

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

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

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:
Commentaires supplémentaires:

Pagination is as follows: [i]-ii, [707]-722, iii-iv p.

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

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

The Educational Weekly,

PUBLISHED BY
THE GRIP PRINTING AND PUBLISHING CO.,
 SAMUEL J. MOORE, General Manager.
 C. FRASER, Business Manager Educational Weekly Dept.
 JOHN E. IRVANT, M.A., Editor.

CONTENTS OF THIS NUMBER

SHORTER EDITORIALS..... 707
 CONTEMPORARY THOUGHT..... 708
 NOTES AND COMMENTS..... 709
 LITERATURE AND SCIENCE:
 Abigail Becker..... AMANDA T. JONES 710
 Earl Cairns..... *The Quiver*, 711
 Grant..... WALT WHITMAN, 711
 In Memoriam..... *Punch*, 711
 Gifts..... EMMA LAZARUS, 711
 A November Evening..... CHLIA THAXTER, 711
 Fire! Fire!..... ESTHER B. TIFFANY, 711
 The Moon and its "Shrine"..... BESSIE CHANDLER, 711
 EDUCATIONAL OPINION:
 The Study and Teaching of English.....
Wm. Houston M.A. 712
 LONGER EDITORIAL:
 The Status of the Profession..... 714
 Colonel Parker..... 714
 OUR EXCHANGES..... 715
 BOOKS RECEIVED..... 715
 TABLE TALK..... 715
 SPECIAL PAPERS:
 The Ancient Mariner..... *H. K. Fairclough, B.A.* 716
 PRACTICAL ART:
 Elementary Drawing, V..... *Arthur J. Reading*, 717
 THE PUBLIC SCHOOLS:
 Literature for Entrance into High Schools:—
 V. "Marion and Douglas"
 VI. "Sir John Franklin"..... "*Philetus*," 718
 Col. Parker's Educational Opinions..... 719
 EDUCATIONAL INTELLIGENCE:
 Lambton Teachers' Association..... *Sarnia Press*, 720
 Durham Teachers' Convention..... *Port Hope Guide*, 720
 PROMOTION EXAMINATIONS:
 Arithmetic—Counties of Lanark and Brant..... 722
 CORRESPONDENCE:
 Reynolds' *Experimental Chemistry*.....
W. S. Ellis, B.Sc. 722
 A Mathematical Difficulty..... "*Teacher*," 722

TERMS OF SUBSCRIPTION.

Two Dollars per annum, in advance.
 Clubs of five at \$1.60 each, or the five for \$8.00.
 Clubs of twenty at \$1.50 each, or the twenty for \$30.00.
 Business communications and communications intended for the Editor should be on separate papers.

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

TERMS OF ADVERTISING.

(NO DEVIATION.)
 Number of insertions, 1 5 13 (3m.) 26 (6m.) 52 (1 yr.)
 Per line..... 10c 45c \$1.00 \$1.75 \$3.00
 Twenty per cent. advance on the above rates for preferred position, when specified.
 Advertisements must be acceptable in every respect.
 Copy received until Tuesday noon.

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

THE IMPROVED MODEL.



Washer and Bleacher.

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

\$1,000 REWARD
 FOR ITS SUPERIOR.

PAT. AUG. 2, 1834. Washing made light and easy. The C. W. Dennis Toronto clothes have that pure whiteness which no other mode of washing can produce. No rubbing required, no friction to injure the fabric. A ten-year old girl can do the washing as well as older person.
 To place it in every household the price has been placed at \$3.00, and if not found satisfactory within one month from date of purchase, money refunded.
 See for circulars. AGENTS WANTED. Delivered to any Express office in Ontario or Quebec, charges paid, for \$5.00.

C. W. DENNIS,
 Toronto (Hargain House,
 213 Yonge St., Toronto, Ont

Please mention this paper.

MISCELLANEOUS.

HOWIE'S DETECTIVE AGENCY,
 Twenty years' experience. 35 Melinda St., Toronto, Ont.
 REFERRED TO:
 Hon Wm McDougall, Ottawa, Ont.; G. F. Shepley, McDougall & Cox, Henderson & Small, Inghelw & Morson, Murphy & Murtlock, H. L. Fraser, B. H. Oiler, Barristers, Toronto; Thos. Robertson, J. C. M. P. P., John M. Gilson, M. P., Barristers, John Crear, County Crown Attorney, Edward Martin, J. C., Cassallen & Cahill, Richard Martin, Frank McKelvie, Barristers, Hamilton; Chiefs of Police of Hamilton, London, Belleville, Galt and Dundas.
 M. HOWIE, Manager.

A GOOD INVESTMENT.—It pays to carry a good watch. I never had satisfaction till I bought one of WELCH & TROWERN'S reliable watches, 171 Yonge Street, east side, 2nd door south of Queen.

PROFESSIONAL.

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

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

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

THE EDUCATIONAL WEEKLY CLUBBING LIST.

To accommodate those of our subscribers who may be desirous of subscribing for other periodicals, we have made arrangements with a number of leading publishers which enable us to offer the EDUCATIONAL WEEKLY in connection with the periodicals mentioned below at greatly reduced rates. Others will be added to the list.

| TITLE OF PUBLICATION. | Regular Subscription Price. | With the Ed. Weekly |
|---|-----------------------------|---------------------|
| American Teacher, Boston, | 1 00 | 2 50 |
| Atlantic Monthly, Boston, | 4 00 | 5 00 |
| Babyland, Boston, | 0 50 | 2 25 |
| Cassell's Family Magazine, New York, | 1 50 | 3 00 |
| Cassell's Magazine of Art, | 3 50 | 4 50 |
| Cassell's Quiver, | 1 50 | 3 00 |
| Critic, New York, | 3 00 | 4 00 |
| Current, Chicago, | 4 50 | 4 75 |
| Daily Advertiser, London, | 5 00 | 5 75 |
| Education, Boston, | 4 00 | 4 75 |
| Free Press, London, | 1 00 | 2 50 |
| Globe, Toronto, | 1 00 | 2 50 |
| Grip, Toronto, | 2 00 | 3 00 |
| Harper's Bazar, New York, | 4 00 | 5 00 |
| Harper's Monthly Magazine, New York, | 4 00 | 5 00 |
| Harper's Weekly, New York, | 4 00 | 5 00 |
| Harper's Young People, New York, | 2 00 | 3 50 |
| Literary World, Boston, | 2 00 | 3 25 |
| New England Journal of Education, Boston, | 2 50 | 4 00 |
| New York School Journal, New York, | 2 00 | 3 25 |
| Our Little Men and Women, Boston, | 1 00 | 2 50 |
| Pansy, Boston, | 1 00 | 2 50 |
| Penman's Art Journal, New York, | 1 00 | 2 50 |
| Popular Science Monthly, New York, | 5 00 | 5 75 |
| Presbyterian Review, Toronto, | 1 00 | 2 25 |
| School Music Journal, Boston, | 50 | 2 10 |
| Teachers' Institute, New York, | 1 00 | 2 50 |
| Treasure Trove, | 1 00 | 2 50 |
| Western Advertiser, London, | 1 00 | 2 50 |
| Weekly News, Toronto, | 1 00 | 2 25 |
| Wide Awake, Boston, | 3 00 | 4 25 |

Special Rates for two or more of the above with the "Educational Weekly." Remit by Registered Letter or Post Office Order.

Address, EDUCATIONAL WEEKLY, Grip Office, Toronto.

THE EDUCATIONAL WEEKLY

FOR THE

REMAINDER OF 1885, 30 CENTS.

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

The Educational Weekly.

TORONTO, NOVEMBER 5, 1885.

BRYN MAWR is a name fast coming into general knowledge. It is that of a college, near Philadelphia, built and endowed with funds arising out of a munificent gift of the late Dr. Joseph W. Taylor, a member of the Society of Friends, amounting to nearly a million and a half of dollars. It is intended for the higher education of women, and as its courses are arranged somewhat after the manner of those of Johns Hopkins, many of its students will be those who have already undertaken an ordinary college course. The munificence of the founder intended not merely a teaching institution, but also a home for those in attendance, and Merion Hall, one of the group of the Bryn Mawr buildings, has every accommodation for the students, the domestic arrangements of the institution being modelled after those of Vassar. The members of the professoriate number sixteen, among whom is Miss Charlotte Angus Scott, who, a few years ago, at the examination for the mathematical tripos at Cambridge, stood eighth in the list of Wranglers, or rather would have stood in that position had women been allowed to take a degree. Since that time she has been mathematical lecturer at Girton College, and before leaving England for Bryn Mawr she received the degree of D.Sc. from the University of London in the subject of pure mathematics. The president of Bryn Mawr is Dr. James E. Rhoads. Though it was founded by a member of the Society of Friends the membership and professoriate of Bryn Mawr are open to all denominations alike. At the formal opening on September 23rd, thirty-seven students and five Fellows were in attendance. Congratulatory addresses were delivered by Dr. Gilman, president of Johns Hopkins, and James Russell Lowell. Bryn Mawr begins its history under exceedingly favorable auspices. Vassar had to prepare for itself its own students. Insufficiency of endowment makes of Wellesley and Smith expensive institutions for students. Girton College, and Newnham College, Cambridge, and Lady Margaret and Mary Somerville Halls, Oxford, have to contend against the traditions of an illiberal age, and prejudices which are born of these; but Bryn Mawr is so well endowed that it can establish a professoriate capable of giving post-graduate courses to the graduates of its sister institutions, and supply its advantages to all its students at a cost of not more than \$300 or \$350 per annum, for fees, room rent, board, and all else.

ONE of the most important questions to be settled in regard to the higher education of

women is the effect upon their health of study and the strain of a college course. Not long ago, the Association of Collegiate Alumnae sent out an exhaustive schedule of questions to the 1,290 women graduates of the United States, to which replies in detail were received from 905. The average age at entering college was 18.35 years. On entering, 78 per cent. were in good health, 2 per cent. in frail health, and 20 per cent. in poor health. Deterioration in health during the college course was experienced by 19.58 per cent., and improvement in health by 21.13 per cent.; or the percentage of those to whom a college course was beneficial was 1.55 greater than that of those to whom it was injurious. Among those who studied severely the most prevalent cause of disorders was constitutional weakness. Only thirty cases in all of brain trouble were reported, and only twelve in all of diseases of the eyes. These replies were sent into the Massachusetts Bureau of Statistics of Labor, by whom similar enquiries were made of women in other occupations; and in the conclusion of their report they make the following statement, which should allay the fears of those who imagine that upon women more than upon men does a course of higher education entail serious consequences in respect of health:—"The facts which we have presented would seem to warrant the assertion that the seeking of a college education on the part of women does not in itself necessarily entail a loss of health or serious impairment of the vital forces. Indeed, the tables show this so conclusively that there is little need, were it within our province, for extended discussion on the subject. The graduates, as a body, entered college in good health, passed through the course of study prescribed without material change in health, and, since graduation, by reason of the effort required to gain a higher education, do not seem to have become unfitted to meet the responsibilities or bear their proportionate share of the burdens of life."

WE have heard of some opposition to the recent regulation of the Education Department requiring undergraduates in arts who wish to obtain certificates as qualified assistant masters in high schools, and graduates in arts who wish to obtain professional first-class certificates of grade "A" or "B," to attend the training institutes which have been established and to pass the required examinations thereat. With this opposition we have not the least sympathy. Whether the institutions which have been constituted

training institutes are the best available, whether the regulations respecting attendance, and the subjects and books prescribed for examination, are the best possible, are open questions; but whether a professional training and a professional examination *per se*, are good things for those for whom they are intended, and for the profession generally, there is no doubt; the history of education, common experience, and common sense justify them.

THE bane of educational progress are the inexperience and incompetency of those engaged in teaching. A young lad enters college with no serious thoughts concerning his future profession; he probably has never given one moment of consideration to the methods of teaching as practised in his school; he spends two years or four at an institution, whose methods are the very negatives of those fitted to a school, absorbed in his studies, and perhaps more so in his amusements; he has never been in any school other than the one he was trained at; he has never read an educational book, or heard a lecture on the science or art of teaching; and with this utter lack of preparation he offers himself as a teacher on the strength of his second year's examination or his bachelor's degree! Some by native merit succeed. But the great majority of such novices fail sadly; and their failure means both loss of time and loss of opportunity, and, what is worse, mental misdirection for those so unfortunate as to be their pupils. It may be that after six months or a year they do better and perhaps do well. This is not relevant. The only question that the Department has to settle is that of best protecting the youth under its care and securing for them the most capable teachers that the resources of the country can supply. Four months of careful observation of the methods of others, of the application and correction of his own crude methods under experienced criticism, and of the study of the principles and history of education with a view to examination, will do much towards giving a candidate for the higher walks of the profession a fair qualification for his prospective duties. Something too is gained beyond this. Our high school masterships are too often used as mere make-shift occupations by which a candidate for medicine, law, or divinity earns a little money to put him through his subsequent course. No harm in this, if he is qualified for his work and faithfully and conscientiously performs it. The compulsory attendance at a training institute and accompanying its examination, however, will make such an one think twice before he technically qualifies himself for one profession, when his heart is set upon another.

Contemporary Thought.

THE subject of industrial training in schools is now attracting considerable attention all over the world, and there is little doubt the school systems in the non-progressive countries are on the eve of important changes in the direction indicated.—*St. Thomas Times*.

MOST pupils hate "grammar," and no wonder. Fancy having to memorize a rule that a capital letter should be used "for the nominative case singular of the personal pronoun of the first person"! That is a foot-note in a volume of 253 pages. Who can say off-hand what is described? It is the pronoun "I."—*Lindsay Post*.

THE *American Journal of Philology*, which is the official philological organ of Johns Hopkins University, continues to give evidence of uncommon vitality, and versatility too. Prof. Elliott's "Contributions to a History of the French Language of Canada," opens up new and rich fields for the trans-Atlantic linguistic explorer. The French language in Canada possesses astonishing vigor and is spreading to the right hand and to the left, as this very suggestive contribution shows.—*The Critic*.

WE know now that his momentous work on the fresh-water fishes of Europe had its genesis in the questions evoked by his observations as a child along the shores of the Lake of Morat. Another part of his education to which he attached much importance was the mechanical dexterity acquired by practising the handicrafts of the cobbler, the tailor, and the carpenter, learned from those who came at stated seasons to the village and made the rounds from house to house practising their trades. Add to this an active, resolute disposition and we have the essential elements of after-success.—*Literary World, on Louis Agassiz*.

IT is a beautiful fact that while the warmth and exposures of summer tend to biliousness and fevers, the free use of fruits and berries counteracts that tendency. Artificial acids are found to promote the separation of the bile from the blood with great mildness and certainty; this led to the supposition that the natural acids, as contained in fruits and berries, might be available, and being more palatable, would necessarily be preferred. Experiment has verified the theory, and within a very late period, allopathic writers have suggested the use of fresh, ripe, perfect, raw fruits as a reliable remedy in the diarrhoeas of summer.—*Hall's Journal of Health*.

THE true end of education, of whatever kind, we must set steadily before us. There are some who wish to know that they may know; this is base curiosity. There are some who wish to know that they may be known; this is base vanity. There are some who wish to sell their knowledge; this is base covetousness. There are some who wish to know that they may edify and be edified; this is charity. The object of education is that we may learn to see and know God here and glorify him in Heaven hereafter. Knowledge is not a court in which to rest, nor a town, but a rich treasure-house for the glory of God.—*Archdeacon Farrar, at Johns Hopkins*.

JOSH BILLINGS' bad spelling blinded me to his wit and wisdom for many years, but one day I

heard him deliver a lecture, and at last realized his wonderful power as a humorist. Winnow his sayings, fan away the orthographical chaff, and you get grains of common sense that you may search for in vain in the writings of many more dignified and pretentious philosophers. He was a man of the people, but wiser than the people—though the people were wise enough to recognize his superiority to themselves. It will surprise many readers to learn that Henry W. Shaw was the Uncle Esek of the *Century's* Bric-à-Brac, the *nom de plume* Josh Billings not appearing in that magazine in consequence of an old understanding between Mr. Shaw and the publisher of the *New York Weekly*.—*Lounger, in the Critic*.

HOW strongly the appetite yearns for a pickle, when nothing else could be relished, is in the experience of most of us. It is the instinct of nature pointing to a cure. The want of a natural appetite is the result of the bile not being separated from the blood, and if not remedied, fever is inevitable, from the slightest grades to that of bilious, congestive, and yellow. "Fruits are cooling," is a by-word, the truth of which has forced itself on the commonest of observers. But why they are so, they had not the time, opportunity or inclination to enquire into. The reason is, the acid of the fruit stimulates the liver to greater activity in separating the bile from the blood, which is its proper work, the result of which is the bowels become free, the pores of the skin are open. Under such circumstances, fever and want of appetite are impossible.—*Hall's Journal of Health*.

THERE is a story in Boswell of an ancient beggar-woman who while asking an alms of the doctor described herself to him, in a lucky moment for her pocket, as "an old struggler." Johnson, his biographer tells us, was visibly affected. The phrase stuck to his memory and was frequently applied to himself. "I, too," so he would say, "am an old struggler." So, too, in all conscience, was Carlyle. The struggles of Johnson have long been historical—those of Carlyle have just become so. We are interested in both. To be indifferent would be inhuman. Both men had great endowments, tempestuous natures, hard lots. They were not among Dame Fortune's favorites. They had to fight their way. What they took they took by storm. But, and here is a difference indeed, Johnson came off victorious, Carlyle did not.—*A Birrell, author of "Obiter Dicta"*.

FIFTY years ago no educational establishment as comprehensive in its range as this university existed among the English-speaking nations of the world. The old systems then in vogue were, however, happily more honored in the breach than in the observance. While some boys profited by the scheme, others of equal talent and merit, like Sir Walter Scott, were sent forth dunces. In history they were deficient, and I may say that they were not taught to write Latin and Greek. The Greek they wrote would make an Athenian school-boy laugh. Happily, that day is past, and I am happy to say that I have contributed my share toward giving the death blow to that system of training. The fantastic folly of making every boy write verses in languages he does not understand has had its day. All that has been changed, and honor now is given to every branch of human knowledge.—*Archdeacon Farrar, at Johns Hopkins*.

EARLY marriages, by which we mean, under twenty-three for the woman and under twenty-eight for the man, are the misfortune and calamity of those who contract them. The constitution of the woman is prematurely taxed by early child-bearing, and is broken down before she is thirty-five, the age in which she ought to be in all the glory of matronly beauty, of social and domestic influence and power and enjoyment. But instead of this, in what condition does "thirty-five" find the great majority of American women? Thin, pale, wasted, hollow cheeks, sunken and dark-circled eyes, no strength, no power of endurance, with a complication of peculiar ailments, which, while they baffle medical skill, irritate the body and leave the mind habitually fretful and complaining, or, what is less endurable, throw it into a state of hopeless passivity, of wearisome and destructive indifference to family, children, household, everything!—*Hall's Journal of Health*.

AT the age of twenty-five he was a doctor of philosophy and of medicine; he had made a European reputation through his work on Brazilian fishes; he had studied for two years in Paris under the patronage of Cuvier and Humboldt; and he was installed as professor of natural history at Neuchâtel. The story of his university life at Heidelberg and Munich is of unusual interest. His lodging rooms were transformed into a laboratory, where, surrounded by colleagues who afterwards rose to fame, he dissected, observed, and wrote, while artists, whom with difficulty he paid from his slender stipend, prepared the drawings for his first books. At Munich the room occupied by Agassiz and his intimate friend Alexander Braun, the botanist, was known as "The Little Academy," and there the most energetic spirits among the students met to discuss biological problems and deliver lectures which were attended often by the professors.—*Literary World, on Louis Agassiz*.

IT is twenty years since the assistant master of Harrow published a little volume entitled "The Fall of Man, and Other Sermons." Many clergymen publish good sermons, and all the excellence of these particular discourses afforded no clear prophecy of a time when their author should be not only a most distinguished preacher, but a writer of wide and established fame. His reputation for vivid depiction and rhetorical fervor spread and strengthened, however, as other volumes came from his pen, marked by glowing religious emotion that was too firmly based in experience and knowledge not to be enduring, too sympathetic not to be catholic, and too brilliantly clothed not to attract. He had become known, also, as the author of some works of fiction, and some on philological topics, but there was a sudden leap into commanding public notice when his "Life of Christ" appeared in 1874. It combined, as no English treatment of the subject had ever done, a scholarship sufficient to claim respect, breadth and variety of illustration, picturesqueness of style, considerable dramatic energy, and great moral enthusiasm. The circulation of the book was extended and rapid, and it has taken an assured position among the classics of the subject. Dr. Farrar was not unknown in America before its issue, but since that time his audience here has been, to say the least, as large as his audience at home.—*The Critic, on Canon Farrar*.

Notes and Comments.

WE have received from S. R. Briggs, of the Toronto Willard Tract Society, a new sixteen-page catalogue of books suitable for mechanics' institutes' and similar libraries. The books are by authors of high character, and are all well suited to the popular taste: and the prices are very reasonable.

WE call the attention of our readers to the beautiful and highly dramatic poem "Abigail Becker," which we reprint from the *Century*. Apart from its intrinsic worth, to Canadians it should be interesting on account of its associations, and it will be found of excellent value as a "reading" or a "recitation."

WE said last week that high school and other concert committees who might wish to secure the Toronto String Quartette Club, engaged for the season for the Monday Popular Concerts, should communicate with Herr Jacobsen, the Director. In this we were in error. Communications should be addressed to Mr. W. F. Tasker, Secretary of the Toronto Concert Bureau.

WE understand that Messrs Ginn and Company, so well and favorably known to Canadian teachers, will publish in a few weeks an *Introduction to the Language and Verse of Homer*, by Professor Seymour of Yale College. The book is intended to explain dialectic forms, metrical peculiarities, and difficult points in Homeric style and syntax. The same firm are also publishing a school edition of Scott's *Talisman*. We know of no work of Scott's so well adapted for the schoolroom as this fascinating tale.

EDUCATIONAL journalism of the good sort is flourishing. The latest advance we have to chronicle is that of the N. E. Publishing Company of Boston, who have just entered into elegant and commodious quarters specially prepared for them—the building which they previously occupied having become too small for them. The N. E. Publishing Company publish three educational journals; the *American Teacher*, the *N. E. Journal of Education*, and *Education* (bi-monthly). All of these are excellent, and *Education* is the ablest periodical devoted entirely to educational interests that we have ever seen.

THE Education Department has published a list of articles of apparatus in chemistry and physics suitable to high schools. The list may be had on application. It seems to be sufficiently comprehensive and to include few show pieces. The best teachers of science use remarkably simple apparatus, and construct most of it themselves. Both teacher and pupil succeed best with their experiments when their apparatus is largely their own. When once such a collection as is here indicated is purchased, scarcely anything more should be needed for years. We notice in the list for Heat the omission of a

thermo-electric pile with suitable galvanometer attached, without which it seems to us very little progress in heat study can be made. Let it be repeated that the best science teaching, so far as is good for public or high school work, is not dependent upon expensive apparatus. A teacher must necessarily be both well informed, and very industrious to make a due use of all the pieces mentioned here.

THE *'Varsity* comes to us after its usual revivification in a new and pleasing form. The size is more convenient. The paper is better—it is excellent. But the type is not so good, and gives to the whole a somewhat unpleasing appearance. The financial statement of the *'Varsity* Company is most cheering. With such a bank account they ought to dictate their own terms to the printers. We like *'Varsity*. Its contributors are *littérateurs*; not essayists. The sonnet signed "Pro Grege" is too good for a *rom de plume*. Its *motif* is poetical, and despite one or two defective lines, it has a poetical treatment. *'Varsity* discusses the need of a "Political Science Club." Political science is one of Toronto University's poor relations. She shares a cot, now with one member of the household, now with another, but her name never appears on the family cards. Would it not be well for *'Varsity* to advocate that Political Science, or Sociology, be made, as it should be, a department of the university, and a subject of study and teaching in the college? A seminary of Political Science at Toronto University! "Shade of Leopold Von Ranke!" we were going to say, but the grand old nonagenarian is still at work, and bids fair to complete his century. Seminary work is as alien to the traditions and habits of University College as its name is unfamiliar to the college curriculum. The modern seminary was instituted in Germany in 1830. University College people are still looking up the name in the dictionary.

THE School Board of Peterboro', it is reported, have denied to the Peterboro' County Teachers' Association the use of their school buildings for the usual semi-annual meeting of the association. This action of the Peterboro' people is most exceptional, and, unless it can be explained in some way, it will be generally characterized as not only exceptional but illiberal. If we mistake not, the Peterboro' convention was set down for a Thursday and a Friday; and it may be that two days, in one week, of school disorganization seemed too much for the trustees to allow. In this view we agree. We think it unwise and unjust to make both Thursday and Friday school holidays, except for the best and most unavoidable reasons. Children, parents, rate-payers, all have rights in the matter that cannot be overlooked. But Peterboro'

county is so large that a two days' convention is almost impossible except on Thursday and Friday. We should deem the board to have acted more wisely if they had granted the use of the buildings in this case, and have put on record a resolution that such a privilege would not be granted again. Despite the appearance of illiberality which the action of the board presents to teachers and friends of education, their action is only another instance of the prevailing conviction that teachers should be held to their contracts as strictly as other people. Wherever possible, we would say, these conventions should be held on Friday and Saturday.—Since writing the above we have learned that the teachers of East Victoria have invited their "locked out" brethren of Peterboro' to attend their convention, which is to be held at Lindsay on the Friday and Saturday of this week.

IF the average self-pauperizing Canadian student could obtain from the public purse free books, free clothing, and free board, he might, perhaps, be satisfied. Not until he is thus provided for by the state does it seem likely that he ever will be satisfied. The ordinary and almost nominal fee which the best high schools are everywhere charging is to him intolerable. To escape it he hies away to some inferior school (inferior because its resources are too slight to obtain an adequate staff and equipment). The model school departments, which are certainly anything but benefits to the schools to which they are attached, have lately been empowered to impose a small fee upon candidates in training for teachers. Immediately this fee is imposed, the self-pauperizing student petitions to have it removed. Nothing will suit him save that the expenses of his apprenticeship shall be paid for out of the public funds. In the college and the university this mendicant fellow has, as yet, been somewhat rarely found. But now, if his so-called grievance is correctly reported in the public press, University College, at least, has him confessedly pleading *in forma pauperis*. The regulations of the University permit a student to obtain in the day time any book from the library he may wish, perfectly free of cost to himself. Any book, too, that he wishes he may obtain to keep over night, the only condition imposed being that he shall, at the beginning of each year, make a small deposit of money as a guarantee of good faith, a condition imposed certainly not a day too soon, and for the most obvious reasons perfectly justifiable, as the deposit is to be returned in case of no violation of the regulations. But the would-be-pauper is not satisfied, of course. He is clamorous to have this most prudent regulation cancelled. Verily, the poor (in spirit) we have always with us!

Literature and Science.

ABIGAIL BECKER.

AMANDA T. JONES.

(Off Long Point Island, Canada, November 24th, 1854.)

THE wind, the wind where Eric plunged,
Blew, blew nor'-east from land to land ;
The wandering schooner clipped and lunged—
Long Point was close at hand.

Long Point—a swampy island-slant,
Where, busy in their grassy homes,
Woodcock and snipe the hollows haunt,
And musk-rats build their domes ;

Where gulls and eagles rest at need,
Where either side, by lake or sound,
Kingfishers, cranes, and divers feed,
And mallard ducks abound.

The lowering night shut out the sight :
Careened the vessel, pitched and veered—
Raved, raved the wind with main and might ;
The sunken reef she neared.

She pounded over, lurched and sank ;
Between two sand-bars settling fast,
Her leaky hull the waters drank,
And she had sailed her last.

Into the rigging, quick as thought,
Captain and mate and sailors sprung,
Clambered for life, some vantage caught,
And here all night they swung.

And it was cold—oh, it was cold !
The pinching cold was like a vise :
Spoon-drift flew freezing—fold on fold
It coated them with ice.

Now when the dawn began to break,
Light up the sand-path drenched and brown,
To fill her bucket from the lake,
Came Mother Becker down.

From where her cabin crowned the bank
Came Abigail Becker tall and strong ;
She dipped, and lo ! a broken plank
Came rocking close along !

She poised her glass with anxious ken ;
The schooner's top she spied from far,
And there she counted seven men
That clung to mast and spar.

And oh, the gale ! the rout and roar :
The blinding drift, the mounting wave
A good half-mile from wreck to shore,
With seven men to save !

Sped Mother Becker : " Children ! wake !
A ship's gone down ! they're needing me !
Your father's off on shore ; the lake
Is just a raging sea !

" Get wood, cook fish, make ready all."
She snatched her stores, she fled with haste,
In cotton gown and tattered shawl,
Barefoot across the waste,

Through sinking sands, through quaggy lands,
And nearer, nearer, full in view,
When shouting through her hollowed hands :
" Courage ! we'll get you through ! "

Ran to and fro, made cheery signs,
Her bonfire lighted, steeped her tea,
Brought drift-wood, watched Canadian lines
Her husband's boat to see.

Cold, cold it was—oh, it was cold !
The bitter cold made watching vain :
With ice the channel laboring rolled,—
No skiff could stand the strain.

On all that isle, from outer swell
To strait between the landings shut,
Was never place where man might dwell,
Save trapper Becker's hut.

And it was twelve and one and two,
And it was three o'clock and more.
She called : " Come on ! there's nought to do,
But leap and swim ashore ! "

Blew, blew the gale ; they did not hear :
She waded in the shallow sea ;
She waved her hands, made signals clear,
" Swim ! swim, and trust to me ! "

" My men," the captain cried, " I'll try :
The woman's judgment may be right ;
For, swim or sink, seven men must die
If here we swing to-night."

Far out he marked the gathering surge ;
Across the bar he watched it pour,
Let go, and on its topmost verge
Came riding in to shore.

It struck the breaker's foamy track—
Majestic wave on wave uphurled,
Went grandly toppling, tumbling back,
As loath to flood the world.

There blindly whirling, shorn of strength,
The captain drifted, sure to drown ;
Dragged seaward half a cable's length,
Like sinking lead went down.

Ah, well for him that on the strand,
Had Mother Becker waited long !
And well for him her grasping hand
And grappling arm were strong !

And well for him that wind and sun,
And daily toil for scanty gains,
Had made such daring blood to run
Within such generous veins !

For what to do but plunge and swim ?
Out on the sinking billow cast,
She toiled, she dived, she groped for him,
She found and clutched him fast.

She climbed the reef, she brought him up,
She laid him gasping on the sands ;
Built high the fire and filled the cup—
Stood up and waved her hands !

Oh, life is dear ! The mate leaped in.
" I know," the captain said, " right well,
Not twice can any woman win
A soul from yonder hell.

" I'll start and meet him in the wave."
" Keep back ! " she bade : " what strength have
you ?

And I shall have you both to save—
Must work to pull you through ! "

But out he went. Up shallow sweeps
Raced the long white-caps, comb on comb :
The wind, the wind that lashed the deeps,
Far, far it blew the foam.

The frozen foam went scudding by,—
Before the wind, a scething throng,
The waves, the waves came towering high,
They flung the mate along.

The waves came towering high and white,
They burst in clouds of flying spray :
There mate and captain sank from sight,
And, clinching, rolled away.

Oh, Mother Becker, seas are dread,
Their treacherous paths are deep and blind !
But widows twain shall mourn their dead
If thou art slow to find.

She sought them near, she sought them far,
Three fathoms down she gripped them tight ;
With both together up the bar
She staggered into sight.

Beside the fire her burdens fell :
She paused the cheering draught to pour,
Then waved her hands : " All's well ! all's well !
Come on ! swim ! swim ashore ! "

Sure, life is dear, and men are brave :
They came—they dropped from mast and spar ;
And who but she could breast the wave,
And dive beyond the bar ?

Dark grew the sky from east to west,
And darker, darker grew the world :
Each man from off the breaker's crest
To gloomier deeps was hurled.

And still the gale went shrieking on,
And still the wrecking fury grew ;
And still the woman, worn and wan,
Those gates of Death went through—

As Christ were walking on the waves,
And heavenly radiance shone about,—
All fearless trod that gulf of graves,
And bore the sailors out.

Down came the night, but far and bright,
Despite the wind and flying foam,
The bonfire flamed to give them light
To trapper Becker's home.

Oh, safety after wreck is sweet !
And sweet is rest in hut or hall :
One story Life and Death repeat,—
God's mercy over all.

Next day men heard, put out from shore,
Crossed channel-ice, burst in to find
Seven gallant fellows sick and sore,
A tender nurse and kind ;

Shook hands, wept, laughed, were crazy-glad ;
Cried : " Never yet, on land or sea,
Poor dying, drowning sailors had
A better friend than she.

" Billows may tumble, winds may roar,
Strong hands the wrecked from Death may
snatch :
But never, never, nevermore
This deed shall mortal match ! "

Dear Mother Becker dropped her head,
She blushed as girls when lovers woo :
" I have not done a thing," she said,
" More than I ought to do."

From the Century.

*EARL CAIRNS.**(Died April 2, 1885.)*

Like some great river rushing through the plain—
A nation's highway, and a nation's pride—
That, midst its nobler work, can flow aside
To turn the mill and grind the village grain,
So is the giant mind—the fertile brain
That, God-directed, makes a country's laws,
Or guides the helm, yet loves awhile to pause
For humbler labors 'mongst its fellow-men.

Of such was he whom God has bid to rest :
A wise and upright judge ; a man to fill
All posts with honor at his country's call :
Yet, as a faithful servant, loving best
To help his fellow-men and work the will
Of the Great Judge and Saviour of us all.
—*From the Quiver.*

*GRANT.**(Died July 23, 1885.)*

WALT WHITMAN.

As one by one withdraw the lofty actors
From that great play on history's stage eterne,
That lurid, partial act of war and peace—of old
and new contending,
Fought out through wrath, fears, dark dismays,
and many a long suspense ;
All past—and since, in countless graves receding,
mellowing,
Victors and vanquished—Lincolns and Lees—
now thou with them,
Man of the mighty days—and equal to the days !
Thou from the prairies—tangled and many-
veined and hard has been thy part ;
To admiration has it been enacted !

*IN MEMORIAM.**(Anthony Ashley Cooper, Earl of Shaftesbury. Born April 28, 1801; died October 1, 1885.)*

Is life worth living? Who will dare to ask,
Remembering thy nobly rounded task,
Large-hearted Earl, whose lengthened tract of
years,
Death-shadowed now amidst a people's tears,
Spread smiles like sunshine on the earth's dark
ways?
If Heaven's approval and the people's praise,
Poverty's blessing, and the joy sublime
Of ministry that lifts the curse of crime,
If these avail to dower our days with worth,
How happy was thy life, who wealth and birth
Mad'st not a perch for pleasure, pride, pretence.
But vantage ground for high beneficence !
Friend of the fallen, helper of the poor,
The poor shall see, the fallen hear no more
That kindly presence, that inspiring voice.
As in thy life their thousands did rejoice,
So at thy death they grieve. These toilers gray
Who find so little sun on life's hard way,
Those helpless thralls of trade, whose spirits feel
The long relentless grinding of the wheel,
Those all unchildlike children, victims small
Of modern Molochs, all who creep or fall
On poverty's rough road, or crime's steep slope,
Will miss the presence of incarnate hope
In the good Earl. Yet has their champion left
Bequests of which they shall not be bereft,

And legacies of help, in softened law,
And guardian edict ; so that Mammon's maw
Crushes them not quite wholly as of old.
There be his monuments ! His heart is cold
Who reads unmoved the roll of that long life,
With naught but suffering and wrong at strife,
Or marks without a touch of tearful mist
The passing of the great Philanthropist.
—*From Punch.*

GIFTS.

ESIMA LAZARUS.

"Oh, World-God, give me Wealth!" the Egyptian cried.
His prayer was granted. High as heaven, behold
Palace and pyramid : the brimming tide
Of lavish Nile washed all his land with gold.
Armies of slaves toiled ant-wise at his feet,
World-circling traffic roared through mart and
street.

His priests were gods, his spice-balmed kings
enshrined,
Set death at naught in rock-ribbed charnels deep.
Seek Pharaoh's race to-day and ye shall find
Rust and the moth, silence and dusty sleep.

"Oh, World-God, give me Beauty!" cried the Greek.

His prayer was granted. All the earth became
Plastic and vocal to his sense ; each peak,
Each grove, each stream, quick with Promethean
flame,

Peopled the world with imaged grace and light,
The lyre was his, and his the breathing might
Of the immortal marble, his the play
Of diamond-pointed thought and golden tongue.
Go seek the sunshine race, ye find to-day
A broken column and a lute unstrung.

"Oh, World-God, give me Power!" the Roman
cried.

His prayer was granted. The vast world was
chained

A captive to the chariot of his pride.
The blood of myriad provinces was drained
To feed that fierce, insatiable red heart.
Invulnerably bulwarked every part
With serried legions and with close-meshed Code—
Within, the burrowing worm had gnawed its home.
A roofless ruin stands where once abode
The imperial race of everlasting Rome.

"Oh, Godhead, give me Truth!" the Hebrew
cried.

His prayer was granted ; he became the slave
Of the Idea, a pilgrim far and wide,
Cursed, hated, spurned, and scourged, with none
to save.

The Pharaohs knew him, and when Greece beheld,
His wisdom wore the hoary crown of Eld.
Beauty he hath forsworn and wealth and power.
Seek him to-day, and find in every land.
No fire consumes him, neither floods devour,
Immortal through the lamp within his hand.
—*Century for November.*

A NOVEMBER EVENING.

CELIA THAXTER.

THE autumn night is dark and cold ;
The wind blows loud ; the year grows old ;
The dead leaves whirl and rustle chill ;
The cricket's chirp is long and shrill ;

The skies that were so soft and warm
Mutter and bode of gathering storm.
And now, within the homes of men
The sacred hearth-fires gleam again,
And joy and cheer and friendship sweet
Within the charmed circle meet.

The children watch with new delight
The first fire, dancing redly bright,
That drives away the dark and cold ;
And Grace's slender fingers hold
A braided fan from Mexico,
To make the broad flames flare and glow.

Alert, alive, they leap and run
Like fierce bright streamers of the sun ;
They shine on Robert's placid face,
And tint the pensive cheek of Grace,
And chase away the doubtful gloom
From every corner of the room.

O pleasant thought !—that far and near
Are gathering 'round each hearthstone dear
Bright faces, bappy smiles, and eyes
Sweet with the summer's memories !
O holy altar-fires of home !
Tho' far and wide the children roam,
Your charm for them shall still endure
With love so strong and peace so sure.
—*St. Nicholas for November.*

FIRE ! FIRE !

ESTHER H. TIFFANY.

Oh, Birdie, fly—for the maple-tree,
Where your nest is hid so cunningly,
With scarlet flames is ablaze, I see.

For Autumn, that wanton, gold-haired boy,
Roams wild, with a flaming torch for a toy—
And he fires the trees with a reckless joy.

On the maple's mantle the bright sparks fall,
On the creeping woodbine along the wall ;
On the sturdy oak-trees, stanch and tall.

Oh, Birdie, fly ! to the Southland hie,
For the woods are blazing beneath our sky,
And your home is on fire—Oh, Birdie, fly !
—*St. Nicholas for November.*

THE MOON AND ITS "SHINE."

BESSIE CHANDLER.

"WILL you pull back the curtains, Mamma?" he
said ;

"There's a beautiful moon to-night,
And I want to lie right here in my bed
And watch it, so yellow and bright."

So I tried to arrange the curtains and bed
For the dear little laddie of mine.
"Can you see it now?" "No," he cheerfully
said,
"But I can see its beautiful shine."

Dear baby ! his innocent answer I prize,
It is full of a meaning divine ;
When the bright things we wish drift away from
our eyes,
May not we, too, rejoice in their "shine" ?
—*St. Nicholas for November.*

Educational Opinion.

[We regret to observe that in "making up" Mr. Houston's articles on the "Study and Teaching of English," an unfortunate transposition has occurred. Our readers will please understand that all that part included between the words "Making allowance . . ." on page 697 in last week's issue, and " . . . to answer for" in this column, should follow immediately after " . . . better for the knowledge" on page 696.—Ed. WEEKLY.]

THE STUDY AND TEACHING OF ENGLISH.

WILLIAM HOUSTON, M.A.

(Continued from previous issue.)

I NEED hardly say, in concluding this part of my subject, that from the very outset the process of taking apart should accompany that of putting together. In other words, the analysis of sentences and of continued discourse should be part of the pupil's work equally with the practice of composition. But do not let the analysis be too elaborate. Let it be logical and rhetorical rather than grammatical, and do not strain after minute syntactical parsing. The object of all analysis should be to enable the pupil to thoroughly comprehend the meaning of the passage under dissection. To make him practise it for the sole object of becoming expert at it is to elevate the means into an end. It would be quite as sensible for a blacksmith, who has plenty of legitimate work at his anvil, to swing his sledge hammer by the hour for the purpose of exercising his muscles. The excessively minute parsing so commonly practised in schools, mainly because it is so persistently used as a test at examinations, is of little value at any stage of the student's course; in the public school it is a waste of time and in other ways possibly mischievous. It creates in the pupil's mind the feeling that every word is capable of being parsed if he only knew how to parse it, and I have frequently seen teachers in a state of despair simply because some inquisitive boy had asked the parsing of a word that could not be parsed according to any rule given by any grammarian. The writers of grammars, like the compilers of lexicons, have much to answer for.

You, as teachers, are all interested in securing this great but easily effected change. The high school masters will henceforth have the privilege of reading new literature, prose and verse, with their pupils each year. Why should you be debarred from it? Compare your position and condition at the end of ten years' treadmill work on your present course of scrap-book reading with what your position and condition would be at the end of ten years' study of texts changed every year. The one course of work will leave you practically where you are in the matter of culture; the other would carry you far on the road to a general

knowledge of English literature, and, what is of unspeakably greater importance, give you facility in "reading," using the term "reading" in Carlyle's large sense of it. You are often advised, by well-meaning persons who have never taught, to devote your spare time to reading English literature. I know from experience what it is to feel, after the day's work in school and out of school is done, so utterly fatigued in body and mind as to have little taste for reading even the most attractive literature. But make such reading a part of the regular school course and you at once lighten the teacher's toil and compel him to acquire a measure of literary culture while he is trying to impart it to others. The scrap-book Fourth Reader must go, and it should stand not on the order of its going, but go at once. The new Fourth Reader should never have been compiled.

With a view to making an illustrative application, however imperfect, of the principles I have been laying down, allow me to describe briefly the manner in which a piece of literature should be dealt with, say for the Entrance Examination. For this purpose I select Longfellow's "Evangeline," which is well adapted to the capacity of fourth class pupils. The various steps in its treatment may be thus described:—

1. The poem should be read through by the pupils without any explanations by the teacher, except, in answer to requests for information. It should be read aloud and in full, as continuously, and with as much attention to elocution as time and circumstances will permit, in order that it may be viewed as a whole, and the reading should be done over and over again, until the pupils have had a fair chance to gain a clear idea of the plan of the work, to form some theory as to the object of the author, to discern its beauties, and to notice its more interesting passages.

2. After this opportunity has been given them, it should be read again for the purpose of enabling the teacher to ascertain by judicious questioning whether the pupils fully understand the text, including references to names, places and events with respect to which the poem is not self-explanatory, care being taken not to convert it into a mere occasion for a lesson in history, or geography, or antiquities. The same reading will serve for such elucidation as may be necessary—the less the better, as a rule—of peculiar constructions, of instances of poetical license, and of philological points, care again being taken to do only so much of this side work as may be necessary to make the meaning of the text perfectly clear.

3. It is now time to ascertain what theory the pupils have formed as to the author's aim in writing the poem, and to correct erroneous views on this point; as, for instance,

that it was designed to condemn the expatriation of the Acadians. In the light of this general view some passages will have acquired a new beauty and force, and an effort may be made to ascertain what parts of the poem have produced the deepest impressions, and why; also to lead them to notice other passages which they may have overlooked. The same reading may be utilized for the purpose of calling attention to other beauties of form—cadence, rime, adaptation of sound to sense, alliteration, figures of speech—care being taken to inflict on the pupils as little as possible in the way of definition, and in the case of rhetorical figures to confine the attention to those that are most obvious and most frequent.

4. Comparison may now be made of "Evangeline" with Parkman's narrative in his recently-published work on "Montcalm and Wolfe." The pupils may in this way be taught to distinguish between poetical truth and historical truth. They can learn to understand that the English Government may have been justified in sending the Acadians from their homes, and that at the same time this very justifiable measure may have been productive of great and undeserved injury to innocent individuals in a spot far away from the settlements that were constantly harassed by the Indians at the instigation of the French.

5. Even with fourth class pupils it may be a profitable exercise in prosody to compare "Evangeline" in point of form with some of Longfellow's other poems—with "Miles Standish," which resembles it in its hexameter structure; with "Hiawatha," which resembles it in the absence of rimes, but the verse of which is trochaic and octo-syllabic; and with some of the best of his minor poems, which may with pleasure and profit be committed to memory.

6. Lastly, some attention, but not too minute, may now be given to Longfellow's personal history, to his peculiar preparation for his work, to the general features of his poetry, and to his position amongst the poets of his own generation in America and England, the utmost care being taken to keep all this subordinate to the main object of studying literature—that is, the thorough appreciation of the text itself.

One poet dealt with each year in some such way as I have described, and one prose work utilized with similar care, as a basis of exercises in composition, would furnish the teacher with a much-needed means of self-culture, and the pupil with a method of reading literature such as he can never acquire by the most extended study of detached excerpts.

III.—GRAMMAR, LOGIC AND RHETORIC.

These sciences collectively have for their subject-matter the formal laws of thought and of the expression of thought by means of language. They are, of course, separable

from each other in treatment ; but it is convenient for my purpose to group them, since grammar has to deal more or less with the laws of thought, and it would be better if the grammarians would revert to them more frequently than they do, and attach less importance to what may be called historical accidents. In other words, if grammatical analysis were made more logical than it usually is, there would be less reason to complain of its prevalent use. Take, for instance, the sentence, "The cat jumped from under the table." It is impossible to parse the word "from," according to the usual definition of a preposition, except by treating "under-the-table" as a noun of place, which logically it is. Why should any more minute analysis be required, when it is not merely a waste of time and effort, but tends to hinder the pupil from getting what you most want him to get in this direction, a clear view of the nature and functions of words? Sometimes apparent or real inconsistencies are explicable by a knowledge of word history, as, for instance, in these uses of "worth":—

Woe worth the chase ! Woe worth the day !

The horse was worth two hundred dollars.

Or in the senses of "wont," both of which are justified by usage, and therefore correct:—

Some of our English poets have been wont to make their homes in Italy.

Can this be he who wont to stray
A pilgrim on the world's highway?

What I wish to insist on chiefly with respect to formal grammar, however, is that it should not be taken up systematically at an early stage of the pupil's progress—not until he has left the fourth class either to enter the fifth or to pass into the high school. Even in these I see little use for it, as it is properly rather a university than a school subject. Do not suppose that this is equivalent to saying you should not teach grammar. That you cannot avoid doing from the moment the pupil comes within the sound of your voice and the circle of your influence, for grammar is not merely "the science of language," but the "art of speaking and writing it correctly." The most effective method of teaching grammar to children is to teach it practically and incidentally; and I believe this to be the best way of teaching it even to university students. I attach little importance to a knowledge of hooks like Earle's "Philology." If a man wants to know English grammar historically he should make himself acquainted with the literature produced in the various stages and dialects of the language. It will do him little good to memorize what others have written about changes in the forms of words and inflections. By following the methods I have described above in training his pupils in the correct use of the language, and in capacity to appreciate literature, the teacher

will have made them, by the time they reach the high school entrance period, excellent practical grammarians, and this is of more importance than to have them able to analyze and parse difficult expressions. I could parse at twelve years of age, and correctly according to the rules of the grammarians, expressions which to-day I would not think of trying to parse at all, simply because I regard them as anomalous. Are they, therefore, illegitimate? Not at all, if they are justified by usage. What you should do about such expressions is to see that your pupils learn to use them as educated men and women do, and, if the examiners will only permit you, to tell the boys and girls, frankly, that you do not always feel competent to explain what is arbitrary. That language is conventional and capricious, and that the great end of words is to be used and not to be parsed. I am fully persuaded that by making grammar in this way more practical, keeping the word "grammar" itself out of sight, and leaving the formal science of language to be taken up at a much later stage, we would be able to show better results.

IV.—PHILOLOGY.

Much the same line of remark applies to philology, including under this term the history and derivation of words. In school a great deal of time is often wasted by asking the pupil to commit to memory long lists of roots, prefixes, and affixes, and to practise what is called "word-building." This is a very unpractical and, therefore, indefensible way of teaching philology. The history and derivation of words should be dealt with in the lower classes only in so far as they can be made useful in getting at their true meaning, and thus aiding in a more thorough comprehension of literary texts. There should be no learning of lists of roots, and the first introduction of the pupil to philology should be through the medium of analysis, not of synthesis—word-resolution, not word-building. Philology so treated can be made incidentally the means of affording an excellent training in generalization or induction. Let the teacher take a number of commonly recurring words, in which the root is constant and the prefix variable—as, for example, precede, recede, secede, proceed, intercede—and show how the force of the root part of the word is constant while that of the prefix varies. Let him next take a number of common words in which the prefix is constant and the root variable—as, for instance, intercede, interfere, intervene, interchange, intermix—and show how the force of the prefix remains constant while that of the stem varies. By pursuing this method he will soon train his pupils to become intelligent observers of verbal phenomena, to discover for themselves a number of philological laws, and—what is of more importance—to reason care-

fully and correctly on the inductive method. At the end of any given time they may know by heart fewer root-words and appendages ; but they will have a more intelligent knowledge of philology and be possessed of a method which is the instrument, the organon, of all progress in the so-called inductive sciences. Do not think that I disparage the science of philology by asking to have it dealt with in this way. It happens that it is one of the subjects of which I am exceptionally fond, and I would not think of depriving your pupils of the pleasure to be derived from such a widening of their horizon as only philology can give. There is no reason why they should not gradually and profitably be made acquainted with the fact that each individual word has its history ; that some of our words have been taken by great masters of literature for their own use from other languages ; that in this way the original stock of English words has been greatly and advantageously increased ; that these English words have themselves greatly changed in both their original and inflectional forms ; that Milton's and Shakespeare's English, and even that of our common Bible, differs greatly in outward appearance from their texts as we now invariably see them printed ; that still older texts differ still more, so that we get back at last to a time when English must be learned anew like a foreign language ; that this old English came originally to England from Western Europe ; that it was brought over in many different forms called dialects, which still exist, chiefly as local *patois*, but in some cases also as the vehicle of dialectal literature ; that English is closely related in descent and form to several European languages, such as the Dutch, the German the Scandinavian ; that the members of this great Teutonic family are more distantly related to another European group, which includes the French, the Spanish, the Italian and the Portuguese ; that these Romance languages, formed by the decay of the Latin, the Latin itself, the Greek and the Sanskrit of India, form with the Teutonic languages a still larger group known as Indo-European or Indo-Germanic ; and that all these are comprised under the common name Aryan, to distinguish them from another large group called Semitic, which includes the Arabic, Hebrew and Aramaic, and from a third group described as Monosyllabic, of which Chinese is the most familiar example. The process by which all these relationships have been determined is strictly analogous to the process by which the past history of the earth's crust has been reconstructed by the geologists, and it constitutes one of the most perfect specimens of inductive reasoning afforded by the whole circle of the sciences. By treating philology in school as strictly subordinate and subservient to the obtaining of a clearer comprehension of the meaning of words, and by training the pupil gradually and incidentally to look upon apparently isolated and capricious etymological facts as parts of one great system of development, controlled by laws as uniform in their operation as those which govern the formation of the stratified rocks and the order of succession of animal life on the earth's surface, you will make the subject attractive instead of repulsive ; and it will remain with him, whether his knowledge of it be much or little, a matter of deep scientific interest through life, just as literature properly treated will remain a perennial source of æsthetic and intellectual enjoyment.

TORONTO:

THURSDAY, NOVEMBER 5, 1885.

THE STATUS OF THE PROFESSION.

THE Board of Education of Peterboro', have passed a resolution to the effect that all high and public school teachers in their service shall be charged five and three dollars a day respectively whenever they are absent without the written sanction of the chairman of the board, such fines to be deducted from the salaries before payment. The Belleville School Board have determined that their teachers shall be held responsible for all damage done to school property in the rooms respectively under their charge—the cost of repairs and renewals to be deducted monthly from their salaries. Toronto School Board has suspended, for one month, a teacher who had been late in commencing her duties four times. And now from a school board of one of the eastern suburbs of London (Eng.) comes the news that it has been proposed to appoint a health officer, at the cost of £40 a year, without whose permission no teacher could be excused from duties on account of illness, in the opinion that "the thought of an officer hovering over the teachers would be a check on their illness"!

The moral of all this is plain. (1) That business men, and the community generally, look upon teachers as not different from other workers in respect of their obligations: scrupulously to fulfil their contracts or else make equitable restitution. (2) That there is a growing feeling of irritation at the want of good faith which not a few teachers manifest in regard to their contracts and a tendency to punish it. (3) That if teachers desire that their profession shall be treated with that courtesy which makes harsh and stringent regulations inconceivable, they cannot be too careful in fulfilling to the letter, and far beyond the letter, the terms and spirit of their engagements.

We have no thought that the regulations of the Peterboro' and Belleville boards can be carried out. We doubt, indeed, whether they be tenable in point of law. We know nothing about the circumstances which provoked their enactment, and offer no opinion thereon; but we are quite certain about this: that business men—of whom it may be said our

communities are largely composed, and hence, also our school boards—often complain quite bitterly of non-performance of contract, on the part of teachers, both as to the whole, and in details.

The antidote to these degrading regulations is the cultivation of a professional spirit among teachers, a spirit which shall be as jealous of the honor of the profession when it is stained from within, as when it is attacked from without, and the elevation of the status of the profession by protecting it from the intrusion of the base and the uncultured, and by the improvement of its own intellectual and social tone.

Teachers are not regarded by the general public as constituting a profession, because they are not sufficiently self-respecting. Mr. Lewis, in his admirable essay on the "Bible in the Schools," has said that "society financially as well as conventionally keeps the teacher down to a level with the dangerous classes." It is not society, at all, that does this; it is the teacher himself, or rather the profession in the aggregate.

The members of other professions band together for mutual help and professional elevation. They see to it that none but properly prepared candidates are allowed to enter their ranks. If any other such should enter they are speedily condemned to a sort of professional ostracism. The successful lawyer or doctor is held in estimation; the skilful surgeon, the scholarly jurist, the judge upon the bench, the popular preacher, are regarded by their fellows, not with envy, but with freely given esteem.

In the teaching profession, on the contrary, the standard at entrance is kept so low that the most uncultured are admitted to it, as if by invitation; they form, indeed, a large constituency in the profession. Instead of honor and regard being the reward of the successful teacher, he receives but bare consideration from his fellow-workers; too often is he accorded misrepresentation and looked upon with jealous envy.

We have said that members of other professions band together for mutual help and self-elevation. In our profession how is it? What has been the average attendance at the Provincial Association since its foundation? A scarcely computable fraction of those eligible for membership. What is the history of teachers' institutes

and associations in all the counties? A languid existence sustained simply by the enthusiasm of a few. And what is the remedy now prescribed? Compulsory attendance! Can we imagine anything more suggestive of self-degradation in a profession, than that an institution whose very existence is for the professional and individual advancement of the teacher, autonomous, supported by the State financially, and also by the provision that the time necessary for attendance shall be paid for by the trustee boards—should have to be kept alive by the galvanism of such a departmental regulation?

Again, what of the provisions for self-improvement which these associations supply? Are they made use of? Do our teachers read the works on their profession which are to be found in the libraries established by the aid of legislative grants? We think they do not. We have enquired of association librarians and have been told that such books, indeed that any books, are rarely taken out. "Mr. So-and-so always has a book out, and Miss So-and-so sometimes has one, but beyond these two none others give me much trouble." We have enquired of inspectors, and have always received reply that even when the postage on borrowed books returned to the library is paid for by the association, scarcely a professional book is read by a teacher in the course of a year.

Go into any bookseller's shop in Toronto, or other city, and ask "who are your book-buyers? Are they teachers?" The answer invariably is "no." One of our principal booksellers told us the other day he would prefer being without the teachers' trade than with it.

We could continue our illustrations of the indifference of the general rank and file of the profession to intellectual improvement, but we need not. The people everywhere know it; and, as Mr. Lewis says, while society "shows courtesy to the recognized profession of arms, law, medicine, and divinity," it "keeps the teacher down to a level with the dangerous classes."

COLONEL PARKER.

ON another page will be found a few quotations from recent words by Colonel Parker. Many more such could easily be selected. They show, as we said last week, that Colonel Parker wishes nothing so much as that the teacher should study,

think, invent, construct, and act for himself. Another lesson is that the great obstacle to educational progress is the dead inertia of the poor, indolent teacher, who does not do good work himself, and yet underbids and crowds out the teacher who is in earnest and does think and invent, and does try to adapt his methods so as to secure the speediest and most natural mental and moral development of the child.

We regret very much overlooking a typographical error in our remarks last week, in which "machine" was printed "medicine." As the error is not an obvious one, and yet, when once noticed, quite ridiculous, we thus call attention to it.

OUR EXCHANGES.

THE *Chautauquan* for November comes to hand with its usual full repertoire of the useful and instructive. "How the Old World Became the New," by Dr. Wilkinson; "Modern Italy," by President Wheeler; "Electricity," by Charles Barnard; "How to Live," by Edward E. Hale; "Victor Hugo," by Dr. Little; "The Coreoran Gallery," by Clarence Cook; and "General Gordon," by Professor Williams, are the leading articles, all of them good. For self-improvement we know of no publication superior to the *Chautauquan*.

St. Nicholas (New York: the Century Co., \$3.00 per annum) appears for November more bright and beautiful than ever. Blessed is that house to which *St. Nicholas* is a regular visitor, say we! It seems to us to be the most carefully edited and the most beautifully prepared magazine in the world. The November number is the first of the new volume, and opens with the first chapter of a new serial story by Frances Hodgson Burnett, author of "That Lass o' Lowrie's." There is also the first instalment of a series of "New Bits of Talk for Young Folks," by Helen Jackson (H.H.), written specially for the *St. Nicholas*. Louisa M. Alcott contributes an account of "The Candy Country." Susan Coolidge tells a bright "girl story" called "Uncle and Aunt." C. E. Holder gives some interesting facts and J. C. Beard shows some astonishing pictures of "Giant Turtles." "A November Evening," the beautiful frontispiece by Mary Hallock Foote, with the accompanying verses by Celia Thaxter, reminds us that Thanksgiving Day is at hand; and Sophie Swett, in "Barty's Turkey," gives a very amusing account of one. Besides these there are very many other articles and illustrations which our space forbids our mentioning.

THE *School Supplement* (Toronto: the Supplement Co. \$2.00 per annum) now appears as *The Supplement*, and has been changed to the form of a magazine consisting of 48 pages with cover. The appearance of this new magazine is equal to that of the best. It is amply illustrated, great attention being given to portraits. The first number contained a sketch of the life and a portrait of Edison, the inventor. The second number,

now to hand, opens with a portrait of the poet Holmes, and an interesting account of his life from the pen of the well-known Canadian *littérateur*, A. Stevenson. There is also an excellent portrait of Dr. Arnold. We wish our enterprising contemporary abundant success—which it well deserves.

Hall's Journal of Health (New York: monthly. \$1.00 per annum) for October is a very readable number. Teachers who wish to obtain useful information for health talks with their pupils, can find so interesting and varied a selection suitable to their purpose scarcely anywhere else.

Treasure-Trove for October (New York: E. L. Kellogg & Co. \$1 per annum) displays some original and interesting features. Among those specially interesting is an article from Supt. W. J. Ballard relating to physical exercise for young people, entitled "The H.I.C."; "Stories from History," by Irving J. Roemer; "Lives of Great Men," by Hazel Shepard; and "Birds and their Habits," by S. C. Wheat. In the November number of *Treasure-Trove* begins a series of historical stories by Prof. John Montieth, formerly State Superintendent of Public Instruction of Missouri. These are very spicy and entertaining.

Babylonia (Boston: D. Lothrop & Co. 50 cents per annum) is the daintiest little book for children that we have ever seen. Its beautiful colored frontpiece, and its abundant illustrations, its pretty little poems and stories, all for wee babies and prattling children, make it, we are sure, a welcome visitor to every house that is gladdened by the presence of little ones.

The Normal Index, Middleton, Virginia, is one of the most inspiring and inspiring educational journals that we receive. Its editorials have a good tone and ring; their theme is—more think help, more investigation, more study, more self-help, on the part of teachers. No exchange is more welcome to the WEEKLY.

BOOKS RECEIVED.

A Singing Book for the use of high schools: by F. A. Pease. Boston: Ginn & Company, 1885. 125 pp. quarto, 50 cents.

Astronomy for Beginners, in thirty-two lessons, with illustrations: by Francis Fellowes, M.A. New York: John Wiley and Sons. Toronto: Williamson & Company.

Improvement of the Mind: by Isaac Watts, D.D. Edited by S. N. Fellowes, D.D., Professor of Mental and Moral Science in the State University of Iowa. New York: A. S. Barnes & Company, 1885. 200 pp.

Elements of Geometry and Trigonometry, from the works of A.M. Legendre: by Charles Davies, LL.D. Edited by J. H. Van Amringe, A.M., Ph. D. of Columbia College. New York: A. S. Barnes & Company, 1885. 503 pp.

Schelling's Transcendental Idealism: a critical exposition; by John Watson, LL.D., F.R.S., Professor of Mental and Moral Science, Queen's University, Kingston. Chicago: S. C. Griggs & Company. 251 pp. \$1.25.

Table Talk.

PROFESSOR TYNDALL'S gifts of money to various American colleges will be handed over to the institutions this month.

THE corporation of Harvard University consists of the President, the Treasurer, and five Fellows. Each member is elected by the corporation itself, and no member by the alumni.

CANON FARRAR, in a lecture delivered at Johns Hopkins University put himself in line with those who protest against making the study of ancient languages the chief business of college life.

The Princeton Review is to be resuscitated. It will be called *The New Princeton Review*. The editor promises it shall be less solemn than the old periodical, and give less space to theological disquisitions.

ARCHDEACON FARRAR has planted a tree on Mr. Childs' lawn at Wootton, near those planted by General Grant, Christine Nilsson, Thomas Hughes, Robert C. Winthrop, Hamilton Fish, and Secretary Bayard.

MISS CLEVELAND'S book has reached its fourteenth edition. It is but fair to say that if the book had had no merit, it would not have attained such a sale, even though its author were the sister of half a dozen presidents.—*The Current*.

THE editor of the *London Times* receives \$25,000 salary; the *Standard* pays \$15,000; *Daily News*, \$20,000; senior editors of the *Telegraph* receive \$17,500 each; *Manchester Guardian*, \$15,000; *Pall Mall Gazette*, *Spectator* and *Saturday Review*, each \$10,000; *St. James' Gazette*, \$9,000; and *Punch* \$15,000.

MAX O'REIL says that London contains more Roman Catholics than Rome, more Jews than the whole of Palestine, more Irish than Dublin, more Scotchmen than Edinburgh, more Welshmen than Cardiff, and more country folks than the counties of Devon, Durham, and Warwickshire put together. It has a birth in every five minutes; has seven accidents every day in its eight thousand miles of streets; has an average of forty miles of streets opened, and 15,000 new houses every year. In 1883 there were added 22,110 new houses to the vast aggregate of dwellings, which is called the metropolis, thus forming 368 new streets and one new square, covering a distance of sixty-six miles and eighty-four yards.

EX-PRESIDENT ANDREW D. WHITE has been devoting a part of his leisure to a study of the growth of the true doctrine of comets. He shows how myriads of good men in the Christian church, down to a recent period, saw in the appearance of comets divine warnings to repentance; how in nearly every decade of years Europe was plunged into alarm by them; how Shakespeare and Milton and Luther recognized them as portents; how Increase Mather called one of them "Heaven's alarm to the world"; and how Professor Winthrop, of Harvard, in 1759, at last acknowledged the victory of science by saying in a lecture that "to be thrown into a panic whenever a comet appears betrays a weakness unbecoming a reasonable being."—*Harper's Weekly*.

Special Papers.

For the EDUCATIONAL WEEKLY.

THE ANCIENT MARINER.

THE student of this wonderful poem must often ask himself whether, aside from its literal meaning, the interest of the story itself, he should also understand an inner, a figurative meaning—in short, whether or not the poem is an allegory. Now, I am aware that this is a vexed question, but, I confess, the more I study "The Ancient Mariner" the more I am impressed with the belief that it is a tale of spiritual experience. And such a conclusion, I humbly submit, seems to be supported by what Coleridge himself has told us, not so much of his purpose in writing the poem, but of his success in carrying out his intentions.

To begin, I am aware that the poem was written to exemplify a theory. The brother poets, Coleridge and Wordsworth, in the course of a friendship which must always be of intense interest to the student of literature, frequently conversed (to give Coleridge's own words) on "the two cardinal points of poetry, the power of exciting the sympathy of the reader by a faithful adherence to the truth of nature and the power of giving the interest of novelty by the modifying colors of the imagination.

The thought suggested itself that a series of poems might be composed of two sorts. In the one the incidents and agents were to be, in part at least, supernatural; and the interest aimed at was to consist in the interesting of the affections by the dramatic truth of such emotions as would naturally accompany such situations, supposing them real.

. . . . In this idea originated the plan of the "Lyrical Ballads," in which it was agreed that my endeavors should be directed to persons and characters supernatural, or at least romantic, yet so as to transfer from our inward nature a human interest and a semblance of truth sufficient to procure for these shadows of imagination that willing suspension of disbelief for the moment which constitutes poetic faith."

It was Wordsworth's part to add the force of the *imaginary* to the *real*; Coleridge's to make the *imaginary* as *realistic* as possible.

But how was the latter to be effected? Aside from poetic imagery and diction—means by which the poet has painted for us in the most vivid colors the purely supernatural or literal "incidents and agents," Coleridge wished "to transfer from our own inward nature a human interest"—to cause us, that is, to take a keen interest in supernatural persons and events, as if they really affected our own lives.

Now, I believe that it is in this very attempt "to transfer a human interest" that

Coleridge has introduced the allegorical element. We have evidence that even he admitted this. We are told that Mrs. Barbauld contended that "The Ancient Mariner" had no moral and was improbable. To this Coleridge replied, "As for the probability, I owned that that might admit some question; but as to the want of a moral, I told her that, in my judgment, the poem had too much, and that the only or chief fault, if I might say so, was the obtrusion of the moral sentiment so openly on the reader as a principle or cause of action in a work of such pure imagination." Coleridge himself, then, admits that though his intention was to write a work of "pure imagination," the incidents and agents being supernatural—a tale, *e.g.*, like that of the "Forty Thieves" in the "Arabian Nights," still he has introduced a moral or allegory. Mrs. Oliphant well describes the poem as "an unconscious allegory, suggested not by any artificial plan, but by that poetic judgment which works by instinct." And we can well believe that such a self-conscious thinker as Coleridge evidently was, in picturing that lonely creature on the broad waste of waters could hardly fail to interweave into the story of the mariner's life some incidents in his own spiritual experience.

PART I.

The "Old Navigator" has a "tale to teach." Let us give heed to it. "In the hour of wealth," when about to take part in one of life's happiest scenes, life's crowning joy, the wedding-guest is suddenly arrested by the tale of what is not dreamt of in his philosophy, the spiritual experience of one who has been

"In seas of Death and sunless gulfs of Doubt."

Surely, when the spirit speaks from the lips of one of even the meanest of His ministers, the man of the world "cannot choose but hear." On the one hand the world with its pleasures calls him—but things higher and grander, things unseen and spiritual claim his attention too, and he listens submissively "like a three years' child," to the spirit's promptings. From time to time, as the echoes of the festivities are borne in upon him, he frets and chafes for things below, but soon he is wholly absorbed in the tale of what is more real, more true, more unquestionable than anything that eye can see.

The ship leaves port,

"Merrily did we drop
Below the kirk, below the hill,
Below the light-house top."

How often like the mariner does a man, in the light-heartedness and confidence of youth, desert the old landmarks, which have guided him from infancy—the kirk, the faith of his fathers—and rashly sail away to un-

known seas! All is bright for a time, but soon a storm overtakes the ship—"tyrannous and strong"—the conflict of the soul with the powers of darkness—which drives her on into regions more and more cheerless, until at last she is fixed fast in the ice—fast where love grows cold and despair and gloom begin to settle upon all hearts.

Now, through the joy and darkness there comes an albatross—a holy influence shining upon them, the love of heaven, perhaps the Spirit of God, which breaks the sailor's bonds and points out an open path before them. But an awful crime is committed. "Quench not the Spirit," "Grieve not the Spirit of God." Though all had hailed it in God's name, though it had been their best friend, the mariner with wanton cruelty kills the bird "that loved the man," thrusts from him the kindly power that would guide him, the power of the Spirit.

Simply a thoughtless act, this shooting of an albatross! But a thoughtless act may lead to most momentous results—may even involve the ruin of others! A trivial offence, indeed, yet how awful in its interpretation!

PART II.

As if Heaven were displeased (which was no doubt true) the sun still rises hid in mist, and the ancient mariner is censured by his comrades. But nature again assumes a smiling face—punishment for sin, though sure, may be delayed for a time—and the mariner is now praised for his deed. What a fickle thing, after all, the mind of man is! How disposed we are to judge actions, not in reference to their inherent right or wrong, but by their supposed results! But if a sinner has a short respite from the effects of his sin, they appear, when they come, only the more intense. Justice must be meted out—

"And some in dreams assured were
Of the Spirit that plagued us so;
Nine fathom deep he had followed us
From the land of mist and snow."

—the stern spirit of justice, which followed on their track. How awful the punishment! What miseries, what tortures they all now suffer! Wretched it is to suffer for one's own sin; worse still to involve others in a like fate; but it must crown the cup of a convicted villain's woe, to know that he is hated and detested by his fellow-men.

"Ah! well-a-day! what evil looks
Had I from old and young!
Instead of the cross, the albatross
About my neck was hung."

The cross of Christ is the sinner's hope, but the mariner lets go his hold upon it, and his sin weighs him down with its heavy load.

H. P. Fairbough.

Practical Art.

For the EDUCATIONAL WEEKLY.

ELEMENTARY DRAWING.—V.

AFTER the children have acquired a certain facility in the use of the pencil, simple combinations of the lines practised so far, may be used as drawing lessons. Perhaps, though, it would be better to have, first, a little exercise in drawing lines in other directions than those illustrated in my last paper. The reason for this is, that having, as it were, in their vocabulary, a greater number of lines, it will be easier for the children to combine them into interesting forms; besides this, the extra practice will prove to be beneficial. Such curves as

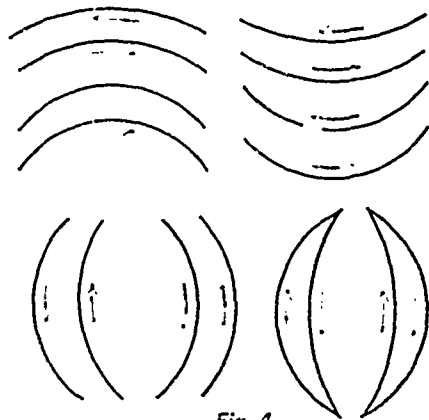


Fig 4.

are suggested in fig. 4 may be used. The arrows indicate the direction in which each should be drawn. Let the children practise a number of each. These lines are all curved more than those in fig. 3, consequently they will be a little more difficult to draw, but the difficulty is not great enough to be any reason for not using them. They are calculated to bring into action the joints of the fingers as well as those of the wrist and elbow. It will be found that many, if not most children, especially the younger ones, when drawing, use the joints of the fingers very little; that the movement is almost entirely from the elbow and wrist—it may be because the little hands are incommoded by a surplus quantity of flesh and are not as supple as they are later on in life. In spite of this, the first exercises in most of the drawing books published, are exercises in straight lines, horizontal, vertical and oblique, to be drawn *altogether* by a *movement of the fingers* with the wrist resting upon the desk or table. This may answer very well for some classes, but is placing in the way of very many of our school children, a difficulty that they find it hard to overcome; besides, it is uncertain whether such a rest, as that of the wrist, is not calculated to defeat, rather than forward the object in view, which is, to give freedom to the hand and arm. A much better plan is, to teach the children to

rest the *arm* upon the muscles of the forearm about half way between wrist and elbow, and the *hand* upon the little finger. It is quite proper that they should be taught to use the fingers, but it can be done gradually. At first they may with safety be allowed to draw the lines in any way they choose, provided they draw them. If they are not hampered by any cast-iron rules, they will be more likely to succeed, and success will induce them to try all the harder to excel. One of the greatest obstacles to be surmounted, is the want of self-confidence. A doubt of one's ability to do a certain thing very naturally tends to make one cautious, if not indifferent, about making the attempt. We must first of all inspire the children with the feeling that they can draw if they only try; and for this reason, after the preliminary exercises, the forms of objects which are used as copies should be at first so simple that the children will be inclined to laugh at them. With judicious management, drawing may be made the most attractive study in our schools, and there need be no lack of interest from beginning to end of a term of lessons.

With regard to the lines shown in fig. 4, the children should be encouraged to make an attempt to draw every one, and to draw it many times. Their first attempts will, in all probability, be not very good ones, but so long as an honest attempt has been made, the teacher should be satisfied. These lines are used chiefly as a means of teaching the children to discriminate between lines of different curvature, and although they may be taught to do this without drawing the lines, yet the very exercise of drawing them, will be likely to render the difference more apparent, and to impress the matter firmly upon their memories.

It has been remarked before that the natural curve first mentioned, should be used as much as possible as an original line, that is, the teacher may draw such a curve on the blackboard, by a free upward or downward movement of the arm, and the children are to make a similar movement, on a smaller scale on their slates or on paper, without trying to imitate the line very exactly. The line each child makes is as much an original one as that made by the teacher.

A good plan is, to treat the subjects to be drawn in such a way, that the children are in constant expectation as to what is coming next. Excite their curiosity, and interest will be aroused, and they will go to work with more earnestness than when they see at the first, the finished drawing on the blackboard. To illustrate this, suppose the first line drawn is this *natural curve* as seen in the handle of the whip marked *a* in fig 5. By itself it means nothing; it is only a line, but by adding to it an irregularly waved

line, it is changed into the picture of a familiar object. If this be taken as an exercise, let the children draw the first line, before they know into what it is to be changed. Then finish the drawing on the blackboard by

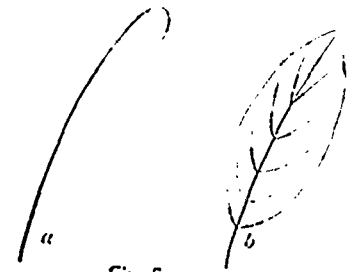


Fig. 5.

adding the waved line. The flash of intelligence that will pass over the faces of the children will be sufficient proof that the right chord has been struck.

In the same way, the leaf marked *b*, fig. 5, should be commenced by drawing the central line and adding to it one after another, the side curves, and the lines representing the veins.

The advantage gained by using such objects as these at first, is that there is such a diversity in their form that no great accuracy in their representation is necessary to success. The pictures are not pictures of some particular whip or leaf, but simply of a whip and a leaf, and a considerable amount of license is thus given to the children. If they succeed in producing something which looks like the object to be drawn, without being an exact imitation, their efforts may be regarded as successful. Of course, as the work proceeds greater accuracy will be required, but in the early lessons, to insist on it would be to discourage the children, and induce carelessness and lack of interest. They should be given almost full liberty at first, and be gradually made to conform to certain fixed principles and rules which govern the art of drawing, and which it is necessary to understand. These can be introduced one after another as they are required and as the children are prepared for them.

Arthur A. Reading

"I do not think," says Mr. Joseph Chamberlin, M.P., "that hard work ever killed any one, and I doubt if it has ever injured many."

REV. DR. J. P. NEWMAN says that while General Grant was in India, on his trip around the world, he one day quietly said to his wife: "I shall hereafter decline the social glass." The General, Dr. Newman adds, was an abstainer from this time to his dying day. In his sick room he was requested to take stimulants, and he wrote the following note to Dr. Newman on July 1st:

Alcoholic stimulants are not good for me. I can feel it is bad. Port wine simply heats me, and leaves me worse than before. U. S. GRANT.

The Public School.

For the EDUCATIONAL WEEKLY.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

V.—MARMION AND DOUGLAS.

Ontario Readers—New Series. Page 250.

A CONCISE but sufficiently full account of the life of the author is given on page 84 of the Reader. For information concerning the plot of the story it will be well for teachers to refer to "Marmion" itself. To those not having means of access thereto it may prove useful to know that the incident so vividly described in this extract is supposed to take place in the court-yard of Tantallon Castle, the stronghold of Douglas. One of the characters, Marmion, is an altogether fictitious personage, having no real place in history. Scott describes him as being enamored of Constance, a runaway nun, whom he persuades to help him in his efforts to injure the prospects of De Wilton at the English Court. This De Wilton is a favored suitor of Clara de Clare, an exceedingly wealthy heiress, whose lands are a greater attraction to Marmion than the love of Constance. Letters are forged and by a ruse of Constance placed amongst the papers of De Wilton, who, when charged by Marmion with conspiracy, sends for his papers as proof of his innocence. The forged letters effect his disgrace and in a combat with Marmion he is so seriously wounded that the onlookers think him dead. A friend's care brings him to life and he goes on a pilgrimage. Returning to England, dressed as a pilgrim he is chosen by Marmion to act as his guide on his way to Scotland to carry a message from the English King Henry to James of Scotland. In the meantime Clara de Clare has been staying at the convent at Whitby in order to escape the attentions of Marmion and to have an opportunity to mourn in silence the supposed death of her lover. During her stay at the convent the doings of Constance are discovered and she is doomed to death. Before undergoing punishment Constance gives the Abbess of Whitby papers proving De Wilton's innocence and Marmion's guilt. By a strange coincidence this Abbess and Clara are captured by the Scotch and brought to Edinburgh at the very time that Marmion arrives. The Abbess gives the papers received from Constance to the Palmer to be brought to the King of England. King James of Scotland at once decides to send back to England Clara and the Abbess and asks Marmion to take charge of them on his return. To make sure of their safety Douglas receives orders to conduct Marmion's company as far as the border. While stopping at Tantallon Castle, De Wilton reveals himself to Douglas, tells his story in full and is made Knight.

By accident Clara discovers him watching his armor. Early in the morning before Marmion is astir De Wilton leaves for England.

NOTES AND SUGGESTIVE QUESTIONS.

"Not far advanced was morning day." Marmion the night before upon hearing that the English and the Scotch were encamped against each other, says:—

"A sorry thing to hide my head
In castle like a fearful maid
When such a field is near!
Needs must I see the battle-day:
Death to my name if such a fray
Were fought and Marmion away!
The Douglas, too, I wot not why
Hath bated of his courtesy:
No longer in his halls I'll stay.
Then bade his band they should array
For march against the dawning day."

"Surrey's camp." Thomas Howard, afterwards Duke of Norfolk, the leader of the English at the Battle of Flodden.

"Safe-conduct." Explain.

"Royal seal and hand." King James of Scotland had given him a pass to the Border.

"Douglas." Archibald Douglas, sixth Earl of Angus, surnamed *Bell-the-Cat* because of his action at a meeting of the nobles to contrive a plan of getting rid of the King's (James III.) favorites. When some one stated that they were like the mice of the fable, afraid to bell the cat, he jumped up and said, "I will bell the cat," and afterwards was instrumental in putting the chief favorite to death.

"The ancient earl." Douglas, who was advanced in years.

"Would place." Respectful attention is denoted.

"Clara." Clara de Clare who was leaving for England under care of Marmion, whom she feared.

"Whispered in an undertone." Why did Douglas not speak aloud?

"Let the hawk stoop, his prey is flown." *Stoop* here is synonymous with *swoop*. The emblem of Marmion was a falcon. De Wilton had early in the morning departed, bearing the papers he had received from the Abbess of Whitby. This was of course welcome news to Clara.

"To bid *adieu*." Derived from the French words meaning *To God*; compare *Good-bye—God be with you*.

"Plain." Poetical for what word?

"Something," *i.e.*, *somewhat*.

"Your King." Who?

"Tantallon's towers." The castle of Douglas about two miles east of North Berwick.

"Manors." Meaning?

"Shall still be open." The old feudal idea.

"Lists." *Pleases*. Other meanings?

"Pecr." Meaning?

"Burned Marmion's swarthy cheek like fire."

Notice the inversion of words.

"Veiy frame." Meaning of *vey*? Compare in *very truth*.

"An." If.

"To cleave? Other meaning of cleave?

"Mate." Match or equal.

"Pitch of pride." Height of pride.

"Saint Bryde of Bothwell." Saint Bride or Bridget was a favorite of the Douglases. She had a shrine at Bothwell.

"Drawbridge." A movable bridge over water constructed in two parts that turn on pivots and are lifted vertically.

"Grooms." Here used generally for *attendants*.

"Warder." The keeper of the gate.

"Portcullis." A grating like a harrow suspended over the doorway of a fortified place and made to descend in a groove in case of attack.

"Well was his need." Anything peculiar in the use of *well*? Give an equivalent.

"Rowel." The little star-like wheel of a spur.

"Sprung." What is the past tense of *spring*?

"Plume." Knights were accustomed to wear a crest of feathers.

"On the rise." Meaning?

"Brim." Literally, the line which separates the land from the sea.

"Gauntlet." A large glove, covered with plate of metal on the back.

"Horse! horse!" Supply the omitted words.

"Rein'd his fury's pace." Fury is compared to a horse.

"A letter forged." Alluding to the papers forged by Constance at the request of Marmion.

"Saint Jude to speed" A common form of oath; compare "St. George to speed." Jude—the writer of the Epistle, or perhaps Judas Iscariot.

"It liked me ill." Me is the dative case, being used similarly to *me* in *methinks*.

"When the king praised his clerkly skill." Alluding to a supposed conversation between King James and Douglas in which Marmion's handwriting was praised.

"Saint Bothan." Here called upon, as the patron saint of ignorance. A knowledge of letters was generally considered effeminate in days of chivalry.

"Save Gawain." Gavin Douglas, noted for his translation of Virgil's *Aeneid*. He afterwards became a bishop.

"Saint Mary." The Virgin Mary.

"'Tis pity of him." 'Tis too bad that he is so unscrupulous.

VI.—SIR JOHN FRANKLIN.

Ontario Readers—Old Series. Page 6.

Punch, in whose columns this beautiful poem appeared, is a celebrated English paper noted for its political cartoons and for the influence it exerts against snobbery of any kind.

LIFE OF FRANKLIN.

Rear-Admiral Sir John Franklin was born in Lincolnshire, 1786. In 1800 he was sent to sea and in the following year was present at the Battle of Copenhagen. He subsequently took part in the Battle of Trafalgar (1805) and the attack on New Orleans (1814). In 1819 he was despatched by the Government to Hudson Bay. On his return after three years he was advanced to the position of Post-captain. In 1825 he took charge of another expedition and was so successful indirectly that he was knighted in 1827. He took part in the Greek war of liberation and was in 1836 appointed Gover-

nor of Van Diemen's Land. In 1845 he set out to discover the North-West Passage. From this expedition he never returned. Many expeditions were sent out to look for the missing crews, and it is estimated that in eleven years nearly a million sterling was expended in this way. In 1859 a ship sent out by Lady Franklin discovered that he had died June 11, 1847, "fortunately before his sympathetic heart had been lacerated by witnessing the awful sufferings of his men. F. was one of the boldest and most persevering explorers that Britain ever sent from her shores. His daring was qualified by judgment, and his sense of duty and responsibility as to the lives of those under his charge was of the keenest. His heart was tender as a woman's; and altogether he was one of the noblest types of a true Christian gentleman."

Sir John Franklin made three expeditions, all unsuccessful, to the Polar regions. The first was to the Coppermine River, with the object of "determining the latitude and longitude of the northern coast of North America, and the trending of that coast from the mouth of the Coppermine River to the eastern extremity of that continent." In this expedition he endured terrible hardships and had to give up, but was sent out again in 1825 to examine the coast between the mouth of Mackenzie and Coppermine. Its result was the complete survey of the coast from Point Turnagain to Icy Cape with the exception of 150 miles. His third expedition was undertaken in 1845 with the instructions to discover a passage from the Atlantic to the Pacific. He had two vessels—the *Erebus* and the *Terror*—with crews of 138 men. He set out and when, in 1847, two years had elapsed without news having been received from him, expedition after expedition began to be sent out. The British Government offered a reward of \$100,000 to any one who should rescue the crews. Forty expeditions were sent out in 12 years. From the discoveries of these it has been ascertained that at first all went well with the expedition which was unusually successful. The ships were at last, however, unable to proceed further and while a persistent fight was being made against the ice, Franklin died, June 11, 1847. After his death the ships were hemmed in by ice and at last it was determined to abandon the ships and make for the Great Fish River along the coast of King William's Island. One hundred and five men started from the ships. All perished. It is uncertain, however, whether all left at once and whether some, discouraged by the insurmountable difficulties of their journey, did not return to die on ship-board. The skeletons since found along the line of march prove that this account is correct in the picture it affords of their terrible struggle to reach the Great Fish River—to die.

Loaded guns have been found along the route. It is probable that in addition to the terrible pangs occasioned by cold and hunger the sailors had to contend with Esquimaux who profited from the weakness of the stragglers.

Arctic exploration has had three avenues. The North-West Passage, the North-East Passage, the North Polar Passage. Only the first two passages have, as yet, been discovered.

"Very much of the interest felt in Franklin's fate was due to his personal character." "As a life of failures had made him famous, so his death made him immortal." His persistency may be inferred from the fact that when the First Lord of the Admiralty hinted at his being too old to undertake another expedition, Franklin replied: "My Lord, I am only fifty-nine." Parry, in recommending him, said; "My Lord, he is the best man for the place I know, and if you don't let him go he will, I am certain, die of disappointment."—*Beesly*.

NOTES AND SUGGESTIVE QUESTIONS.

- "A moment." Why not *minute*?
- "Gallant, well-ordered." Meaning?
- "On the shore." Where?
- "Closing parts." Meaning?
- "Blink." What is meant?
- "No pause." Give other examples of similar omissions. Do they suit the character of the piece?
- "All the dreary way." In what direction were they going?
- "Sleeping head." What kind of sleep is meant?
- "Strand." Meaning? Other meanings?
- "Like drunkards reel." What causes the *reeling*?
- "Wotting." Meaning?
- "River of their hope." Its name?
- "Franklin's place was empty." Explain. See above.
- "Iron strand." Meaning of *iron*?
- "Shuddering way." What would have caused the way of his spirit to be *shuddering*?
- "Hope upon his lip." Explain.
- "Sailors *ta'en*." Scired by sickness and death.
- "Sailors' pangs." How were they free from Franklin's pain?
- "Enduring heart." Persevering till the end.
- "Devoted." Consecrated to duty.

PHILETUS.

COLONEL PARKER'S EDUCATIONAL OPINIONS.

No, my dear teacher, there is no salvation under heaven for you or pupils, unless you work for the immediate and everlasting good of each individual child. Courses of study, manuals, text-books, will help you, just in proportion as your motive is strong to make the most out of them for the best good of each little one entrusted to your care. Make *any one means the end* and you are chained—bound hand and foot by an immutable law.

THOSE teachers who made the highest good of the child their highest motive, who sought in history and by new investigation the best, courageously applied the same, those teachers alone stand out in the full light of history as the great leaders and benefactors of mankind.

"YOU are preaching the seditious doctrine of liberty and license." "You are trying to undermine and overthrow that which long, patient years have built up." "You are tearing down without building up." If by "building up" you mean line by line, precept by precept, minutely detailed, infinitesimally prescribed manner of doing all school work, I am not "building up" and I fervently pray that I may never lend my aid to the degrading imitation that makes our schools machines, and not living, life-breathing organisms.

THE common and most serious fault of teachers is that they take their orders unquestioned from tradition or authority. The work prescribed may have sprung from the soundest reasons and the most far-reaching principles, but the teacher failing to comprehend these, the result is form bereft of original power. Now, we will suppose that you are persuaded by some new authority that you are wrong in the details of your work, that you should drop the spelling book, parsing, analysis, A,B,C's, the learning of figures instead of numbers, in fact, that you should revolutionize your whole work. Under the new dictator, who for the nonce takes the place of tradition and time-honored authority, you burn the spelling book, throw out the old and begin the new. What have you done? Simply exchanged one dictator for another; "Jumped out of the frying-pan into the fire"; duplicated the original sin.

NOW if I know anything about the so-called "New Education," anything about the reforms of the past or of the present, anything about my own struggles in learning to teach and in helping others to do the same, the simple and sole requirement made is *that a teacher should be a patient, persistent, unprejudiced, everlasting investigator of the truth, with courage enough to patiently, persistently, everlastingly, and without prejudice, apply it when found.*

THROUGH thoughtful planning of all school work; thoughtful preparation of every lesson; thoughtful, honest criticism of yourselves after the lessons are given: continual, persevering, humble study of the mind, means and method of growth—the desired revolution will be accomplished. The ideal may be revolution, but the accomplishment must be evolution. The "Kingdom of God cometh not with observation."

(To be continued.)

Educational Intelligence.

LAMBTON TEACHERS' ASSOCIATION.

THE regular yearly meeting of his association was held in the Presbyterian school-room, Sarnia, on Thursday and Friday, 15th and 16th October. Mr. John Brebner, president, occupied the chair.

Mr. T. H. McGuirl, B.A., gave a lesson on "Writing." After pressing upon the teachers present the usefulness of the art, he proceeded to explain how he would teach the correct position for holding the pen, the making of small and capital letters, the various principles, movements, etc.

In the afternoon Mr. J. J. Tilley, Model School Inspector and Director of Teachers' Institutes, was called on to discuss "Composition."

In the 1st class he would teach this subject mainly by oral exercises on objects, etc.

In the 2nd class the following headings were given:

1. Correction of common mistakes in English.
2. Oral description of things.
3. Original sentences to illustrate meaning of new words in reading lesson.
4. Recital of story in the reading lesson.
5. Letter-writing of simplest kind.

3rd class:

1. Description of common objects in answer to questions.
2. Reproduction of stories.
3. Description of pictures, etc.
4. Letter-writing continued, receipts, etc., business forms.

4th class:

1. Substitution of words and phrases.
2. Transposition of stanzas of poetry into prose.
3. Abstracts of reading lessons.
4. Biographical and historical sketches.

Each of these headings was thoroughly discussed.

Mr. James Brebner, being called upon, read a carefully prepared essay on "What books to read and how to read them." He dwelt upon the necessity of exercising care in the selection of books so that time might not be lost in reading those from which no permanent benefit is derived.

On Friday, Miss Pottinger took up the subject of "Grammar." A class being present a practical illustration of her method of dealing with this subject was given so far as circumstances would permit. The division of a sentence or extract into propositions, analysis, parsing of difficult words, etc., were first dealt with, after which a large number of sentences were given for correction. Owing to the lack of time this lesson did not

receive the amount of discussion which the importance of the subject demanded.

Mr. J. J. Tilley then took up the subject of "Fractions," having a class of six pupils present who had not previously been taught this part of arithmetic. After a few introductory remarks on this subject he proceeded to give the class a knowledge of what a fraction is. First, by dividing a number of chalk crayons into equal parts. Other methods were then outlined, showing a variety of ways in which pupils might be led to understand this subject.

In the afternoon when the teachers again re-assembled the committee on class limits brought in their report, which was adopted, and a resolution passed that 300 copies be printed to distribute among teachers in the county.

The last subject on the programme, "The Teacher in Relation to his Work," was taken up by J. J. Tilley. After calling the attention of teachers to the very great responsibility which rests on them and the importance of thorough preparation for the work, he indicated various plans by which they might enjoy the co-operation of parents, by visiting the homes of the children, etc.

The meeting then adjourned.—*Condensed from Sarnia papers.*

DURHAM TEACHERS' CONVENTION.

THE County of Durham Teachers' Convention met in the high school building, Port Hope, on Friday, 23rd ult.

After a few opening remarks, Mr. W. E. Tilley, P.S.I., was called upon to speak upon "Educational Methods." In the first place, the speaker considered that a teacher having living power and energy, can do more work than one lacking these, yet using the best of methods. A teacher, in order to be successful, must be a student in the line of his school work. He looked upon method as subordinate to energy; and thought that variety in method was not always detrimental to the pupil. In order to succeed as a teacher, the main point is to secure the active co-operation of the pupil, as *mind can be acted on only when acting*. A lifeless teacher cannot cause mind-activity in his pupils, no matter how good his method may be. The successful teacher will also take into account the mental discipline which his pupils have undergone before entering the school. A teacher should spend two or three hours a day, outside of school time, in professional work, or in study of some kind, for in the act of gaining any branch of knowledge he receives a discipline which will qualify him to a certain extent for teaching any other branch of knowledge. The teachers who thus employ their leisure will, as a general rule, become the best teachers, and

rise in their profession or leave it for some other more lucrative.

The best features of the three methods for teaching reading should be used. The "Look and Say," is the best for first lessons, but is productive of a certain amount of indefiniteness if followed too closely, as it supposes no analysis of the words, nor does it encourage a careful observation of their parts. Teach the words, first in sentences, then individually. Resolve them into their elementary sounds. Have them spelled both by sounds and by letters. Use what is learned about one word in building up others. What cannot be led up to, should be told the pupil at once, repeated in quick succession with as much variety as possible, and often reviewed.

In teaching arithmetic, objects should be used at first rather than figures. During the early stages of school life, much attention should be given to the rapid manipulation of numbers, even more, perhaps, than to the other departments of the science which calls into exercise the reasoning powers.

In the afternoon the principal subject was Mr. Wood's lecture on "Language Lessons," which cannot be too highly praised. The speaker would teach language simply by causing the pupils to use the language. Grammar has no part whatever to play in language lessons to the young; but should be taught, if at all, when the faculties are sufficiently unfolded, to understand the principles of language. The child must first learn language in the schoolroom, by giving simple descriptions of visible objects which should be shown to the pupils, then of objects not present, thus training the conceptive faculty; these descriptions should be written as soon as the pupil is able to write. Teachers should get their pupils to use good language in describing simple actions, and to form simple sentences perfectly before attempting to form a compound sentence. Every reading lesson should form the basis of a language lesson, and later, every subject taught is silently adding to the power of using language; the new words, for instance, contained in a reading lesson should be picked out, written upon the board and the pupils required to thoroughly master them by using them in sentences; the words generally used incorrectly, such as "seen," for "saw," "done" for "did," "this" and "these" for "that" and "those," ought to be treated in the same way. Time and space do not permit us to refer to all of the excellent remarks made by the speaker; suffice it to say that nothing was said which was not heartily endorsed by all present.

Dr. Hamilton then gave a very able and instructive lecture upon "Pronouns," for which he was accorded the unanimous thanks of the association.

In the evening Rev. Dr. Roy gave a lecture on "The Influence of Language on National Character."

On Saturday Mr. J. Brown opened the day's proceedings by giving an interesting paper on "Advanced Reading."

Mr. Gilfillan then discussed very ably the "Teacher and His Co-workers." The teacher should set a high standard; he should not be like the mechanic, doing a certain amount of work for a certain amount of pay. His work is to develop the pupil mentally, physically, intellectually, and morally, and prepare him for his future calling. The ideal teacher possesses the following qualities: Honesty, faithfulness, punctuality, patience, determination, independence, truthfulness, power of self-control, cheerfulness, etc. The patient teacher will not be annoyed by petty grievances. The punctual teacher looks upon non-punctuality as dishonesty. The sympathetic teacher fully sympathizes with the dull pupils especially, as they require it more than the bright ones. The teacher's co-workers are pupils, parents, trustees and ministers. The teacher cannot select his pupils, but must do his best with the material sent to him; he should be familiar with the parents, and treat the trustees as he treats other individuals. With regard to the moral training, those who advocate it the most are the least frequently seen among the pupils.

The committee appointed on Friday recommended that the association pay one third of the teachers' subscription or subscriptions to educational papers.

In the afternoon Mr. Jardine discussed the subject, "How Far Should a Teacher aid His Pupils?" in a very able manner.

The propriety of forming a reading circle was then brought before the association by Mr. Tilley, and a resolution passed unanimously affirming the advisability of it. A committee consisting of Messrs. Barber, Wood, Purslow, Tamblin, Jardine and W. E. Tilley was then appointed to bring into operation the views of the convention on this matter, and report at the next meeting of the association.

The attendance throughout was good. The large room in the high school was well filled at both meetings on Friday and the one on the forenoon of Saturday. On account of train arrangements, many could not be present Saturday afternoon. More than one hundred teachers, including those in training at the model school, were present during most of the discussions. All admit that this is among the best, if not the best meeting, ever held by the association in the county. The papers were all good and the work throughout of a very practical kind.—*Condensed from Port Hope Guide.*

GEN. MIDDLETON says that Kingston Military College is one of the best institutions of the kind in the world.

MR. JAMES McCUTCHEON, teacher, Stanton, has had his hand badly burned, experimenting with phosphorus.

ONE day last week the agents of a catch-penny lottery show were permitted to distribute tickets to the children in some of the public schools. We respectfully suggest to the board that the schools are not instituted for such a purpose, and that if there is not a rule prohibiting the inveigling of children to such entertainments, the sooner one is issued the better.—*Chatham Banner.*

THE Rev. E. F. Wilson, principal of the Homes for Indian Children at Sault Ste. Marie, is at present travelling through Canada lecturing, in company with one of his pupils who came from the North-West. He proposes to raise \$10,000 towards the extension of his work: of this amount \$7,000 is to be employed in the enlargement of the present Shingwauk Home, so as to afford accommodation for one hundred boys, and \$3,000 towards the erection of a branch home in the North-West.

THE annual report of the Royal Irish University (formerly Queen's University) has just been published, and is regarded as eminently satisfactory. A noteworthy feature of the report is the fact that last year no fewer than 127 women presented themselves at the different university examinations, of whom 112 passed. The percentage of the rejections in the case of women was only half of the percentage in the case of men. Forty-seven women succeeded in obtaining honors at the examinations.—*Ottawa Citizen.*

MR. VAN SLYKE, late principal of Ingersoll Model School, and successor to Mr. Deacon in the principalship of the Woodstock Model School, began his duties here on Monday, 12th ult. As Mr. Van Slyke has a most enviable reputation in Ingersoll, Hamilton and elsewhere, we have no doubt that the standard of our model school, already high, will be raised still higher under the new management. The number of student teachers now in attendance is twenty; of these, fourteen received their training at Woodstock High School.—*Sentinel-Review.*

THE public school board has held a special meeting, and rescinded the resolution recently passed, relative to the holding of the election for school trustees at the same time and in the same manner as councillors are elected. This action was taken after a good deal of consideration by the members, and harmonizes with the action taken by the school boards of many of the towns and cities in Canada, the general feeling being that it will be wise to delay a year or more to see how the new Act will operate before adopting it.—*Wallaceburg Record.*

I BELIEVE the carrying out of the new School Act, viz., the raising of \$100 for each school section and \$50 for each assistant teacher, the said sum to be raised from a general levy over the whole township, is giving general satisfaction. The great differences in the assessed value of the school section varied here from \$19,000 to \$100,000. Mr. Ross has brought about a change which is highly appreciated and many express the hope that the

Act will ultimately be again altered so that \$200 will be raised for each section instead of the \$100.—*Cor. Dufferin Advertiser.*

SUPERINTENDENT HINSDALE, of Cleveland, Ohio, gives in the *Journal of Education* the results of some of his investigations into the condition of the Ohio high schools. He has found that the boys do not attend these schools in as large numbers as the girls, and he suggests that some change in the policy of their management is necessary. "Every one," he says "should be glad to see the number of educated women increasing in all departments, but, after all, is the fact that of the 28,610 pupils in Ohio high schools in 1883 only 12,471 were boys a healthy educational symptom?"

THE East Kent *Plainedealer* says that Elgin county has the honor of having passed the youngest successful candidate for "First Class" certificate at the last examination. This candidate, Master Harry O'Malley, is only sixteen, and he obtained a "Second A" last year and a "Third" two years ago.—One of the candidates from the Mitchell High School, Master Fred. Sawyer, who took a "First" this year, is only sixteen, and he also received a "Second A" last year and a "Third" the previous year. Come, Brother *Plainedealer*, in which month is Master Harry's birthday?—*Mitchell Advocate.*

MR. SEATH, Inspector of High Schools, paid his first official visit to our new high school on Wednesday of this week. He expressed himself as very much pleased with the thriving condition of the school, and spoke in the most complimentary terms of the abilities of our staff of teachers. We have now all the requirements of a first-class school, having a staff of teachers not surpassed by any other school, while all the apparatus necessary is being rapidly put in. A large addition to the physical apparatus has been made during the past week. It is expected that after Christmas the now fast increasing number of pupils will be largely added to, so that those desirous of attending would do well to send in their names early to Mr. Weir, the head master. It is to be hoped that the people of Essex Centre and the surrounding country will give the teachers hearty support in their earnest endeavor to make the school second to none.—*Essex Centre Argus.*

ON Thursday last the High School Inspector, Mr. Seath, made his first visit to Port Dover. He had heard a rather bad account of it and was astonished at its beauty; the cleanliness of our roads and the superiority of our sidewalks. As far as the school is concerned he was delighted with the appearance of the building and the well-kept grounds, and after an inspection of the pupils, which lasted for eight hours, he expressed himself completely satisfied, and paid Mr. Barron and Mr. McKechnie the highest compliments. Dr. Wadsworth was at Port Dover on Monday and inspected the public school and said that he had seldom met with such perfect order, or children doing better work; their advancement was of the most pronounced character and he was highly pleased at the evident improvement. He congratulated Mr. W. H. Smith, Miss Jemima Smith and Miss Maggie McNally in the most flattering manner. Both Inspectors insist on the immediate necessity of more school room and of an addition to the furniture.—*Norfolk Reformer.*

Promotion Examinations.

ARITHMETIC.

COUNTY OF LANARK.

SENIOR THIRD TO JUNIOR FOURTH.

1. How many times can you subtract MMM-DCCXIX from one million six hundred and ninety-nine thousand five hundred and eighty-three?
2. A farmer sold 4,318 lbs. of oats @ 35 cts. per bush.; 720 lbs. of pork @ 6 cts. a lb., and $7\frac{1}{2}$ dozens of eggs @ 14 cts. a dozen. He bought a stove for \$21.00; a pair of halters for \$1.75 each, and $14\frac{1}{2}$ yds. tweed @ \$2.00 per yd. How much money did he take home with him?
3. Find the amount of provisions required to feed eight regiments of soldiers for three weeks, supposing each regiment daily consumed 3 qrs. 17 lbs. 8 drs.
4. A man sold two lots, each having 50 ft. frontage, at \$22.25 a foot, and bought horses with the money at 189 dollars each. How many could he buy and how much will he have left?
5. How many cords of wood are there in a pile 14 rods 3 yds. 2 ft. long, 4 ft. wide, and 8 ft. high?
6. Find the number of minutes there were in the month of February this year.
7. Find the longest rule that will exactly measure the heights of three boys; Fred's height is 3 ft. 3 in.; John's 5 ft. 5 in., and Harry's is 52 inches.
8. The quotient is 175, which is 7 times the divisor. If there be a remainder of 19, find both the divisor and dividend.

JUNIOR FOURTH TO SENIOR FOURTH.

1. Simplify $7543 \times 3 - 804 \times 4 \times 1 + 7632 \times 2 \times 5 - 452 \times 2 - 3416 \div 7 + 4247 \times 8$.
2. If A pays \$572.33 for a plot of ground containing 1 ac. 3 ro. 13 sq. po. 10 sq. yds. 108 sq. in., what will B have to pay for 1 acre at the same rate?
3. A G.T.R. train, in $10\frac{1}{2}$ hours, runs from Toronto to Montreal, a distance of 333 miles. It stops for 5 minutes at each of eighteen stations. What is the rate of train when travelling?
4. Divide \$540 among A, B and C, and give A \$3 and C \$8 as often as B gets \$4.
5. Mr. Brown bought a number of barrels of apples for \$270, and sold them for \$360, thereby gaining 75 cts. a barrel; how many barrels did he buy, and what did it cost him a barrel?
6. How many sq. ft. in the walls of a room 24 ft. long, 20 ft. wide and 14 ft. high? Find the cost of painting the floor at $5\frac{1}{2}$ cts. per sq. ft.
7. Distinguish between a Common Measure and the Greatest Common Measure.
What is the smallest sum of money with which I can buy pigs at \$5 each, cows at \$27, or horses at \$105?
8. A man bought 120 acres of land for \$7,800. He sold 30 acres, gaining \$10 per acre, and on $\frac{1}{2}$ of the remainder he lost \$15 per acre. Find what the remainder must be sold for per acre in order that a gain of \$300 be made on the whole transaction.

COUNTY OF BRANT.

ENTRANCE TO JUNIOR THIRD CLASS.

1. Write in figures nine hundred and sixty thousand and sixty, and in words 4090, 50004.
2. Add the following: \$406, 90374, 4960, 3741, 6942, 298, 184093.
3. Work the following in subtraction: 43610 - 39421; 940180 - 39428.
4. I bought a farm for \$6,049, a span of horses, wagon and harness for \$397, 5 cows for \$200, 20 sheep for \$140, and 10 pigs for \$50. What did I pay for all?
5. For the year 1880, the exports of Canada were \$7,911,458 dollars, and the imports \$6,489,747 dollars; find by how much the exports exceeded the imports.
6. Multiply 91537 by 12. Multiply 456300 by 3806.
7. Divide 9180 by 9. Divide 173052 by 198.
8. How many matches are there in 568 boxes, each containing 125?
9. Divide the sum of 4386 and 4352 by their difference.
10. Give the meaning of the words: Sum, Subtrahend, Multiplier, Product, Quotient.

ENTRANCE TO SENIOR THIRD CLASS.

1. Define Arithmetic, an abstract number, a concrete number, a prime number, a composite number.
2. The product of two numbers is 15580656, and one of them is 6552. Find the other.
3. How often will a bicycle 12 feet in circumference turn in going 12 miles?
4. In 121695 inches how many miles?
5. Add £410 10s. $8\frac{1}{2}$ d., £541 16s. $4\frac{3}{4}$ d., £932 12s. $6\frac{1}{4}$ d., £49 11s. 11d., £894 18s. $10\frac{1}{2}$ d.
6. If the railway fare for a journey of 50 miles be \$1.50, what will be the fare for a journey of 120 miles?
7. If 3 pounds of maple sugar be sold for 60 cents, how many pounds can be bought for a dollar?
8. Write out the Tables of Long Measure and Dry Measure.
9. A chess-board has 64 squares. If there was a guinea on every square, how many shillings' worth on the board?
10. Divide \$900 into two parts so that one may be \$62 more than the other.

ENTRANCE TO FOURTH CLASS.

1. Define Greatest Common Measure or Divisor, Least Common Multiple, Decimal Fraction, Compound Fraction, Complex Fraction.
2. How much cloth will be required to make 6 coats, 2 yds. 1 qr. each; 7 waistcoats of 3 qrs. each, and 16 pairs of trousers, requiring 1 yd. 3 qrs. 1 in. each?
3. How many boxes, each holding 96 lbs., will contain 1 ton 13 cwt. 2 qrs. 10 lbs.?
4. How many yards of carpet 3 feet wide will cover the floor of a room 36 feet long and 27 feet wide.
5. What will a farm cost which is 320 rods long and 80 wide at \$60 an acre?
6. Find the greatest number of which 334495, 106260 are multiples; and the least number of which 26.33.39.44 are divisors.

7. If 3 ducks are worth 4 chickens, and 3 geese are worth 10 ducks, find the value of a goose; a pair of chickens being worth 60 cents.
8. A person bought two horses and a wagon for \$210, and he paid for each horse twice as much as for the wagon; what did he pay for each horse?
9. Find the result of $\frac{3}{4} + \frac{7}{10} + \frac{1}{2}$ and of $1\frac{1}{2} + 2\frac{1}{4} + 3\frac{1}{4} + 4\frac{1}{4}$.
10. A does $\frac{1}{2}$ of a certain work and B $\frac{1}{3}$ of it; if C finishes it how much will he do?

Correspondence.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—In the last number of the WEEKLY, I see a "Science Master" takes exception to the book which the Department has assigned as a model from which to teach chemistry. I, too, hope that the mistake, for such I think it was, made when "Reynolds' Experimental Chemistry" was put in the syllabus, may be rectified. I have had the book for some time, and ever since I first examined it I have had a dislike for it, for two reasons. I think it is eminently calculated to waste students' time, and the apparatus required for many of the experiments is difficult to obtain. The arrangement and method of presenting part of the work is, in my opinion, a faulty one; and it is questionable if, with a class of beginners, many of the experiments had not better be omitted. If the Minister could see his way clear to assign a certain amount of chemistry to be taught, and trust to inspection and examination find out if the work was being rightly done, I think it would be much better for the science-teaching in our schools.

Very truly yours,

W. S. ELIOT.

Cobourg, Oct. 29, 1885.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—I would like to call the attention of the mathematical readers of your paper to Euclid I., 14. We are usually asked to show the necessity of the phrase, "upon opposite sides of it," occurring in the enunciation.

Is there any necessity for these words?

If by "adjacent angles" is meant those that lie side by side, then, in order for the two straight lines to make with the given straight line, adjacent angles, they *must* be upon opposite sides of it. Otherwise, the angles would overlap and could not properly be called adjacent angles.

I would also like to call the attention of the masters to a problem in "Todhunter's Larger Algebra," page 268, No. 54.

The first idea that comes into one's mind is that if the last-comer works, say x hours, the next to the last one works $2x$ hours, so on, the first-comer working rx hours.

Then the solution readily comes that rx , the total time = $2mr \div (r+1)$. This is supposing that the last-comer works as many hours as represent the time between the intervals at which each goes to work. But do we need to suppose that? The pay would be proportional if such were not the case, and then we would not have data enough to work the problem. As far as it appears just now the answer given to the problem suits only one particular case.

Yours very truly,

Oct. 29, 1885.

TEACHER.

TEACHERS:

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

Articles on the Literature prescribed for Entrance to High Schools.

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

Practical articles on the Phonic system of teaching reading.

Useful articles on the teaching of Composition in the Public Schools.

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

Among others the following well-known Educators have contributed to our columns since January 1st:—

A. F. AMES, B.A., Collegiate Institute, St. Thomas.
 REV. W. D. BALLANTYNE, M.A., Pembroke
 REV. F. R. BEATTIE, M.A., B.D., Ph.D., Brantford.
 MARY DE BELLE, Colpoy's Bay.
 THOS. BENGOUGH, Shorthand Institute, Toronto.
 J. H. BROWN, Principal Deaf and Dumb Institute, Wilkesburg, Pa.
 P. H. BRYCE, M.A., M.D., Secretary Provincial Board of Health, Toronto.
 THOS. CARSCADDEN, M.A., Collegiate Institute, Galt.
 H. J. CARTER, Kinzston.
 MISS F. H. CHURCHILL, Boston.
 W. CRUIKSHANK, Principal Ontario School of Art, Toronto.
 R. DOBSON, M.A., High School, Picton.
 BARTON EARLE, Collegiate Institute, Peterboro'.
 "FLORA FERN," Brantford.
 W. H. FRASER, M.A., Upper Canada College, Toronto.
 GOODWIN GIBSON, M.A., Toronto.
 REV. PRINCIPAL GRANT, D.D., LL.D., Queen's College, Kingston.
 BESSIE E. HAILMAN, Kindergarten Department, Model School, Toronto.
 THOS. HAMMOND, Aylmer.
 "HESPERA," Toronto.
 J. GEO. HODGINS, M.A., LL.D., Deputy Minister of Education, Toronto.
 SARA HOPKINS, Flesherton.
 W. HOUSTON, M.A., Parliamentary Librarian, Toronto.
 J. M. HUNTER, M.A., Collegiate Institute, Barrie.
 W. H. HUSTON, M.A., Collegiate Institute, Toronto.
 PROFESSOR HUTTON, University College, Toronto.

C. C. JAMES, B.A., Collegiate Institute, Cobourg.
 THOS. KIRKLAND, M.A., Principal Normal School, Toronto.
 RICHARD LEES, High School, Lindsay.
 J. H. LONG, M.A., LL.B., Collegiate Institute, Peterboro'.
 LIZZIE P. McCAUSLAND, Aylmer.
 A. McMECHAN, B.A., Collegiate Institute, Galt.
 A. McMILLAN, Ryerson School, Toronto.
 J. A. McPHERSON, LL.D., Bell's Corners.
 J. MILLAR, Collegiate Institute, St. Thomas.
 J. O. MILLER, University College, Toronto.
 J. A. MONROE, M.A., High School, Williamstown.
 A. H. MORRISON, Collegiate Institute, Brantford.
 THE LATE C. P. MULVANEY, M.A., M.D.
 REV. PRESIDENT NELLES, D.D., LL.D., Victoria University, Cobourg.
 HON. B. G. NORTHRUP, LL.D., Secretary State Board of Education, Clinton, Conn.
 THOS. O'HAGAN, M.A., High School, Pembroke.
 T. J. PARR, High School, Woodstock.
 A. PURSLOW, M.A., LL.D., High School, Port Hope.
 A. J. READING, Ontario School of Art, Toronto.
 W. J. ROBERTSON, M.A., LL.B., Collegiate Institute, St. Catharines.
 W. A. SHERWOOD, O.S.A., Toronto.
 C. P. SIMPSON, Leamington.
 J. SQUAIR, M.A., Lecturer, University College, Toronto.
 J. TURNBULL, B.A., High School, Clinton.
 W. TYTLER, M.A., High School, Guelph.
 HOMER WATSON, A.R.C.A., Doon.
 J. E. WETHERELL, M.A., Collegiate Institute, Strathroy.

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

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

Address—

EDUCATIONAL WEEKLY,

GRIP OFFICE, TORONTO

THE EDUCATIONAL WEEKLY

“For school teachers, trustees, students, and others interested in the cause of education, a valuable friend and assistant will be found in THE EDUCATIONAL WEEKLY, published by Grip Printing and Publishing Co., Toronto. It is a live periodical, brimful of interesting articles.”—*St. Mary's Argus*.

“THE EDUCATIONAL WEEKLY keeps well to the front as a progressive journal. We must congratulate it upon its success since its inception. Its staff of contributors is a strong one—*Huron Signal*.”

“It is the ablest and best Educational exponent in the Province.—*Petrolia Advertiser*.”

WE WILL SEND
Ayes' Orthoepist (postpaid) and the Educational Weekly
For the remainder of 1885,
FOR 60 CENTS.

WE WILL SEND
Ayes' Verbalist (postpaid)
and THE EDUCATIONAL WEEKLY, for the remainder of 1885,
FOR 60 CENTS.

WE WILL SEND
Williams' Composition and Practical English (postpaid) and the Educational Weekly
For the remainder of 1885,
FOR 60 CENTS.

WE WILL SEND
Ayes' Verbalist and Ayes' Orthoepist (postpaid) and the Educational Weekly
For the remainder of 1885,
FOR 80 CENTS.

ADDRESS,

EDUCATIONAL WEEKLY,

GRIP PRINTING CO.,
Toronto.

THE SOUVENIR NUMBER.

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

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

“THE VOLUNTEERS' RETURN.”

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

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

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

THE GRIP PRINTING AND PUBLISHING COMPANY.

The Trade supplied by the Toronto News Co.

Liddicott W. H. Feb 19 86