upon to operate upon the finer feelings and affections of the soul. "All the lecturing in the world," said Dr. Samuel Johnson, "will never enable a man to make a shoe" but the example and precept of the master, and the putting his own hands to the work, will enable him by and by to make a very suitable shoe. In order therefore, that as a country we may enjoy the highest possible qualifications, we regard as an essential, a course of practical training in our Normal Schools or some such kindred Institutions. "A man distinguished for his scholarship at some of our colleges, is on that account not one whit the better qualified for the work of teaching. Nay, more, though his mind were filled with all

the lore of antiquity, the complexities of mathematics, and the subtleties of logic, it would not elevate our opinion of his fitness to communicate instruction to youthful minds. The fact of his lofty scholarship only demonstrates how far removed he is from that simplicity in language and in manner necessary to hold communication successfully with the unsophisticated young. Teaching the mere elements of knowledge must be to him a monotonous drudgery, painful in the extreme; and possessing no specific knowledge of any art in training, he has not *the power of breaking down* his own requirements, and bringing these to account in educating children.

But the country still further demands that our teachers once installed in office, *prosecute their Educational studies and advance as a body with the progressive spirit of the age.* A good deal of empty declamation is prevalent at the present day as to the progressive spirit of the age, which is entirely meaningless. But withal, it cannot be denied, that in every department of Literature and in every profession, there is an earnestness of purpose manifested that argues well for the future of the world. If upon the battle field, science and art have combined to destroy lives by the thousand, as easily as in times past by the hundred,—in the more peaceful and inviting fields of benevolence and christian charity, similar advancements have been made. The pulpit must keep abreast of the age,—the newspaper and the serial must also aim at a higher standard of intellectual and moral worth, and the Teacher recognizing this gradual and steady growth of public sentiment, must not lag behind. It is not by any means enough that a Teacher should stand so many examinations—should go through a certain course of study, and be able to show a first-class county or Normal class certificate, as his authority for exercising the profession. His whole deportment in the discharge of his duties should

be such as to remove any grounds of suspicion for such evidence. No man who has any respect for the dignity of his profession, will rest satisfied with retailing from year to year, the same sermons, however respectable their composition and orthodox their morality. In both cases in order to mental comfort, there must be continued research and ever increasing attainments. The different systems of education, past and present, the most successful Educators, and the methods they have employed—the filling up by degrees the outlines of thought and study brought before you in your preparatory studies, and a constant regard to the mental powers and characteristics of your pupils,—these and many other points are worthy of your attention. And in attention to what more immediately claims your notice as Teachers, there are duties which devolve upon you as citizens. Your professional character does not deprive you of your civil standing in the community;—on the contrary it should add to the influence, which you wield in advocating questions of general interest to the nation. From you as a class, there is expected a more than ordinary breadth of view, comprehensiveness of grasp and clearness of judgment—an ability and readiness to distinguish between the true and false, whether in metaphysics, in morals or in religion. “There is danger of your becoming fossilized,” says an eminent Minister and Educationist, the Rev. Wm. Fraser of the Free Church of Scotland, “amid the perpetual drudgeries of school routine, and thus callous to the ever varying forces of public opinion, as they beat around you or overhead. It is by no means uncommon to find the teacher who, of all men in the district should have the cleverest eye to note and measure every question leaning on the intellectual, social, and moral elevation of the masses of our industrial population, more limited in his information, and consequently less trustworthy than the vil-

lage mechanic. If you devote a limited section of your time to the observation of these outer questions, and where there is opportunity to their advancement, you will have your reward in the wider play of your human sympathies, in a clearer insight into human nature, and in the deeper consciousness of Christian usefulness.”

Let me here endeavor to guard against the very prevalent idea, that all you have to do in your respective school rooms is simply to teach—to give day by day a certain amount of information on the different subjects that come under view, without any regard to a clear understanding of the topic on the part of your pupil. I do not think that the essential difference between teaching and training is even yet properly understood by many of our teachers. They are entirely distinct. They may be teaching without training, but where there is training there will necessarily be teaching. By training, I mean the presentation of truth to the mind of the scholar in such a way as not only to ensure a clear apprehension of the idea, but to lead the pupil to think for himself. For what is education? It is literally a drawing out of the powers of the mind—an educating of thought—a training of the pupil to exercise his own reasoning and analytical powers, on subjects which in after years must demand his attention. In order that such may be accomplished, a teacher should desire more than the mere memoriter answer, which even the greatest dunce can give. There should be the presentation of the question in different lights and from different stand points, in order that the pupil may lay hold of the grand principle, that is for the time being under discussion. The best of all methods for teaching logic, is when it is incorporated in every lesson, and brought under the attention of the pupil.

The end of all Education, is usefulness in after life. Especially should this be borne in mind by Canadian Teachers.

When I say so, I do not undervalue the more elegant accomplishments of the scholar, but first and foremost let us lay a good foundation of sound practical knowledge, and then if circumstances permit, *upon it*, build the graces and adornments of refined society. "Truth applied to the use and service of mankind, acquires a higher polish, the more it is employed," and unless Teachers not only convey information, but also lead their pupils to exercise their own intellectual endowments, the great end of education is lost. Education then, let it be borne in mind, is more than mere exercise of memory. Like the labor of the husbandman, the faithful teacher works with a view to a future benefit. He will not rest contented with teaching sounds without sense—scratching as it were the mere surface of the ground;—but like a skilful husbandman he will sow and he will harrow. In a word he will exercise the observation and judgment of the young. On this point I cannot do better than refer you to a couple of articles written by Dr. John Brown of Edinburgh, and contained in the volume of *Spare Hours* lately published. Although intended for the training of medical students, they are equally applicable to all who are engaged in the training of the young. "How are the brains to be strengthened—sense quickened—the genius awakened—the affections raised—the whole man turned to the best account for the use of his fellow men? How are you when physics and physiology are increasing so marvellously and when the burden of knowledge—the quantity of transferrable knowledge—of registered facts—of current names, is so infinite,—how are you to enable a student to take all in, bear up under all, and use it as not abusing it, or being abused by it? You must invigorate the containing and sustaining mind—you must strengthen him from within as well as from without—you must discipline—nourish—edify—relieve and refresh his entire nature, and how?

We have not time to go at large into this, but we will indicate what we mean; encourage not merely the book knowledge, but the personal pursuit of natural history—field botany—geology and zoology; give the young, fresh unforgetting eye, exercise and free scope upon the infinite diversity and combination of its natural colors, forms and substances, surfaces, weights and sizes—everything in a word that will educate the eye or ear, their touch, taste and smell, their sense of muscular resistance; encourage them to make collections of natural objects, and above all try and get hold of their affections; and make them put their hearts into the work \* \* The main duty of those who care for the young is to secure their wholesome, their entire growth, for health is just the development of the whole nature in its due sequences and proportions. \* \* A child or boy should be regarded much more as a mean, than as an end, and his cultivation should have reference to this. He should be forged rather than furnished—fed rather than filled. \* \* Therefore it is that I dislike the cramming system. The great thing with knowledge and the young is to secure that it shall be their own—that it be not merely external to their inner or real self, but shall go in *succum et sanguinem*. \* \* So these cultivate observation—energy—handicraft—ingenuity—outness in boys, so as to give them a pursuit as well as a study. Look after the blade, and don't coax or crush the ear out too soon, and remember that the full corn in the ear is not due 'till the harvest, when the great school breaks up, and we must all disunite and go our several ways."

A pupil's progress, other things being equal, is just in proportion to his love of learning, and to enkindle this love is the work of the Teacher. Some branches of study in themselves comparatively irksome and laborious, may for their future benefit, be pursued with intensest eagerness. To point

out these benefits—to show the bearing of every step upon the future life and success of the boy or girl, is no small accomplishment. Teachers who aim at this and succeed will find their pupils stimulants and helps in the toils of the school room, and companions in every field of enquiry.

Having thus glanced at a few of the duties binding upon the teacher, let me mention a few of his claims upon society. And first, though not least, every qualified teacher deserves a generous recompense for his labors.—I say generous—not simply ample or sufficient to keep body and soul together, but such a pecuniary return, as shall maintain his honorable standing in the profession. In this our school trustees and our congregations need plain speech. I say it without fear of contradiction, that the salaries of teachers and ministers are a standing disgrace to the country. In this matter we are at the mercy of those we serve. A barrister or a physician have the matter in their own hands, but not so the teacher or minister. What is the state of the case? A teacher after spending some of the most valuable years of his life in preparing for his work, is placed over a school containing all ages and stages of progress. There from Monday morning till Saturday evening, he is doomed to incessant labor, and receives therefor what in the estimate of the parents and school trustees is a most exorbitant salary of from \$300 to \$600 per annum. A grammar school teacher is considered well paid at \$600, and a superintendent of a central school, having under his care some dozen teachers and some 500 children, is considered handsomely remunerated if he receives \$800 a year. So it is with clergymen. A minister devotes, as an average, 8 years of his life after leaving the common school to the work of preparation for his office; spends thousands of dollars, for which there is no return, and is called to a congregation at a stipend ranging from \$400 to \$800 a year!—*rarely* \$1000 or

\$1200. Perhaps the miserable pittance is intended to keep ministers and teachers humble—to cultivate in them the grace of meekness, more than from real ignorance of the demands of their calling. I do not at present advocate the claims of the ministry, but this I make bold to say, that the most efficient means that can possibly be used to degrade our country in the eyes of the world; to check its progress in commerce, in science and art, and generally to demoralize the community, is to starve our teachers, or give them such salaries as are barely enough to keep them in genteel poverty. There are shady sides in the lives of many teachers as well as ministers. They must dress respectably—must take their place with the best in the community—give to charities—encourage public entertainments—buy the newest and most expensive books and periodicals to keep up with the progress of education, and all this on salaries, that in some cases do not rise higher than that of the common hod carrier. A slight improvement in this matter is apparent, but there is still much need of progress.

But secondly, the teacher has a right to expect that boards of school trustees, town or country, shall be composed of intelligent men—men possessed at least of common sense, if not of superior scholarship, and the highest moral character. I would go further than this, and demand that these boards of trustees should know something of the qualifications required for teaching; but if this is too much to expect, let us have men of ordinary capacity and sound religious principle. I make these remarks having in view no one section of the country more than another—my knowledge of the constituent element of these boards, is as yet too limited to admit of special application, even were it desirable; but I cannot shut my eyes to the fact, visible on all hands, that just as in the United States, so to a great extent in Canada, *politics contr-*

our schools and churches, and personal considerations are paramount to the public good. The remedy for such an evil lies as a matter of course with the inhabitants generally, more than with teachers as a profession. At our annual elections let the franchise be exercised by every citizen; let political considerations be cast aside—let every denominational distinction be forgotten, so that the ablest men may be elected for such important trusts.

Finally, the teacher has a right to expect not only the aid and cordial co-operation of those parents whose children he instructs, but that they shall enforce upon them, the giving to the teacher at all times, the honor and obedience which is his due. There may be cases where undue severity is exercised on the part of the teacher—there may be cases where the interference of the parent is necessary, but these are rare. As a rule, the teacher should be considered worthy of all confidence, and by far the best judge of the conduct of the pupil, while under his eye. If the parent has not unbounded confidence in the teacher, then he had better withdraw his child, than annoy

the teacher by perpetual criminations, and expose him to public accusation, often as unjust as it is ungenerous.

Ladies and gentlemen, let me close my remarks, by wishing you abundant success in your daily labors, and in your quarterly reunions as an association of teachers. Let your motto be EXCELSIOR. Your sentiments those of the poet :—

“ Higher, higher will we climb  
Up the mount of glory;  
That our names may live through time  
In our country's story.

Deeper, deeper let us toil  
In the mines of knowledge,  
Nature's wealth and learning's spoil,  
Win from school and college;  
Delve we there for richer gems  
Than the stars or diadems.

Onward, onward will we press,  
Through the path of duty;  
Virtue is true happiness,  
Excellence true beauty;  
Minds are of supernal birth,  
Let us make a heaven of earth.”

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## A RECOLLECTION OF ETON.

BY WILL. HARRY GANE.

Autumn, with the leaves raining down mantling the highways and the byways with a golden-tinted mantle. The sun rolling up in his magnificent pageant—heralded by lines of mellow glory, like the ethereal war-chariot of Elijah.

Eton, with old thoughts and scenes, like a sweet phantom arises up before us, clothed in the sunlight of a lovely autumn day, on which the very saddest incident of our whole lives transpired!

O, thou spirit of the air with the great shadowy wings hovering ever around us,

why should the very sweetest and loveliest day of the year be hung with the black pall, and why should glad hearts be made to mourn by thy presence—as the birds do when the black cloud hides the sunlight.

Free! What a beautiful word! What depth of meaning to prisoners bound in golden links, and sighing for the great wide field and the singing of the birds. Free! Did ever a poor prisoner's heart beat more joyously than did ours—even with fatherland and home dancing before his eyes? We do not know!

Away we go seeking our pleasure among the rolling meadows—robbed of their luxuriance and looking like some deserted thing, in their autumn attire. Over moss covered bridges, spanning softly singing brooklets. Into the woodland where the rabbits are playing at hide-and-seek, and where the nuts hang in tempting clusters within our reach. Then the hearty welcome of some dear old rustic lady, who regales us with the brown loaf and pitcher of sweet delicious milk. God bless the dear old English matrons !

So the day closes—like a calm day at sea—and the light deepens, and the twilight advances like a shadow, adding a softening beauty, as does the finishing stroke of the master mind to some grand painting.

Over the old iron bridge, beautiful as ever in its evening vestments, with slow measured tread advanced a group of young college lads bearing an insensible burden tenderly and lovingly. Hardly a whisper broke the autumn silence, and tear-stained faces were just discernible in the gathering gloom.

As they came close by us we saw a fair young head stained with blood—a brave good lad, a crushed and bleeding thing. The light and joy of our pleasures and a lone mother's darling. We wept bitter tears—like the cold, cheerless winter rain.

We soon learned how it happened, when we met in our quiet rooms. How in the confusion and excitement on the river the boat capsized, and before our comrade regained the boat, the keel of a passing skiff had done the cruel work. Such is life—beautiful one moment, bleeding and torn the next.

When we went into the lecture room an hour or two later and looked at him again, we only then recognized the sad change. The joyous light had faded out of his eyes—the flush from his cheek, and his merry laugh was changed into a low moan and he looked like some crushed flower, ere its leaves were fully expanded.

The gray-haired physician stood by his side with his fingers on his wrist, as though awaiting the snapping of the slender cord. That was a very, very sad meeting—the saddest those dear old walls ever witnessed.

Presently we saw a twitching of the lips and a restless wandering of the eye, then a word whispered in untold tenderness—“mother !” O, what a world of feeling in that little word; it was like the whispering of an angel, or the breathing of a zephyr.

We suppose he saw in his mind's eye his cottage home, and native village, sheltered by one of the sweetest hills of Auld Lang Syne, with its meandering stream and sacred remembrances. The open door and the loving mother watching the shadows and thinking of her brave laddie. Perhaps he looked down the dim corridor of the future and saw a man honored and learned, with a white haired woman leaning proudly on his arm.

He continued in a semi-conscious state till near midnight, and just as the new day was being ushered into existence he started up, stretched out his arms, and said with his old ringing voice, a trifle weak perhaps, “good-by mother dear,” and with a smile on his face went home to that better land where the shadows of evening never fall, and where no bird songs ever fill the air !

Silently as shadows we stole out, leaving our dear old physician to close his eyes. O, how his mother would grieve that her gentle hand did not perform that last office. As we stepped out in the fresh air for a moment a brilliant flash of light, and the warbling of some bird of the evening hour, seemed to thrill us through.

So he was sent away to his home among the Highlands, and we thought we saw the solemn train bearing the insensible lad to that loving mother who had sent him from her full of happiness and life, and thus his return ! We weep with thee, mother !

In a quiet little corner where the birds sing sweet songs all day, and where the

stars keep vigil at night ; in one of the sweetest of Scottish villages, nestling among the hills, our comrade sleeps; and will until the stars go out, and the twilight shades become lost in confusion, and the golden and crimson lines of sunset become great

banners of fire, and we, all of us, awake, arise, and stand before our God—whether upon the ocean, or the land, or on the mountain top, or in the quiet valley !

Ingersoll, Ont.

## SELECTIONS.

### THE BEST PRACTICAL METHOD OF TEACHING YOUNG PUPILS SPELLING AND READING.

Learning to spell English words correctly is the most difficult task of school life. The prevalence of bad spelling is a proof of this. English orthography is the most anomalous on the face of the earth. In fact, we are heirs, by inheritance, of this vicious spelling; for our Anglo-Saxon forefathers spelled badly, and the Norman-French still worse. This evil is aggravated by many things, such as the varied sources from which the English language is derived, and consequently the heterogeneous elements that enter into its composition.

Besides this our alphabet is defective, furnishing us only about 25 distinct sounds, while our language has 42 sounds. It is a well-known fact that there was no effort to reduce the unsettled and fortuitous spelling of our words to uniformity, until the days of Dr. Johnson, whose dictionary appeared about 1756, a little over one hundred years; and even to-day there are nearly two thousand words in our language of doubtful or double spelling, and these too are for the most part words in common use.

As a specimen of unsettled spelling, we may mention that Tyndale, who flourished about 1534, and was one of the earliest translators of the Bible, spelt so simple a word as "it" in as many as eight ways—*it, itt, yt, ytt, hit, hitt, lyt, lytt*. Even now, as everybody knows, there are two well authorized ways among scholars of spelling so distinguished a name as Shakspeare (Shakespeare). The viciousness of English spelling is prominently conspicuous in its want of analogy and uniformity. In this

respect compare *college* and *knowledge*, *wholly* *proceed* and *recede*—*receipt* and *deceit*—*mere* and *shere*—*visitor* and *visiter*—*inspector* and *respector*—*pretensions* and *pretention*—*judgment* and *judgeship*, and we might enumerate a great number of examples. Examine also the words *speak* and *speech*, *beggar* and *sailor*, *peddler* and *liar*, and those in *ize* and *ise*, as, *harmonize*, *criticise*, *apprise*, *civilize*, *circumcise*, *recognize*, &c. The viciousness of the English spelling contrasts amazingly with the beautiful uniformity of Latin spelling.

Knowing then the difficulties in the way of learning to spell in English, some of which we have enumerated, the question now comes up, how are we to address ourselves to the task of acquiring a knowledge so essential to scholars. For correct spelling is rightly regarded as a sign of culture. It is very evident that spelling cannot be taught in a few easy lessons, but must be acquired only by careful study, and frequent practice. Indeed, thorough accuracy in English orthography can only be attained by constant practice, early begun, and long continued; for the spelling of many an English word has to be learned as an isolated fact on account of the want of uniformity and analogy. It is indeed a matter of rote rather than of rule. For this reason words must be learned by being practically incorporated into sentences, so as to associate these words with some ideas.

Especially is this the case with words having the same form or sound, as *sent*, *cent* and *scent*. The spelling of English

being essentially vicious and the alphabet defective, but few words appeal to the ear by the true sound of their letters. Hence we insist that spelling should be addressed to the eye and not to the ear. Printers are the best spellers, and they learn by the eye and not by the ear, and as spelling is used almost exclusively for writing, it should be taught mainly by written exercises. Oral recitations alone produce no great practical results.

To learn to spell, pupils must have daily practice in some shape or other; for in spelling, this adage is especially applicable: "Practice makes perfect." We would not use the Dictionary columns, as we believe that words, learned in an isolated way make but little lasting impression. We would take such a book as Swinton's Word Book of English spelling for example; and as we would not rely upon the oral recitation of the lesson alone, we would have all of it written. Let the pupils take their slates, and send two or more to the blackboard—Call out the words, and after getting through the lesson, let the pupils exchange slates. They are very keen to observe each other's mistakes.—Then let the teacher call special attention to the difficult words on the board, and going on in the same way give some dictation exercise, requiring pupils to incorporate these words into sentences, and especially must you do this with words having the same sound. For example the word *write, right, rite*—so too *meet, meat, mect*. Thus as a specimen sentence: "It is meet for house-keepers to mete out meat, or they will not be able to make both ends meet." As spelling depends very much upon mere verbal memory, we would relieve this difficulty as much as possible by teaching the rules for spelling, such as are to be found in Swinton's Word Book or in the Hand-book of the English Tongue by Dr. Angus. I prefer Swinton's Book, however, for common use. We should also aid the mind of the pupil by the association of ideas in every way possible.

For example, should your pupils have any knowledge of other languages, excite their interest by teaching them the derivation of words, and thus fix the word in their minds. For example, a majority of pupils would be

apt to spell s-e-p-e-rate, but tell them the derivation and they will not be apt to make the mistake again. Furthermore, the terminating sound "*shun*" is spelled in English tion, or sion, and cion—a pupil who knows the supine of the Latin verb, from which the word is derived, will never make a mistake here. For example discussion (*discussum*), completion (*completum*), evasion (*evasum*), election (*electum*), submission (*submissum*), &c. Every spelling book should contain copious practical examples in the use of words in sentences. This is the point in which the Dictionary fails. Swinton's Books are admirable in this respect.

In regard to reading, we would say, in teaching a young pupil, avoid artificial or mechanical methods. We would first insist on a clear articulation. This is too much neglected. Reading differs from spelling in this, that as the one is addressed to the eye, the other is addressed to the ear. The first thing to be kept in mind is that the pupil shall understand thoroughly what he reads, and of course should never have anything assigned to him that is too difficult or highly rhetorical. Reading, in many instances, is simply calling over words mechanically without understanding or entering into the spirit of the idea. The pupil must understand what he reads, for, if it is not understood, it does not enlist his feelings, and hence artificial and unnatural tones and inflections of the voice will result. Let the heart and mind of the pupil be truly enlisted in a sentence, and he will give the right tone and inflection even though he may not have the slightest idea of what is meant by the rising and falling inflections of the voice.

Furthermore, never overlook your pupil as if you were trying to catch him in mistake, but let him take the book all to himself, and facing you read to you for your instruction, and you will see a marked improvement in tone, manner and readiness. Above all, never let a reading lesson be conducted with indifference or carelessness, otherwise faults in reading will be contracted which can hardly ever be overcome in after life. If we would make good readers we must use much pains and practice.—*Virginia Educational Journal.*

## JOHNNIE MAKES DISCOVERIES IN EYES.

BY ADAM STWIN.

'Do you know,' said Johnnie, the other day, with that troubled look on his face which he always has when wrestling with an idea a little too large for him, 'Do you know \* \* \* that pussy can \* \* \* shut her eyes tight \* \* \* when they're wide open?'

Johnnie had just been made happy by the gift of a pretty black and white kitten, whose playful tricks and cat-like ways are something new to him. It was plain enough what he wanted to make out; but I thought it best not to answer his questions directly, so I said:

'You mean that pussy winks, don't you?'

'No, not that,' said Johnnie positively. 'Pussy winks; but this is inside the winking; and its different'

'How different?'

Johnnie was puzzled. He sat awhile knitting his brows with the hard work his little brain was trying to do; then he brightened up and said:

'This is different. It isn't up and down like winking, but the other,—like the parlor doors, you know, when they slide together. I'll get pussy and show you.'

While Johnnie was away hunting for the kitten, his brother Fred came in, followed by Humpty Dumpty, his little mischief-loving Syke-terrier.

'Wait a moment Fred,' I said, as the two were hurrying through to another part of the house, 'I shall want Humpty in a minute or so. There's Johnnie's voice; please open the door for him.'

Fred opened the door and Johnny came in with the kitten, crying, as the dog sprang to meet him: 'Go 'way! Humpty! Go 'way: you frighten pussy. Make him be still, Fred: there, pussy, there! don't be scared, he shan't hurt you.' And so he brought her to me, stroking her back and smoothing her ruffled tail to quiet her. 'Maybe she won't do it now,' he said, 'she's so scared, but she did it ever so many times

to-day. She'd look right at me and shut her eyes up *tight*, without winking a bit.'

'Turn her face to the window,' I suggested, when Johnnie began to despair of making me see what he had noticed.

'There, there!,' he fairly shouted as the kitten faced the light. 'See, she does it now! What makes her?'

'What made you draw the curtain a little while ago when you were playing by the window?'

'Why, the sun was so bright it hurt my eyes.'

'And if it had been necessary to shut out still more light, you'd have asked some one to close the blinds, also; wouldn't you!'

'I suppose so,' said Johnnie, wondering what that had to do with pussy's eyes.

'I think I've seen you do something of that sort yourself,' I said, 'without calling on any one to help you.'

'Have you?' asked Johnny, doubtfully. 'When?'

'Every day. Look toward the sun,' I continued, raising the curtain a little. 'What makes you scowl and blink so?'

'It's so bright,' said Johnny, 'it hurts.'

'So you close the shutters a little,' I suggested, 'to shut out part of the light.'

Johnnie put up his hand to his eyes, winked, felt the eyelids move two or three times, then exclaimed, 'I never noticed that before! They're real shutters, aren't they?'

'That's part of their use,' I said. 'And see, pussy has them, and so has Humpty Dumpty.'

'But that isn't what I meant,' said Johnnie, earnestly. 'It was pussy's inside blinking.'

'I know,' said I. 'We'll to that directly. Now look at my eye closely. Do you see a round, black spot in it?'

'Yes,' said Johnnie.

'That's the window of my eye—that's the part I look through.'

'Is it?' said Johnnie.

'Yes,' I repeated. 'That's the real window of the eye. Now watch it while I turn my face to the light; then when I shade my eyes with my hands. Do you see anything?'

'What tiny little sashes there are! exclaimed Johnnie.

'In my eye?'

'Yes,' said Johnnie. 'I could see them when you looked to the light.'

'Oh no,' said I. 'That's just the reflection of the window sash, like this,' and I showed him how the window was reflected in my eye-glass when I held it toward the window and before a dark place. 'I didn't mean that. Look again.'

'Do you mean the little black spot that keeps changing?'

'The very thing said I. 'Do you see it grow small when I look to the light, then big again when I look away?'

'Yes,' said Johnnie.

'Now look at pussy's eyes. Is there anything like it there?'

'The dark spot doesn't grow smaller; it shuts up like a book,' said Johnny. 'That's what I asked you about.'

'Pussy has a different way of drawing her eye-curtains, that's all,' said I.

'Oho!' said Johnnie. 'Shutters outside and curtains inside, just like a real window. That's funny! Have you got 'em too Humpty?'

Humpty came out from under the table, wagging his tail, as much as to say he'd like

to answer the question if he only understood it; he'd try, anyhow, if there was any fun in it.

'Let's see those pretty brown eyes of yours,' said Johnnie, taking Humpty by the ears and turning his face to the window.

'Humpty's eyes are just like yours,' he went on, 'and not a bit like pussy's.'

'Yours are the same, too,' I said.

'Are they? And Fred's.'

'Look and see.'

Johnny looked at Fred's eyes, then at his own in a glass, and said: 'How queer! I don't know how I do it.'

'But you see it is done whether you understand it or not. Too much light hurts the eye, so there's a number of little servants called nerves and muscles stationed there who draw the curtains without waiting for any orders from you. By and by, when you are older, you'll learn all about them. At present it is enough for you to study the different sorts of curtains there are in different kinds of eyes.'

'Are there more kinds than I've seen?' asked Johnnie.

'One more, at least,' said I. 'If it's pleasant to-morrow, perhaps Fred will take you to the Central Park where you can see for yourself. If you go, you must remember and tell me the names of all the animals that have eyes like Humpty's, and those that have eyes like pussy's, any other kind you may see. Then we'll have another talk about them.—CHRISTIAN UNION.'

## EXAMINATIONS.

Examinations form a very important element in a teacher's work, an essential part of it. While they have a secondary value as a means of properly classifying a school, a sort of judicial or censorial use, their primary value is to be found in direct benefit to both teachers and pupils of a remedial and stimulating nature. So that, although the subject assigned seems to confine me to the first object, namely, examinations with a view to promotion or a new classification, I shall have no scruples in taking liberties with it, especially as I shall show that in my practice no particular examination has that end in view more than another.

The teacher meets a class of pupils day after day in the recitation room, employing a half hour, or more, partly in ascertaining what each individual has learned of the lesson assigned, partly in correcting erroneous impressions, and enlarging still more upon the subject. In short his daily duty is two-fold, examination and instruction.

Now the first duty is just as important as the last. It is quite as much for the good of the pupil that care be taken to ascertain thoroughly how very faithfully he has labored to investigate that which needs his investigation, to solve that which needs solution, and to memorize that which needs

memorization, as to impart instruction to him. For, in the first place, it is a serious wrong to the child to do for him what he can do for himself, to bring within his easy grasp that thought which he had better climb to reach. For we should never forget that it is the earnest pursuit of knowledge that is to be valued rather than its possession, the effort made rather than the result of it. And it is the business of the teacher so to learn, by questioning the actual needs of his pupils, that his assistance may be of that nature and amount only which is called for—no more than is necessary to lead on to enthusiastic self-activity, and independent research. Beef rare makes better muscle, we are told, than beef well done; food for the mind may be too carefully prepared.

And again, the pupil needs the stimulus of close questioning to overcome a lazy, careless, or dependent habit, and to encourage self-reliance, a systematic and suitable use of his time, and habits of industry. He obeys but the commonest instinct of our nature when he declines to exert himself unnecessarily, or above all in that which, put the best phrase upon it he can, is somewhat of a task. To encourage such a disposition it only needs a teacher who is constantly in the habit of pouring out facts from his own well-filled store-house, or showing his own ability to reason, without regard to the respective condition of the pupil, but often, it would seem from pure self-enjoyment. To discourage it is needed the critical, comprehensive, daily examination, disclosing not only what the pupil has actually learned and understood, but quite as much what he has not learned or rightly understood. As a result of such an examination the teacher will be able to impart instruction most judiciously, and to lead his pupils to see the folly of superficial or careless habits of study, to feel the satisfaction of thoroughness.

But these daily examinations, while they should be recorded, if any record is made of the work of the pupils, are necessarily imperfect, as demonstrating their relative fidelity or scholarship. The pupil is to be blamed for his errors when they are the result of haste in the preparation of his lesson, or indisposition to exert his mind in trying to get at the truth, but it is to have the benefit of the doubt, when it is possible that some incidental cause has led him to misconstrue the meaning of

the author, or to make the subject obscure. At longer intervals, therefore, he should face a more comprehensive examination, which would lead him to review and revise his previous acquirements. He is supposed to have corrected his first impressions upon any topic; if false, and to have learned lessons which for any reason he did not learn at the proper time. He has had the opportunity to fill out his knowledge of the subject, and to grasp as a whole that which he learned in detached portions. Such examinations should not be too frequent, especially if, as no doubt is the custom with us all, each day's recitation embraces a review of the lessons of the preceding day. Nor should they be too unfrequent, so that preparation for them would degenerate into a hasty cramming, many remarks and suggestions of the teacher having meanwhile been forgotten. My own practice has been to have such examinations monthly—an hour and a half each Wednesday morning is devoted to this work—so that there is a rotation through the studies of each class monthly during the year. These examinations are all written. In estimating the scholarship of the pupil, the mark on the examination paper has the same influence as the average of all his daily recitations; the half sum of the two, in other words, being the expression for his standing of the month. Perhaps it is needless to add that, the first exercise of the day being one requiring great care and much time in preparation for it, the remainder of the day is not devoted to the ordinary studies, but to exercises in composition, drawing, reading, declamation, and the like. It is the mid-day of the week, a breathing spell in the pressure of school work, such as I find scholars and teachers alike appreciate.

Promotions from class to class usually take place annually, and again examinations are customary at this time upon the whole work of the year. It is possible that, respecting the utility of these, or the proper mode of carrying them on, there may be some difference of opinion.

If the promotion of a pupil were made to depend wholly upon the success of passing the annual examination, I should consider it quite unfair. Weariness, nervousness, or some unexplainable difficulty sometimes will exhibit a good and faithful scholar to a great disadvantage, while again a reckless idle scholar will occasionally make an un-

expected "spurt," if we may use the phrase, and, good luck aiding him, pass quite a creditable examination. But taken in connection with previous examinations it loses in the first place its special dread as the only hope, ceases to be in the mind of the scholar a life-boat, as it were, to carry him through the dreadful breakers. My own practice in promoting pupils from class to class is to rank the annual examination as a school term, a *fourth* term in the year. In this way faithful every-day toil and diligence receives its due reward, and a brilliant but habitually-idle person cannot hide all his past in one final effort. The whole work of the year enters into the numerical standing, which is perhaps as good an expression as can be given of each one's rank as a scholar.

But it may be asked, What, after all is the value of this annual examination? Without doubt it causes oftentime undue mental excitement, and a severe strain upon the nervous system; it adds moreover, a great burden to the labor of the teacher; is it worth the while?

Hard study always brings weariness to the flesh, taxes the brain, and is liable to be overdone; so with every kind of exertion of either the body or mind. But yet it is well sometimes to submit the body to a severe muscular trial; so it is well to put the mind to as severe a trial as it will bear safely, premising in both cases that due preparation has been made by careful training. Now one value of the annual examination is the stimulus it gives for a short time to unusual mental activity. It does not hurt a person sometimes to get thoroughly tired out.

I believe in a healthy and generous but lively competition in mental effort, in study, as much as in physical exercises, and it is competition that calls out the best exertion in these. Surely no worthier object for a competitive examination, no purer object could be sought than a reputation for mental excellence. And this annual examination I would look upon as a good, square contest for honors arising from excellence in the studies of the year, in accuracy, fullness, and completeness of knowledge. Robbed of its terror, as a sole chance of promotion, it yet becomes an important part of the year's work for the pupil himself.

To the teacher these examinations, like those of which I have spoken before, should

be of great value. They should suggest to him his own failing. Has he gone over any subject too hastily, or has he failed to make the class clearly comprehend his explanation? Is his plan or arrangement of studies adapted to those in his school at present? Is his text-book on any given subject the best adapted to his class? These and many other questions the annual examination will help to solve. It is better then on all accounts that the whole class be required to answer the same list of questions, in order to comparison among them. The average scholarship of the class may in this way be determined, as well as the relative scholarship of its members.

It will be seen that my remarks all point to written examination, and intentionally. Except the daily recitations I would make use of no other. And yet one can but acknowledge certain advantages in oral examinations. Writing makes an exact man, but conversation the ready man. Oral examinations tend to cultivate a readiness in the expression of thought, quickness, self-possession,—qualities greatly desirable. Each day's recitation, however, is a constant exercise, or should be, in just this direction. In the written examination the pupil has the rarer opportunity for quietly collecting his thoughts, and arranging them in his mind without haste or hindrance from external circumstances.

You will observe that I have brought into the account only teachers and pupils. They are the parties most interested. It is for their advantage most of all to know just what has been accomplished during the year, and what left undone. A good teacher will be sure by the thoroughness of his tests to learn these truths, and will not promote pupils for whom promotion will not be best. He is the best, if not the only suitable judge in the matter. Sometimes, indeed, it may be best to advance a pupil in the face of repeated failures, when his standing is below the limit of advancement to the next higher grade. Have not all made these exceptions sometimes? Have we not rather clandestinely allowed pupils to pass, slowly, to be sure, from class to class who would never of themselves been fit for promotion?

Sometimes it is a question between promotion and dropping a pupil discouraged or indifferent from school altogether. I think we would hardly permit a pupil to remain more than two years in the same

grade, that is, to go over the same ground more than twice, and yet we have had these unfortunate ones under our instruction who would have been many years in fitting themselves to pass an examination in certain studies. I have seen scholars who seemed to have been studying arithmetic until they were blunted to insensibility by long-continued friction upon it, as the retina becomes blind to a certain color through too long continued gaze upon it. Let such a scholar leave arithmetic for algebra or geometry, giving a little different shade to his mathematical view, and he may be relieved from present vexation, and it is highly probable that he may return with a keener relish to his arithmetic at a future day and master it. Sometimes, then, instead of allowing a pupil to remain disheartened and without any degree of interest in a lower class, I would put him in the next class *on trial*, as the phrase might be, or after fulfilling certain conditions which he can hardly fail of fulfilling.

As a rule the arrangement of recitations, where two or more teachers are in the same school, renders it necessary that a pupil belong wholly to one class, not taking any study belonging to a different class. It is better, generally, for the pupil, too, that if he fails in properly preparing himself for promotion he remain behind, better for the interests of the school. Yet an exception to this rule now and then I have found advisable, and have allowed a pupil to take a certain study in a class above him, or have made him review a certain study in the class below, when there was a marked and needless deficiency. While stringent regulations are necessary for the best good of the whole, they may very consistently be

elastic enough to bend to the welfare of individuals.

But the Board of School Visitors desire to perform their official duty once a year, and in general prefer not to take the trouble of making out a series of questions for a written examination, nor to look over papers that have been written, but to conduct an oral examination. To such an examination, as showing the real knowledge of individual pupils, the *teacher* attaches not the slightest degree of importance, but looks upon it as a mere form. Promotion should, if left to his judgment, depend in no wise upon its results.

It is rather than otherwise, a display on the part of the teacher, of his mode of conducting a recitation, and of that instruction which he has given on various topics in which he was most interested—or an awkward attempt on the part of persons unfamiliar with the class-room to conduct an examination on subjects in which they may afterwards allow they are rather rusty. It is, in short, too often only an annual inspection of the school, a wretched substitute for a more intimate acquaintance with teachers and pupils.

*Public examinations* fortunately are almost a thing of the past. The term *examination* here is wholly deceptive and inapplicable; the whole business is generally deceptive, often shamefully so. If we call it a public *entertainment*, let it be so understood; but entertainments are so much more varied and common than in olden times that the public do not demand one of this kind. If we call it an advertisement let it be so understood, and a very good one it may be made.—*Connecticut School Journal*.

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## EDUCATIONAL INTELLIGENCE.

### CANADA.

—The following certificates were granted by the Central Board of Examiners at the recent Teachers' Examinations: First Class, Grade B., Joseph S. Carson, Simcoe, Wm. A. Duncan, Ottawa, Edwin D. Parlaw, Ottawa.

—The most important changes made in the Bill amending the School Laws, before its

final passage by the Legislature are the following: Acting teachers and Inspectors are declared ineligible for seats in the Council of Public Instruction. The clause granting bonuses to teachers preparing successful candidates for admission to the High Schools, and the other clause compelling County Councils to grant to High Schools an amount equal to the Government Grant, have been struck out. No union between High and

Public School Boards can take effect after 1st July next. Hereafter it shall not be necessary for the Treasurer of a High School Board to be a member of the Board. Preparatory schools to prepare pupils for admission to High Schools may be established, but no part of the Government or County Grant can be applied to support them, nor can the municipality be taxed for their support, without the consent of the Council.

—We have received several reports from Inspectors, all of which bear testimony to the industry and ability with which these gentlemen perform their duties. Our present system of Inspection is working admirably, and Inspectors throughout the Province generally seem not only deeply conscious of the important character of the work entrusted to them, but able and willing to meet its difficulties and responsibilities. We extract a few figures from each of those now before us: *Lincoln, F. B. Somerset Esq., Inspector, 1873.* Total receipts for School purposes, \$40,837.95; total expenditures \$34,366.82, of which nearly \$21,000 was for teachers' salaries, and nearly \$9,000 for new school houses. Total schools 70, total teachers 79, of whom 39 were males, and 40 females; certificates, 1st Provincial 4, 2nd do, 10, 3rd, County 45, old Board 20. Highest salary of male teacher \$600, lowest \$240, average \$374. Highest salary of female teacher, \$350, lowest \$144, average \$267. No. of pupils of school age in county 5,040; No. of these on registers 4,685; No. not attending school 355; No. of all ages on registers 4,953; boys 2,618, girls 2,335, average attendance 1st half year 2,115; 2nd half year 1700. The last average is small, but accounted for from bad roads, and prevalence of children's epidemics. Evils complained of, irregular attendance, and too frequent changes of teachers. Improvement noted in salaries and attendance.—*Goderich, F. R. Miller Esq., Inspector.* Total names on registers 1082; boys 557, girls 525; average 1st half year 693½, 2nd half year 693½, annual average 569. The schools are very highly spoken of as regards efficiency; the semi-annual examinations were most creditable, and all with one exception, who presented themselves at the High School Examination passed.—*East Bruce, W. S. Clendening Esq., Inspector, 1873.* Total schools 69; teachers 72, of whom 14 attended Normal School; total receipts \$46,655; children of school

age 7,539; No. of those attending school 6,645; No. of all ages attending 6,958; highest salary of male teacher \$500, of female teacher \$350; lowest salary of male teacher \$154, of female teacher, \$150. Prizes were distributed in 21 schools; 119 public examinations were held, and 13 lectures on education were delivered—*Haldimand, 1873, R. Harcourt Esq., Inspector.* Total receipts \$49,941.50, expenditure on teachers' salaries \$22,743.60, for new buildings and sites \$14,276; total pupils enrolled 6,347, boys 3,342, girls 3,005. No. attending more than 150 days in the year 1,210; highest salary paid male teacher \$500, lowest \$228; highest paid female teacher \$400, lowest \$168. 92 teachers are employed, of whom 22 attended the Normal School, and 53 had certificates from New Board. Mr. Harcourt speaks hopefully of the progress of the schools in Haldimand, and advocates Township Boards of Trustees, and more practicable legislation in regard to compulsory attendance. He also puts in a good word for the "Teacher," for which our acknowledgements are due.

#### E. MIDDLESEX TEACHERS' ASSOCIATION.

—On Friday Feb. 27th, the regular quarterly meeting was held in London. The attendance was large.

Mr. S. P. Groat, Inspector of Schools and President of the Association, occupied the chair.

After sundry items of routine business were disposed of,

The report of the committee on teachers' libraries after a discussion was laid over.

The report of the amendment to the new School Act was adopted. The report recommended among other things that provision be made for the widows and orphans out of the superannuated fund; that a teacher should be incapacitated at 50 years instead of 60; that common school teachers should have a bonus for every pupil passing an examination before the Inspector as Monitor, the same as High School pupils.

At the afternoon session Mr. Finchamp presented a system of merit marks, to be used in Schools.

Miss Grace explained her system of teaching reading.

Mr. Fawcett explained his method of factoring

A discussion followed upon the different methods of teaching.

It was moved by Wm. D. Eckert, seconded by Mr. Finchamp, that the thanks of this Association be tendered to R. Tooley, Esq., M. P. P., for the kind regard he has shown our profession by furnishing us with copies of the amendment School Act, and offering his assistance in advancing our interests. Carried unanimously.

Mr. Groat spoke of the new school bill, and moved that the provisions in clause 28 of the amended School Act now before the Legislature, should be extended to teachers who prepare pupils to pass a third class certificate, and that a petition be prepared and forwarded to the Attorney-General introducing the above.

Mr. Finchamp wished to see clause 28 rescinded. The motion was carried.

Mr. Brown was appointed to draft a petition to the Attorney-General.

The evening session was held in the basement of the Baptist Church, and was attended by a large number of persons not connected with the Association. Mr. William Saunders presided.

Inspector Groat gave a very useful lecture upon the subject of astronomy, and with the aid of dissolving views illustrated various theories and facts having relation to his subject. The choir of the church enlivened the proceedings with selections of music.

The Association reassembled on Saturday morning.

The teachers' library again came up for discussion, resulting in the appointment of the following committees to solicit money and books in the townships named: London—Messrs. Brown, Eckert, Finchamp, Hoyt, Woodbourne, Robinson. Westminster—Messrs. Stewart, Lyman, Jarvis, Miss McColl, Mr. Hager. Biddulph—Messrs. Hodgins, McGrath. Dorchester—Miss Greece, Messrs. Wright and Jelly. Nissouri—Messrs. Dickey and Ross. Delaware—Messrs. Cassidy and Sutherland.

The Inspector announced that he would contribute four volumes, Mr. Finchamp, two; Mr. Lyman, two; Mr. Woodbourne, two; Mr. Brown, seven; Mr. Cassidy, \$5; Mr. Sutherland, \$5; Mr. Jarvis, money and books; Mr. Drummond, \$2; Mr. Ross, of Thorndale, \$2. Several other gentlemen promised their aid when the library got in working order.

The officers of the Library Committee were selected as follows: Secretary, Mr.

Finchamp; Treasurer, Mr. Eckert; Librarian, Mr. Stewart. The Treasurer and Librarian will be at the County Building from 1 to 2 o'clock p. m. on Saturdays, for the purpose of receiving books and moneys for the library.

Some other business engaged the attention of the Association for a short time, and after a resolution of thanks to the press for favorable notice of the association, the final adjournment took place.

#### UNITED STATES.

Nine counties in Iowa have lady School Superintendents.

There are in the State of Minnesota 200,000 children between the ages of five and twenty-one.

Mrs. Sarah E. Beard of Fayetteville, N. Y., has given \$5,000 to Hamilton College as a fund for the aid of needy students.

The Cleveland Board of Education has under consideration a proposition to introduce the study of phonography into the public schools of that city.

The Illinois House of Representatives has passed a bill requiring all children between nine and fourteen years of age, to be sent to school three months each year, at least six weeks of such attendance being consecutive, or to be instructed at home or elsewhere three months each year in the common branches, unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable, or unless the child shall be reasonably proficient in such branches. The provisions to secure an enforcement of the law are carefully drawn. We have not learned (Feb. 24th) the fate of the bill in the Senate.

#### BRITISH AND FOREIGN.

The sum of \$40,000 has been given by a wealthy Russian lady to the St Petersburg Academy of Medicine for the purpose of endowing a department for the medical instruction of women.

The London *Graphic* shows that out of 106 men who have recently attained mathematical honors at Cambridge, and the 29 who distinguished themselves in the Law and History Tripos, there were 46 boating men, 15 cricketers, 10 foot-ball players and 18 who devoted themselves to athletics proper, and some of them were proficient in more than one of the pastimes.

## CHOICE MISCELLANY.

## TWO SCULPTORS.

Tired of labor sat a sculptor,  
 Brooding over many a thought,  
 Murmuring doubts of past successes—  
 Matchless forms by study wrought.  
 All I've done, he sighed, must perish ;  
 Matter hastens to decay,  
 Hope's delusions still suggesting  
 New attempts from day to day.

Years roll on. The marble statue,  
 Called immortal by the crowd,  
 Crumbling, changes with the seasons ;  
 Then my Graces, goddess bowed,  
 Sculptured by an inspiration  
 Of the Deity on high,  
 Ship-wrecked, sank beneath the ocean ;  
 I escaped regretfully.

Yesterday, a little damsel  
 Passed me, dressed in robes of gray,  
 By the hand she held an urchin  
 Frisking like a kid at play,  
 Following close, I saw her lead him  
 To a school-room bright and neat,  
 Where I entered, gladly turning  
 From the crowded city street.

Soon I sat beside the maiden,  
 Modest, self-possessed ; and saw  
 Sixty urchins just as merry,  
 To whose minds she gave the law.  
 Every little hand was folded,  
 Every eye to her was raised,  
 Every lip to smile was moulded  
 When the little maiden praised.

Every head was bent in worship  
 When the little maiden prayed ;  
 Every ear, in childish wonder  
 Opened to the words she said.  
 When they sung, she led the measure ;  
 Loving words melodious poured,  
 All about a Heavenly Father  
 Whom the little maid adored.

Thus she labored all the morning ;  
 Moulded mind and chiseled soul ;  
 Sculptured shapes to be eternal,  
 Formed from that Prometheus stole.

"Fool !" I cried, "art thou, oh, carver,  
 Shaping out the sordid clay  
 When the heavenly fire is offered  
 To thy powers from day to day."

But, abashed, I shrunk and shuddered,  
 Am I like that maiden pure,  
 Cheerful, grave, and tender-hearted—  
 All that gods and men adore ?  
 Clay and marble I may handle,  
 Mould and chisel to my will ;  
 But the human soul immortal  
 Yields a cast beyond my skill.

Maiden, mould thy statues deftly !  
 Thou dost handle plastic clay  
 Which the power of time shall harden  
 Hour by hour and day by day.  
 In the home, or in the city,  
 When some niche in life they fill,  
 May they show in power or beauty,  
 Traces of the sculptor's skill ;

And in higher forms of beauty  
 Greet thee on that farther shore ;  
 Not one crippled or distorted  
 By thee in the days of yore.  
 As for me, I seize the chisel  
 Joyfully, and strike the blow,  
 Thankful that my work is ended  
 With the years that end below.

—Annie E. Trimmingham

The origin of the free schools of America was singular. In the records of Boston, New England, is the following entry: "The 13th of ye 2nd month, 1635. It was then generally agreed upon yt our brother Philemon Purmount shall be intreated to become schoolmaster for ye teaching and nourting of all \*children with us." Upon this slight basis the first American common school was established, to the advantages of which Indians and whites were invited without distinction. The system spread to other towns, and what was at first a local arrangement has become national.

FAULTS TO BE AVOIDED BY THE TEACHER.

—1. Want of order and of certainty in class management. 2. Routine, such as enables any pupil to judge he will not be called on, at any moment. 3. Talk, talk, talk. 4. Scolding, snubbing, repressing, discouraging. 5. Overlooking or neglecting any slow or backward pupil. 6. Failure on the part of the teacher to give his decision on any point of criticism, or in case of difference of opinion in the class. — [*School Management.*]

A child being asked why he was impolite to his teacher, replied: "She spoke crossly to me, and I answered her in the same way without thinking." There was truth and philosophy in the boy's explanation. Nervous action is contagious. Gaping, stammering will pass around a room. A good laugh can set the table in a roar. Fear will communicate itself to a multitude; so with excitement of any kind. Not more contagious or infectious is disease than are the passions, which are the diseases of the mind. And children are often blamed for being insolent, when their insolence is only a faint reflection of the teacher's voice and manner. When a teacher shows impatience or ill-temper towards a child, if the latter is spiritless he is cowed into silence; but if spirited, he answers often, involuntarily, in the same tone. Politeness, like charity, should begin at home. — *Chicago Teacher.*

It is the sign of a weak disciplinarian to manage his school according to military routine. It is a truism that *there* is the best government where there is the least appearance of government. We were forcibly struck with this on the occasion of a visit made by us lately. We spoke to the principal of the little apparent effort in him to keep his school in order. "Oh," he replied, "I do not prescribe on which side of their heads they shall wear their faces." No wonder that an Irishman in his expressive way said of this principal, "Indeed since he came here the pizen is taken out of 'em." We have often felt that a little charity and good nature on the part of the teacher would take the pizen out of many a bad boy. — *Chicago Teacher.*

ADVANTAGES OF EDUCATION—A fact reported from Colorado, that in a certain place in that territory the butcher is a Yale graduate, a printer in one of the offices is from Cambridge and a winner of a medal

for proficiency in the classics, a shepherd near by is a son of a British General and a relative of Geo. Stevenson the great engineer, and that the manager of a dairy is a graduate of an university, only goes to show that education is no hindrance to success in any walk in life. On the other hand, without the least doubt, the mutton, the butter, or the steak of these educated gentlemen will be of far better quality and of more shapely appearance than those of an ignorant butcher or dairyman or shepherd, while the classical education of the printer will be of the greatest importance to him in his work. The fact is an educated man can shovel sand, or roll a log, or do any other manual labor with far greater skill and success than an ignorant one, because he has learned to use his brains.

Many years ago, Brown, an American grammarian, invented what he called a parsing-machine, for teaching grammar. It was a mahogany box, some two feet square, provided with a crank, filled with cog and crown-wheels, pulleys, bands, shafts, gudgeons, couplings, springs, cams, and eccentrics; and with several trap-sticks projecting through slots in the top of it. When played upon by an expert operator, it *functioned*, as the French say, very well, and ran through the syntactical categories as glibly as the footman in Scriblerus did through the predicates. But it had one capital defect, namely, that the pupil must have learned grammar by some simpler method, before he could understand the working of the contrivance; and its lessons, therefore, came rather late. There are many sad 'compounds of printer's ink and brain-dribble,' styled 'English Grammars,' which, as means of instruction, are, upon the whole, inferior, to Brown's gimcrack:—*Marsh's Lectures on the English Language.*

Some of the things that a County Superintendent, should notice when visiting any schools:

1. The neatness and cleanliness of the school-room and premises.
2. The order. (A well disciplined school never stares at strangers.)
3. The industry of the school. (A good judge of a school always looks more at the pupils at their seats than at those reciting.)
4. The grading and classification of the school.

5. The number of pupils attending school as compared with the enumeration.
6. Uniformity of books.
7. The personal neatness of teacher and pupils.
8. The punctuality and regularity of attendance.
9. The number of visitors.
10. The method employed in imparting instruction.—*Indiana School Journal*.

*The Michigan Teacher* makes the following good suggestions to teachers. Look carefully after the welfare of the little ones, both in school and on the play-ground. Do not be too rigid with them. If they get tired and sleepy, either let them go out and play or lie down and sleep. Avoid, as far as possible, the use of a chair or text-books in hearing recitations. Never fail to review the lessons of the preceding day. The reviews should be frequent and thorough.

What have we learned in the art of teaching during the past ten or fifteen years? We have learned that conversational tones, not the bellowing of the rostrum, are proper both in teacher and pupil; that spelling is best taught by having the pupils write the words; that writing should commence when children enter school; that adding and subtracting by r's should commence in the lowest class, after which beginning, children are able to construct all the tables themselves; that children can learn to sing by note as early and as well as they learn to read from a book; that drawing is quite as useful, practical and easily learned as any other branch—there is no trade in which it is not necessary, no condition in life in which it is not available, that good order is in the manner of the teaching more than in the particular method of governing, that written examinations are the best means of securing thoroughness; that calisthenics are injurious, and phonics folly; that the teacher is not bound to change character bred in the bone, to root out faults of congenital inheritance or faults implanted by social relations, or false religious teachings over which the teacher has no control. In fact we have learned that the teacher can do much, but cannot do everything.—**CHICAGO TEACHER.**

The following are among the qualifications of a public school teacher, as detailed by a correspondent of "The Syracuse Jour-

nal":—Have you been thorough in your study of the common branches, viz.: Reading, writing, spelling, geography, arithmetic, and grammar? Are you acquainted, to some extent at least, with the history of the United States? Are you prepared to teach the children something of civil government? Are you prepared to teach the children in the use of commercial paper, such as business notes, bills, receipts, etc.? Do you renounce the idea that teaching school consists of a process of assigning lessons and hearing recitations? Do you indorse the idea that the common school is to educate the children, and the object of an education is to qualify them for active business life? Are your own habits and your moral character such as that of an instructor of the youth should be? Do you wish to teach because you believe you love the work?—Will you try by every means within your reach to instill into the minds of those under your instruction a love for that which is good, and a hate for that which is evil? Do you believe you have good ability to manage a school and impart instruction? Do you intend, if you engage in teaching, to avail yourself of every means afforded you to improve in the art of teaching by attending the teachers' associations, teachers' meetings, etc.

Here are some interesting statistics, from the Rev. Eleazer Smith, for a dozen years chaplain of the New Hampshire State Prison at Concord: Of the three hundred prisoners who have entered the institution during his official term, about one in six could not read when committed. Of the three hundred, not one has been taken from any of the learned professions—not one lawyer, physician or clergyman, known and recognized as such by any of the associated bodies of any of their professions. There is one physician, but he is not of the regular school of practice. There have been two persons who have pretended to preach, but belonged to no religious order and held to doctrines not generally held by churches; not one editor, printer or school-teacher. Further, as to religious teaching, but one was a member of any christian church, and not one in ten had regularly attended church. "I have been," says Mr. Williams "so long connected with the prison and its opening, some sixty years, there has not been among its inmates one clergyman,

lawyer, physician, editor, not one deacon, steward, church-warden or class-leader; not one son of a clergyman; and I have been able to learn of but two persons who, at the time of the commission of the crime, were members of any church." Here is a text from which might be preached a very impressive discourse in favor of education, literary and religious, as a preventive of crime.

Barraude gives the following phenomena among trilobites which are opposed to Darwinism. (1) Trilobites as they develop increase in the number of their body segments; hence the early trilobites should have few such segments. On the contrary, those of the primordial fauna are characterized by the very opposite condition. (2) According to the Darwinian theory, there should be, at first, but few types, the number increasing with advancing time. In fact, out of 75 genera of trilobites, no less than 72 appear in the first two Silurian faunas, and the other 3 at the beginning of the third fauna. (3) There has been no trace of trilobites discovered in the formation (Cambrian) which lies below the Silurian, although from the number of fossils found it is likely that if any trilobites existed when those rocks were in process of formation some sign of their presence would have been detected. (4) There is no approximation in the various orders as we recede in time. From the very first they seem to have been as sharply differentiated as in later epochs, while the trilobites of the lowest beds are as easy to divide into genera as those of the upper ones. (5) No trilobite has been found in the primordial fauna which can be regarded as an intermediate or connecting link between any two other genera.

**TOO MUCH MEMORY WORK.**—A Mobile newspaper sensibly says that the "prime evil of the prevailing method of teaching consists in the careful cultivation of the memory to the neglect of the thinking powers. Commencing with the teachers, even of the highest grade, down to the youngest child in the school, there is an almost slavish adherence to the mere language of the text-books. Teachers do not trouble themselves to study over the lessons, to comprehend thoroughly their full significance, but on the contrary only too frequently go into the class-room and have to

depend upon the book in order to hear the lesson. In theory this is not allowed, but in practice it is pretty general. Such being the case, the teacher, having no higher sense of responsibility than the necessity of going through a certain form in order to secure the quarter's salary, is very well content to find the scholar perfect in the mere language or technicalities of the lesson. The scholar, finding nothing further required, is only too glad to perform the comparatively easy task of committing so many lines or paragraphs to memory, leaving its comprehension severely alone, or to blindly follow rules without any pains to discover their scope and value. As a consequence most school children have their minds choked with dates, facts, and the mere language of laws and principles of which they have no understanding whatever, and aside from the routine of the text-books know absolutely nothing, and have not made their own, by mental digestion, any appreciable portion of the knowledge they have spent so many hours in attaining.

**HOW TO TEACH GEOGRAPHY.**—Now, it is not exaggeration to say that there is no other subject of elementary instruction which affords so great opportunities for mental culture as are found in the proper study of geography. Every faculty of the young mind can find field for its exercise therein. Geographical forms of one or another kind, as mountains or hills, plains or valleys, lakes or streams, are under the eye of every child, and furnish occasion to exercise most delightfully his powers of observation and expression. With these forms as a basis, and through the aid of pictures, the imagination can be called into play to create distinct mental pictures of geographical forms and regions not within the reach of observation. The immediate and obvious relations existing between the surface and the drainage, the climate and distribution of vegetation, the natural characteristics of a region, and the leading pursuits of its inhabitants, call into healthful and pleasing action the reflective and reasoning powers, establish associations, and in the end give occasion for appropriate exercise in classification and generalization.

At the beginning, then, of the study of text-books in geography, precede the study of each lesson by an oral exercise, the purpose of which is to awaken and direct

thought, to enable the pupil to comprehend the subject-matter of the next lesson, and to interest him in it. In the succeeding recitation, question him not only in regard to his recollection of the matter assigned for study, but especially in regard to his comprehension of it.

Topical recitation as a test of memory, questions as a test of the comprehension, and the preparation of tabular analyses of the subject matter under discussion are all valuable, and should all be employed, the one or the other being employed in testing each pupil according to the habit of mind which the teacher has discovered in him.— If one is inclined to memorize and repeat mechanically, catch him with questions on the meanings of expressions used and the relations of facts stated, or require a tabular analysis, which, like a genealogical table, shall show the relation of each separate idea in the next under consideration to all the others. If the pupil has the power and can comprehend readily the habit of thoughtful study, but is embarrassed by a feeble memory, as is sometimes the case, topical recitation will, with tabular analysis, be most profitable for him as a compelling exercise in that direction in which he most needs strengthening.—[Mary H. Smith.

**A STYLE OF WORK TO BE AVOIDED.**—The schoolmaster enters the room with a dignified tread—rings the bell—and before commencing the reading exercise, you hear him call out “James, go stiller.” “Here, Thomas, come back.” “Charles let John alone.” “Henry stop that whispering.”—The reading exercise is now ready. The class goes to the bench with a rush,—the first one there takes the head; if two or three are behind, they squeeze in between and crowd the rest. It matters not if the thermometer is in the nineties. It matters not if some one does get bruised. “Can’t he move down?” “I got here first.” The pupil at the head of the class reads, and he makes the room echo with his capacious lungs. Some one knocks—neither teacher nor pupils hear it. The next pupil reads with a delicate tone of voice, then comes a rap that makes the teacher jump to his feet, and the pupils all cry out, “Some one knocked.” “Hush, don’t you suppose I heard it?” The teacher goes to the door, and returns to his desk, and announces that Henry is wanted. Out Henry goes with a heavy tread. The third pupil now reads,

and “drags his slow length along,” when in comes Henry. “Go still, Henry.” “Mr. Brown, can I go out?” “No.” “Mr. Brown, may I whisper?” “Not now.” “Mr. Brown, can I sharpen my pencil?” “Keep still, all of you.” “Who’s making that noise?” “Keep your feet still!” “Hush! Kate, be quiet.” “Please to show me?” “Can’t get it.” “Oh! Tom’s kicking.” “Thomas march up to my desk.” “Oh! pullin’ har.” “Who’s pulling hair?” says the teacher. “Harry.” “No, sir,” said Harry, “I just touched his head,” “Well, you let his head alone, and let his hair grow,” said the teacher. Here the scholars laughed with the greatest delight. “Order now; you have laughed enough. The reading class is dismissed,—the teacher is behind the time,—he hurries the classes through. Let us look about the room and notice the children: some are idle, because they cannot get their examples; some are watching the teacher; some are whispering; some eating candy or nuts; some nibbling apples; two or three trading knives, some throwing paper-wads; some making funny pictures, and some are asleep. “Can’t he move down? its hot.” A mouse enters the room, and every child is ready to leave the studies and observe the mouse. Some of the boots come down very heavily against the side of the building; some of the girls scream, and raise their feet from off the floor, and the din is enough to drive the teacher crazy. Just then a bumble-bee enters, and the din is worse than ever; books and slates, laughs and screams, disorder and confusion prevail. Finally order is restored—does anyone wonder why some teachers grow nervous after teaching a few years?

—Oberlin College received a bequest of \$5,000 in the will of the late Sardis Burghard.

—The Russian lady students who some time ago had the doors of the Zurich University closed upon them, have at last found an asylum in the University of Berne. The government has extended to them the permission to attend that institution provided they are 18 years of age, can furnish a certificate of good moral conduct; have the consent of their parents or guardians, and pass an acceptable examination. This permission has been framed so as to apply to all female students, and not merely to the fair Russian fugitives.

TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

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

1st. To send answers with their questions and solutions with their problems.

2nd. To send questions for insertion on separate sheets from those containing answers to questions already proposed.

3rd. To write on one side of the paper.

4th. To write their names on every sheet.

ANSWERS TO CORRESPONDENTS.

IOTA. Will write you.

A. DICKINSON. It would need a figure. Will write you.

C. INNES. Thirty-two days.

A. MCINTOSH. Accept our thanks.

CORRECT ANSWERS AND SOLUTIONS RECEIVED.

W. Pierce, Brinsley, 54.

Mary Weatherston, Westminster, 53, 54.

E. L. White, Addison, 53, 55 (a).

John Cushnie, Holstein, 53, (Text-Book view), 54, 55 (a)

W. S. Howell, Belleville, 53, 54 & 57.

A. McIntosh, Pinkerton, 53, 54, 56, 57.

ANSWERS TO QUESTIONS.

53. The question in dispute is "When is a race finished, when the winner comes in, or when the last *not distanced* passes the winning post?"

The former alternative is generally applied to foot-races, both are applied to horse-races, the latter notably in the Derby. The text-book assumes the latter, but overlooks, 1st. That it is applied only in timing not in spacing, for which only the former is applied and 2nd, D was distanced by the rules of the clubs adopting the latter method.

The solution by common Canadian racing rules may be exhibited thus,—

	A	B	C	D
	1760 while	1740;	1760,	1700
and	.....	1760 while	1720	
	1700	1760	1700	
∴	of	of 1760,	of 1760, 1760,	1700
	1720	1740	1720	
	44	85	1	2
A runs	of	of 1760=	(1 +	) (1 -
	87	43	43	87
	87-86	2	1760	
1760=(1 +	43+87	-)	1760=	yards
short of the mile.	43+87		3741	

54. This is a thoroughly practical problem, one that any teacher is constantly liable to have proposed to him for business purposes, e.g. in case of a section borrowing money to build a school-house. The formula for solution is given in "Annuities," Sangster's National Arithmetic, page 361 No. VI. Ans. \$149.03 and \$490.30.

55. For the sake of those preparing for First Class Certificates we give general formulae because they contain in themselves hints for the method of their deduction. No correspondent managed the latter part of the problem. A continual-acting velocity-destroyer will act as gravity does in generating velocity.

Let  $s$  = span of bridge in feet, (87.)

Let  $f$  = fall of engine in feet, (25 41-48ths.)

Let  $l$  = time of engine in leap.

Let  $g$  = velocity generated by gravity per second, (32.)

Let  $v$  = horizontal velocity of engine in feet per second, neglecting air-resistance.

Let  $w$  = horizontal velocity taking account of air-resistance.

Let  $r$  = ratio of velocity-destroying force from air-resistance to whole force. (1-9th.)

$e$  = base of Napierian system of Logarithms.

(a)  $f = \frac{1}{2} g t^2$  and  $S = v t$ .

(b)  $f = \frac{1}{2} (1 - r) g t^2$  and  $e^r S = v t$ .

Substitute the given values of  $s, f, g, r$ , and eliminate  $t$ . To reduce to miles per hour  $\times 15 \div 22$ , (the ratio of the number of seconds in an hour to the number of ft. in a mile). Ans. (a) 46.66 miles per hour, (b) 49.16 miles per hour.

ON THE MIDDLE VOICE.

(Continued.)

What is the Middle Voice and whence the name? In Sanskrit there were three formal voices, or voices formed by suffixes (inflections); these were the Active called "affecting another"; the Reflective, called "self-affecting," and the Passive. The Active was distinguished from the others, by its endings, the Passive by inserting  $ya$  (= go), between the ending and the root. In Greek all the tenses but one or two in each mood of the Passive, were lost and their places were supplied by the corresponding tenses of the reflexive. At the same time these reflexive forms retained in many verbs more or less of their reflexive force and consequently the Greeks had forms of the verb which

could be used as either Active or Passive and taking them to be passive forms, used to supply the place of reflexive active ones, they arrange them with the forms peculiar to the Reflexives in a voice which they termed Middle, meaning to imply *active meaning, passive form*. Hence the name and its meaning. In Latin except in the case of *fo* and perhaps one or two others, there was no formal Passive, the Reflexive wholly taking its place in the simple tenses and auxiliary forms in the perfect. Many verbs, however, kept their old active force, some keeping to the reflexive, hence arose the Deponent verbs which appeared to the Romans to be active in meaning, but passive in form. The Teutonic Branch of the Aryan Languages does not seem to have preserved any trace of a formal Passive, using either the Reflexive Voice or a passive participle, predicated by a symbolic verb, (predicate passive). The Moeso-Gothic Passive was in fact of Reflexive form, and that the Scandinavian Passives sprang from Reflexives, is as plain in the Old Norse as is the origin of the French verbs in "se." Thus it is found that in most of the Aryan Languages the Passive form has been lost, the Reflexive supplying its place and taking the name Passive, when the verb has the passive meaning and Middle when the verb has the active meaning.

English has not developed either a formal Reflexive or a formal Passive voice, but has had recourse to auxiliaries. In Classic English the so-called Passive Voice, is an adjective form (predicative) nor is there any true Middle Voice, the Reflexive retaining except in special cases its active meaning, and to set up these special cases into a separate voice would be as great a mistake as to set up a "Second Active" in "sk," because bask and busk are from Norse reflexives, which have in English become Active transitives. In Colloquial and Provincial

English, however, the case is altogether different. While retaining the adjective forms with the symbolic verbs "to be," spoken English has developed from the Causative Reflexives, a second Passive or rather a true Middle with "get" as its symbol verb; thus Active, "He caught"; Passive, "He was caught"; Simple Reflexive, "He caught himself"; Causative Reflexive, "He got himself caught"; Middle, "He got caught." It is quite within the bounds of possibility that this Middle may some day displace from English the Passive at present in use. Most of our auxiliaries have gone through stranger changes than the passage of "get" into a symbolic verb; e.g., "shall" was originally a past tense of "quell" to kill. In the broken English of the natives of Western Australia, "to get down," is said wholly to have displaced "to be," as verb substantive, and from Canadian literature we have this specimen of verbs which have dropped their presentive force. "He asked her how she came to go to sleep there." *Canadian Monthly*, "For King and Country."

#### PROBLEMS AND QUERIES.

58. Three uniform beams, AB, BC, CD, jointed at B and C, are supported in a straight horizontal line by two pillars M and N. How is this possible?  
JOHN DEARNESS, Strathroy.

59. Sangster charges brokerage on the money value of stock, McMurchy on the par value; which is the practice of brokers?

A. DICKINSON.

60. Why does the day begin to gain in the evening in the beginning of December, but not in the morning till the beginning of January?

WM. McDONALD.

61. What is the meaning and etymology of *to* in "All to-break."—Judges, IX. 53.

EDITOR.

62. What were the sentences from which "Good morning," "Good night," &c., were shortened.

Do.

#### EDITOR'S DRAWER.

STRAY NUMBERS.—We take great care in mailing the TEACHER, but notwithstanding copies will occasionally go astray. In all cases we re-mail a copy when promptly notified, but cannot promise to do so after the lapse of two or three months.

BACK NUMBERS WANTED.—We will pay TWENTY CENTS each copy, for the following back numbers of the "ONTARIO TEACHER": May 1873, three copies; September and October 1873, two copies each; anuary 1874, twenty copies. Any subscribers having any of these, and not wishing to retain them, will greatly oblige by forwarding them to us without delay. The price will be sent by return mail.

LONDON COMMERCIAL COLLEGE.—We would direct special attention to the advertisement of this thriving institution, on the second page of the cover.

Under its present energetic Proprietor, Mr. Swazze, it has been exceedingly prosperous. There are now six teachers employed, and the average attendance of students during the winter has been about 80. Telegraphy and Phonography are taught in addition to the ordinary commercial branches.

DOMINION ELOCUTIONIST.—This is the title of a very valuable work, by Mr. Richard Lewis, Teacher of Elocution, Toronto, recently published by Adam, Stevenson & Co., crown 8vo., 570 pages, price \$1.25. Mr. Lewis has a Provincial reputation as a master of the art of reading, and his book ought to be in the hands of every teacher. He has laid both ourselves and our readers under obligations by contributing a series of papers, for our pages, the first of which we give this month. They will be read with interest and profit.