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The Educational Weekly.

TORONTO, FEBRUARY 5, 1885.

THERE is a little matter upon which we should like to say a few words—not an insignificant matter at all, but one which is often overlooked. It is that of pronunciation. Teachers, as a rule, little know to what severe youthful criticism they lay themselves open by a careless or faulty habit of pronouncing words. We remember an ex-pupil (one who had had the advantage of a school in England before attending a certain collegiate institute in Canada) saying to us: "Think of the hundreds of people Miss So-and-So is allowing to pass out of her class pronouncing—" and then followed a long list of mis-pronounced words which seemed to have sunk into his memory.

NOTHING is so easily or so unconsciously imitated in childhood as pronunciation. Knowing this, the teacher should exercise the utmost care in training himself or herself into a scrupulously correct habit of utterance. It is well worth a large share of time and trouble spent upon it.

It is unfortunately true that a great many teachers allow themselves to fall into a most slipshod diction. We do not refer to the correct accentuation of particular words so much as to looseness in the articulation of sentences. This fault is thrown into great relief when a teacher recites a poem. Then the difference between his ordinary speech, and what we may call his artificial one, becomes painfully marked, whereas the difference should be merely a histrionic one—or at most consist only in the different degree of dignity with which the latter is uttered. Nobody would dream of saying 'm'dsno-ance' for "mid snow and ice," and yet many will think nothing of contracting 'and I asked him' into 'niast'm,' in common conversation.

BUT there are also particular words which suffer terribly in the mouths of careless teachers: such, for example, as 'vehement,' 'vehicle,' 'harass,' 'advertisement,' 'superfluous,' 'Hindustan,' 'Afghanistan,' 'barrel,' 'orange,' 'mattress,' 'record,' 'inquiry,' 'princess,'—the list might be indefinitely extended. We recommend young teachers to consult their dictionaries for the correct pronunciation of each of these words, and for that of every word upon which they are doubtful.

AN excellent way to discipline oneself into habitual accuracy of expression, and into an avoidance of that so rife a custom of slurring over the various syllables of a word, is to read aloud to oneself for a few minutes every

day. This could easily be done in one's own room during, say, the few minutes before each meal. We recommend teachers to pin the page of a book, or even a newspaper, over their wash-hand-stands. In a month they will be surprised at the wonderful progress they have made (even by so easy and apparently frivolous a way) in teaching themselves to pronounce.

THERE is a little monosyllable which can become a weapon of astonishing *educating* (*e* and *ducere*) power in the hands of a skilful teacher. It is the word, 'Why?' From the lowest forms of the high school to the matriculating classes of the collegiate institute it can be brought into excellent use.

IT tends to create original thought. If one tells a class that William the Conqueror landed in Britain in 1066 (one fact); and if one tells them it was an important event (another fact); they learn but little. But if they are asked *why* it was important—what new fields of thought are opened up! How interestingly one could then expatiate upon this epoch-making landing, with all its consequences: the changes in kings, courtiers, churches, manners, customs, laws, language, literature, grammar, vocabulary, etc., etc., etc. What a profound mass of interest our 'why?' has stirred up!

'WHY?' teaches pupils to think: it shows the consequence or connexion of facts and ideas—that is its chief office. And, after all, is not this the grand aim of tuition? We do not want to instil facts and ideas only; we want to teach *law*—that which connects facts and ideas. He who knows facts, may *ken*—may be filled with *knowledge*; but it is the man who knows why and how facts follow each other—he is the truly wise man—the man gifted with *wisdom*.

IF we were to examine its uses from a metaphysical point of view, we should probably find that its chief function was in rendering intelligible the application of a rule to a fact. It brings a particular fact under dominion of a general law, and points out its rightness or wrongness. But this abstract view we need not discuss. Interesting as it may be, it perhaps will not aid in showing us the practical value of this useful word.

IT must be used with excessive caution however. Like the little lancet in the hands of an unpractised operator, it can cut far

more than is necessary—can touch thoughts altogether beyond the scope of the learner and in so doing will destroy curiosity and ambition instead of stimulating them. But having previously thoughtfully gauged the capabilities of our pupils, we need never go far wrong in a frequent and serious use of the word 'Why?'

WE have heard of masters bringing a newspaper into a school-room from which to teach their pupils something of the current events of the day, but we have not heard of any one using a newspaper as an example of what should be avoided in the shape of inelegancies, and inaccuracies of language. It would be a useful exercise for pupils in the higher forms.

IF the columns of our newspapers were comparatively well-written, their influence would undoubtedly be a beneficial one; but as the case stands, it is quite the reverse. So much so, that we think it would be no loss of time occasionally to exercise pupils in transforming into better language the more glaring errors of these papers.

IT would be no difficult task to discover these. There are some that perpetually recur; as for instance, "We came Saturday night," for, on Saturday night; "It will not take that long," for, that length of time; "He drunk considerable," for, he drank considerably; "We will be pleased to have him come," for, we should be pleased if he came; "There were about a hundred came," for, the number of those who came was about a hundred; "He got caught, anyway," for, at all events, he was caught—and so on; it is unnecessary to continue the list.

NOT an insignificant point, too, would be that much could be learned about punctuation. From such comparisons the subject might be made most interesting to higher class pupils. To point out briefly in what way, we may just hint at the varieties of punctuation adopted on the one hand by the *London Times*, and on the other by Carlyle, or Charles Lamb. It the case of the two latter their punctuation may almost be called a part of their style. Carlyle's manipulation of the colon (a mark of punctuation entirely eschewed by the *London Times* in its leading articles) is well worth pointing out; and a dash from the pen of Elia is often amazingly effective.

Summary of News.

THE most important piece of news within the last week has been the shooting of O'Donovan Rossa.

Rossa was walking along Chambers Street, near Broadway, New York, about five o'clock on the afternoon of Monday last, when a woman of the name of Dudley fired five shots at him, the first taking effect above the left shoulder-blade and bringing him to the ground.

Rossa's assailant is a woman of 25 years of age, by name Yseult Dudley. She asserts that she is a nurse, and married.

At the time the shots were fired the street was crowded, and although Rossa was recognized by a few only, the excitement was naturally great.

City Marshal James McAuley happened to be at hand, and he immediately arrested Mrs. Dudley.

Rossa walked with the aid of two men to the Chambers Street hospital, about a quarter of a mile distant, the wound bleeding freely while this distance was being covered.

On entering the hospital an examination was immediately made, which proved that the wound was not dangerous. The bullet had penetrated the back about half an inch above the left shoulder-blade. The ball ranged upward and inward toward the spinal column, but it did not touch the vertebræ. The bullet is evidently lodged in the muscles of the back, and beyond a slight shock Rossa has suffered little. It was feared the missile had penetrated a lung, but as the wounded man had expectorated no blood this was afterwards pronounced impossible. Had the spinal column been injured there would be signs of paralysis, but none have appeared. The doctors probed unsuccessfully for the bullet. They concluded that no large blood vessels had been injured, and as O'Donovan is a fleshy muscular man, of robust constitution, there was no danger to be apprehended.

It has been ascertained that Mrs. Dudley was at one time confined in the Hayward's Heath asylum, in Sussex, England. She appears to have been highly excited at the accounts of the explosions in London.

THE prisoner Cunningham, arrested for complicity in the dynamite explosions in London, was brought to trial on Monday last and remanded for a week. Mr. Poland, Solicitor for the Treasury, asked that Cunningham be arraigned under the Explosives Act on a charge of conspiracy. At a later day he might request that the charge be changed to one of high treason. The declaration was at once construed into an admission by the Crown that Cunningham was the most important prisoner yet arrested for dynamite crimes.

ANOTHER man has been put under arrest who was found with a missing brown box of Cunningham's in his possession and charged with complicity in the Tower explosion. The police refuse to give his name. Among his effects were found several important clues to the identity of other accomplices.

THE news from Egypt during, at all events, the earlier portion of the week, was of an unimportant character.

THE Canadian voyageurs arrived at Alexandria on the 1st, in large numbers, and will sail from that port on Friday. Those who have arrived look worn by the fatigue they have undergone, but the sea voyage will go

far towards recruiting their health before they reach Canada. Seventy-five of the voyageurs have accepted a three-months' re-engagement, and will remain in the Nile army, assisting in bringing up the commissariat boats for that period. They were tendered a magnificent entertainment at the expense of the Government before their departure.

THE sum of £100,000 in gold has been shipped to Egypt by the Government. A portion of the money is to be used to redeem the pledges made by Gen. Gordon while on his way to Khartoum, in return for the promised alliance or neutrality of native tribes in the Soudan.

A GALLANT charge was successfully made by 80 cavalymen upon 5,000 Arabs on Monday. The former were out scouting when attacked by the rebels.

AS we were on the point of going to press, the following despatch was received:—

LONDON, Feb. 5, 10 a. m.—Intelligence has just been received that Khartoum has been captured by the rebels. The whereabouts of Gordon is unknown. He is probably a prisoner in the hands of the victors.

It is rumored that when Gen. Wolseley reached Khartoum Gen. Gordon will resign and proceed to Congo to take command of the field operations of the International African Association.

THE London detectives are confident that they can prove Cunningham not only to have caused the explosion in the White Tower, but also to be connected with the outrage at Gower street railway station.

IT is stated that a proposition for abrogation of the Clayton-Bulwer treaty and the construction of the Nicaraguan Canal under the joint protection of England and the United States has been made by the British Minister at Washington.

THE *Pall Mall Gazette*, advocating a political alliance between Great Britain and the United States, says: "The American Republic is at last beginning to have a foreign policy. The doctrine of complete isolation, so long maintained by American statesmen, has perished. Mr. Kasson's presence and activity at the Congo conference must be taken as a portent of what is to come. America will continue to exert a great and increasing influence in the work of pacifying Africa. The Republic will ere long claim admittance into the European Areopagus whenever questions pertaining to interest outside the boundaries of the European continent are dealt with."

Notes and Comments.

A CURIOUS *erratum* crept into our list of recent publications in the number preceding the last. The correct title of Delbrueck's work is *Introduction to the Study of Language*, not *Temperance*, as, by some unaccountable mistake, it was printed.

THE most ambitious of all educational periodicals is the bi-monthly *Education*—the January-February number of which has just been published. Its articles are advanced and scholarly. The educationist who wishes to stand in the front rank can hardly do without it,

RICHARD GRANT WHITE, the author of the paper on *Why we speak English*, given in our High School column; Henry N. Hudson the editor of the "Harvard" edition of *Shakespeare*; Horace Howard Furness, author of the new "Variorum" edition and W. J. Rolfe, author of the new "Friendly" edition, are the four great Shakespearian scholars of this continent.

WE have referred in our shorter editorials to the growing study of English. Not the least important signs of this are the numerous societies and series of publications now in existence. To mention a few of the best known: There are the New Shakespearian Society, the Wordsworth Society, the Browning Society, the Carlyle Society, the Early English Society.

AT the close of a short article in a recent number of the *New York School Journal* we found the following pregnant sentence: Reading never made a bad man good, unless there was a *good* purpose behind the reading. This is penetrating to the very root of the question of the influence of education upon morality. It is the same idea as that of Ruskin in regard to the function of art—"to perfect men's ethical state,"—to perfect, not to create.

NUMBERS 1, 2 and 3 of the *Magazine of Art* for 1885, are most beautiful instalments of this choice periodical. The etching, *Here it is*, by R. W. Macbeth, and the accompanying poem, are exceedingly artistic treatments of a very beautiful idea. The three *Poems and Pictures* are also exquisite effects of wedded art and poesy. The engravings, as a rule, are of a vigorous English type. We would call the attention of art students to the sketch of Puviss de Chavannes, and to Barnett's criticism of wood engravings. The general student will be delighted to read Miss Robinson's sketch of Elihu Vedder one of the rising names in art.

WE have received from Hart & Co., (New York: Taintor Bros., Merrill & Co.) the *Franklin Speaker*, edited by Oren Root, Jr., and J. H. Gilbert, with an introduction by O. J. Upson, D.D. The selections are, for the most part, quite new to school or books, many of them being from recent speeches. The subjects and authors are largely American, but the pieces are of intrinsic merit, and are short and interesting. For so large a selection, the poetic pieces might have been more numerous. The introduction, though short, is good.

WE have much pleasure in making an announcement which will, we are sure, give equal pleasure to our readers. By special arrangement with, and through the kind courtesy of, the publishers of the *Critic*, of New York, we are permitted to reprint a series of articles, entitled *Authors at Home*, now being published in that most

excellent periodical. These articles will not be entertaining merely. To students of modern literature they will give concreteness and locality to their ideas of the authors whose home-life will be described in them. The first article will be entitled *Dr. Holmes in Beacon Street*, written by Alice Wellington Rollins.

WE gave last week excerpts from an interview with Mr. Gosse by a reporter of the *Critic*, in which some interesting impressions made upon him by his visit to the United States were expressed. It may not be out of place to say a few words on who Mr. Gosse is and what he has done. He is a son of Philip Henry Gosse, the naturalist, author of *The Canadian Naturalist*, etc. Edmund William Gosse has given himself up wholly to literature. He has visited Norway, Denmark, Sweden, and Holland for the express purpose of studying the literature of the several countries. He has published *Madrigals, Songs, and Sonnets; On Flute and Viol; King Erik*, a tragedy; *The Unknown Lover*, a drama; and *New Poems*. In prose, *Northern Studies; Life of Gray* in the "English Men of Letters" series. He has recently edited a volume of English Odes, and the complete works of Gray.

THE most important educational project ever undertaken in Canada is now under way, with every indication that it will succeed. It is proposed to establish a great Provincial University, with all the present colleges of the Dominion grouped about it on a basis of confederation. Each of these colleges is to preserve its distinct character and autonomy, with the University as the ultimate resort of the student. The Minister of Education has taken the scheme in charge, and several of the colleges have already accepted the propositions. Canada is certainly rapidly forsaking primitive conditions and assuming the dignities of a great and prosperous nation. She is showing her ability to stand alone. *The Educational Weekly*, of Toronto, referring to this new educational movement says: "We confess to an enthusiasm which can hardly be kept in check.—*The Current*, Jan. 31.

"HORATIO HALE, the eminent student of Indian dialects and customs, has an interesting article in the February *Magazine of American History*, on the Mohawk chief George H. M. Johnson, who married a first cousin of Mr. W. D. Howells, the novelist.

Mr. Hale gives a graphic account of Johnson's life and work among the Six Nations.—*The Critic*. It is not generally known that Mr. Hale, who is referred to here, and whose ethnological and historical writings have gained for him a world-wide fame among scholars, is a resident of Canada. He lives in Clinton, Ontario, and has been for many years chairman of the High School board there. His service to the cause of

higher education to his town has been unwearied and most valuable. With quiet industry he pursues his philological studies;—the eminent Max Mueller, not long ago, paying him publicly the high compliment, that he was one of three who alone redeemed American philology from contempt.

UNDER "The High School" will be seen a language lesson entitled "Definitions," from the *New York School Journal*. The plan proposed seems excellently practical, and one well worth making a mental note of. The value of knowing the precise meaning of a word is inestimable, and children can, at an early age, be taught the habit of accuracy in the use of words. De Quincey somewhere says that young poets should value such a knowledge next to the honour of their country. After all, what is *style*—apart, that is, from its mere presentive elements, as Grant Allen has called them, (*e.g.*, rhythm)—what is style but the presentation of ideas in the clearest and most accurate language, *i. e.*, by the choice of words which shall exactly express what it is intended to convey? There was a game we remember once playing, which teachers might make much use of: Each member of the family took his turn at the tea-table in proposing a word to be defined on the following day. All brought a definition, and their comparison and relative merits excited often very interesting and truly instructive discussions.

Table Talk.

MR. MATTHEW ARNOLD will commence his second lecturing tour in the United States early in October next.

TWO volumes of Mr. Henry Adams' work on "The History of Political Parties in the United States" have been completed.

THE average annual expenses of a student at Harvard are \$800; Amherst, \$500; Columbia, \$800; Princeton, \$500; Yale, \$800; and Williams, \$500.

WE learn from the *Canadian Patriot* that the trustees of the Belleville High School shew their interest in the Literary Society by attending its meetings.

PRESIDENT ARTHUR is said to contemplate a foreign trip after his retirement from office, and then will return to the practice of law as consulting attorney in his old firm. None of his friends have any belief in the story that the Presidency of Union College will be tendered to him.

CHARLES SCRIBNER'S SONS are soon to publish the narrative of the Greely Relief Expedition, by its commander, Captain Schley, and Professor G. Russell Soley, of the Navy Department. The book is called *The Rescue of Greely*.

HAMPTON, N.B., boasts of a magazine called *Shakespeareana*. It is devoted exclusively to Shakespearean literature, and is

published by F. E. Whelpley. Among its features are a series of prize essays and a competition for cash prizes, the last mentioned remaining open until June.

IT is a suggestive fact, says the *New York Tribune* that the departments of college news in many papers frequently have no reference to educational matters; so much space is given to baseball, football, roller-skating and other amusements that everything else is crowded out.

A SINGULAR instance of the vagueness of the abstract terms we use is found in the fact that there are two works, one called the *Philosophy of Religion*, and the other the *Religion of Philosophy*. The first was the Croall lecture for 1880, and is by Prof. Caird; the second is to be issued in February, and is by R. S. Perrin, of New York.

LAST week, in Bradford, on an exceedingly cold day, says the *South Simcoe News*, a little five year old girl had a narrow escape from being frozen to death on her way to school. She was found lying in the snow by some of the larger scholars, and was carried to the school when it was found that her face, hands and feet were almost frozen stiff. When she was asked by her teacher why she lay down in the snow, she said she was only going to have a sleep.

WM. HANLEY SMITH, of Peoria, Ill., is the author of a remarkable story which will create as great a stir in its way as *Ginx's Baby*, although quite different in style. It treats of some phases of young life in connection with the American public school system in a manner so full of the keenest satire and the deepest pathos as to command the absorbing interest of every reader from the first page to the last. Every parent, teacher and school officer in the land may read it with profit.—*The Week*.

THE Harvard *Crimson* notes that out of a population of 25,000,000 England sends 5,000 students to her two Universities; Scotland, with a population of 4,000,000, has 6,500 University students; Germany, with a population of 48,000,000, has 23,000 students in her various Universities; the New England States, whose population is 4,100,000, send 4,000 students to their eighteen Colleges and Universities.

IN a divorce suit in Chicago lately, the existence of a religious society was for the first time disclosed. The sect is called variously "Church of the First Born," "Church of Truth," and also "The Beekmanites." They are the followers of Mrs. Dora Beekman, of Ohio. They say that they are following the Bible exclusively and recognize no other authority. There is no law with them, but there is community of goods, of all property, women included. The sect in its private life is one closely resembling the Oneida Community.

THE following quotation from a letter written in 1872, by the great Russian poet, Turgenieff, will surprise many:

"I wish I could recommend you something strikingly good in English literature; but it is quite impossible. Modern English poets are all Rossettis, which means terribly affected and unreal. Algernon Swinburne is an exception; in him alone you find sparkles of real talent. He imitates Victor Hugo, but there is genuine passion in him, while Hugo composes his feelings. Read 'Swinburne's Songs before Sunrise.' Now and then he is slightly misty; still, you'll enjoy the reading."

Literature and Science.

TO THE MEMORY OF MR. JAMES BETHUNE, M.A., LL.B., Q.C.

[We have obtained permission to reproduce the following stanzas which first appeared in the January number of the *Canadian Law Times*.]

Of the man to whose memory they are addressed the press has already paid its tribute of respect. The name of James Bethune to the friends of education is a highly interesting one. He was a promoter and aider of higher education of a noble and energetic type. At the time of his death Mr. Bethune held the position of Senator for the University of Toronto.

Mr. George Lindsey, B.A.,—whose acquaintance and relations with the late Mr. Bethune peculiarly fit him to speak on the subject of his death—has very pathetically given expression to the grief that was so widely felt on the loss of this eminent man.

Gone! Aye, his noble spirit's passed away
To the great God who fashioned it so large—
With purple lilies and brown myrtle spray
Bedeck the bier! the last sad rites discharge!

Oh, pattern man! kind, genial, manly soul.
What brilliant talents nature to thee sent!
And yet how large a part had honest toil
In building up attainments eminent!

Relenting death repented just too late,
And robbed the Halls of Justice of a peer;
Justitia, proud when thou her advocate,
Upon thy early grave sheds many a tear.

Though thou art gone, thy memory ne'er will fade;
Thy fellow-men will teach each growing son
To emulate thee, noble man! self-made,
Cut off e'er half thy earthly work was done.
G. G. S. L.

A DIDACTIC ODE.

MATTHEW BROWNE.

MR. MATTHEW BROWNE will be best known to the general reader by his little *Lilliput Levée*. He is a comic writer of a very graceful type, and has for many years contributed gay political squibs to the *Pall Mall Gazette*. The following ode sums up very cleverly the creeds of certain modern thinkers.

'Development' is all the go, of course, with Herbert Spencer,
Who cares a little more than Comte about the 'why' and 'whence,' sir.
Appearances, he seems to think, do not exhaust totality,
But indicate that underneath there's some 'Unknown Reality.'
And Darwin, too, who leads the throng in *vulgum voces spargere*,
Maintains Humanity is nought except a huge menagerie,
The progeny of tailless apes, sharp-eared but puggy-nosed, sir,
Who nightly climbed their 'family trees' and on the top reposed, sir,
There's Carlyle, on the other hand, whose first and last concern it is
To preach up the 'immensities' and muse on the 'eternities';
But if one credits what one hears, the gist of all his bray is, sir.
That 'Erbwuerst,' rightly understood, is transcendental 'Haggis,' sir.

To Matthew Arnold we must go, to put us in the right, sir,
About his elevating scheme of 'sweetness' and of 'light,' sir,
Which some folks say will some fine day achieve a marked ascendancy,
Though 'Providence' it waters down into 'a stream of tendency.'

The annals of our native land were lapsed in doubt and mystery,
Till Mr. Freeman t'other day discovered English history,
And now admonishes the world it is his fixed intention
To make it a monopoly and patent the invention.
Professor Huxley has essayed to bridge across the chasm, sir,
'Twixt matter dead and matter quick, by means of 'protoplasm,' sir,
And to his doctrine now subjoins the further grand 'attraction,'
That 'consciousness' in man and brute is simply reflex action.

THE FAIRY LAND OF SCIENCE.

MISS A. B. BUCKLEY.

(Continued from last issue.)

And now I must ask you to use all your imagination, for I want you to picture to yourselves something quite as invisible as the Emperor's new clothes in Andersen's fairy-tale, only with this difference, that our invisible *something* is very active; and though we can neither see it nor touch it we know it by its effects. You must imagine a fine substance filling all space between us and the sun and the stars. A substance so very delicate and subtle, that not only is it invisible, but it can pass through solid bodies such as glass, ice, or even wood or brick walls. This substance we call "ether." I cannot give you here the reasons why we must assume that it is throughout all space; you must take this on the word of such men as Sir John Herschel or Professor Clerk-Maxwell, until you can study the question for yourselves.

Now if you can imagine this ether filling every corner of space, so that it is everywhere and passes through everything, ask yourselves what must happen when a great commotion is going on in one of the large bodies which float in it. When the atoms of the gases round the sun are clashing violently together to make all its light and heat, do you not think they must shake this ether all around them? And then, since the ether stretches on all sides from the sun to our earth and all other planets, must not this quivering travel to us, just as the quivering of the boards would from me to you? Take a basin of water to represent the ether, and take a piece of potassium like that which we used in our last lecture, and hold it with a pair of nippers in the middle of the water. You will see that as the potassium hisses, and the flame burns round it, they will make

waves which will travel all over the water to the edge of the basin, and you can imagine how in the same way waves travel over the ether from the sun to us.

Straight away from the sun on all sides, never stopping, never resting, but chasing after each other with marvellous quickness, these tiny waves travel out into space by night and by day. When our spot of the earth where England lies is turned away from them and they cannot touch us, then it is night for us, but directly England is turned so as to face the sun, then they strike on the land and the water, and warm it; or upon our eyes, making the nerves quiver so that we see light. Look up at the sun and picture to yourself that instead of one great blow from a fist causing you to see stars for a moment, millions of tiny blows from these sun-waves are striking every instant on your eye; then you will easily understand that this would cause you to see a constant blaze of light.

But when the sun is away if the night is clear we have light from the stars. Do these then, too, make waves all across the enormous distance between them and us? Certainly they do, for they too are suns like our own, only they are so far off that the waves they send are more feeble, and so we only notice them when the sun's stronger waves are away.

But perhaps you will ask, if no one has ever seen these waves nor the ether in which they are made, what right have we to say they are there? Strange as it may seem, though we cannot see them we have measured them and know how large they are, and how many can go into an inch of space. For as these tiny waves are running on straight forward through the room, if we put something in their way, they will have to run round it; and if you let in a very narrow ray of light through a shutter and put an upright wire in the sunbeam, you actually make the waves run round the wire just as water runs round a post in a river; and they meet behind the wire, just as the water meets in a V shape behind the post. Now, when they meet, they run up against each other, and here it is we catch them. For if they meet comfortably, both rising up in a good wave they run on together and make a bright line of light; but if they meet higgledy-piggledy, one up and the other down, all in confusion, they stop each other, and then there is no light, but a line of darkness. And so behind your piece of wire you can catch the waves on a piece of paper, and you will find they make dark and light lines, one side by side with the other, and by means of these bands it is possible to find out how large the waves must be. This question is too difficult for us to work it out here, but you can see that large waves will make broader light and darker bands than small ones will, and

that in this way the size of the waves may be measured.

And now how large do you think they turn out to be? So very, very tiny that about fifty thousand waves are contained in a single inch of space! Suppose I measure an inch in the air between my finger and thumb. Within this space at this moment there are fifty thousand tiny waves moving up and down! I promised you we would find in science things as wonderful as in fairy tales. Are not these tiny invisible messengers coming incessantly from the sun as wonderful as any fairies? and still more so, when, as we shall see presently, they are doing nearly all the work of our world.

We must next try to realize how fast these waves travel. You will remember that an express train would take 171 years to reach us from the sun; and even a cannon-ball would take from ten to thirteen years to come that distance. Well, these tiny waves take only *seven minutes and a half* to come the whole 91 millions of miles. The waves which are hitting your eye at this moment are caused by a movement which began at the sun only seven and one-half minutes ago. And remember this movement is going on incessantly, and these waves are always following one after the other so rapidly that they keep up a perpetual cannonade upon the pupil of your eye. So fast do they come that about 608 billion waves enter your eye in one single second. I do not ask you to remember these figures; I only ask you to try and picture to yourselves these infinitely tiny and active invisible messengers from the sun, and to acknowledge that light is a fairy thing.

But we do not yet know all about our sunbeam. See, I have here a piece of glass with three sides, called a prism. If I put it in the sunlight which is streaming through the window, what happens? Look! on the table there is a line of beautiful colors. I can make it long or short, as I turn the prism, but the colors always remain arranged in the same way. Here at my left hand is the red, beyond it orange, then yellow, green, blue, indigo, or deep blue, and violet, shading one into the other all along the line. We have all seen these colors dancing on the wall when the sun has been shining brightly on the cut-glass pendants of the chandelier, and you may see them still more distinctly if you let a ray of light into a darkened room, and pass it through the prism. What are these colors? Do they come from the glass? No; for you will remember to have seen them in the rainbow, and in the soap-bubble, and even in a drop of dew or the scum on the top of a pond. This beautiful colored line is only our sunbeam again, which has been split up into many colors by passing through the glass, as it is in the rain drops of the rainbow and the bubbles of the scum of the pond.

Till now we have talked of the sunbeam as if it were made of only one set of waves,

but in truth it is made of many sets of waves of different sizes, all travelling along together from the sun. These various waves have been measured, and we know that the waves which make up red light are larger and more lazy than those which make violet light, so that there are only thirty-nine thousand red waves in an inch, while there are fifty-seven thousand violet waves in the same space.

How is it then, that if all these different waves, making different colors, hit on our eye, they do not always make us see colored light? Because, unless they are interfered with, they will travel along together, and you know that all colors, mixed together in proper proportion, make white.

I have here a round piece of cardboard, painted with the seven colors in succession several times over. When it is still you can distinguish them all apart, but when I whirl it quickly round—see!—the cardboard looks quite white, because we see them all so instantaneously that they are mingled together. In the same way light looks white to you, because all the different colored waves strike on your eye at once. You can easily make one of these cards for yourselves, only the white will always look dirty, because you cannot get the colors pure.

Now, when the light passes through the three-sided glass or prism, the waves are spread out, and the slow, heavy, red waves lag behind and remain at the lower end of the colored line on the wall, while the rapid little violet waves are bent more out of their road and run to the farther end of the line; and the orange, yellow, green, blue, and indigo arrange themselves between, according to the size of their waves.

And now you are very likely eager to ask why the quick waves should make us see one color, and the slow waves another. This is a very difficult question, for we have a great deal still to learn about the effect of light on the eye. But you can easily imagine that color is to our eye much the same as music is to our ear. You know we can distinguish different notes when the air-waves play slowly or quickly upon the drum of the ear, and somewhat in the same way the tiny waves of the ether play on the retina or curtain at the back of our eye, and make the nerves carry different messages to the brain: and the color we see depends upon the number of waves which play upon the retina in a second.

Do you think we have now rightly answered the question—What is a sunbeam? We have seen that it is really a succession of tiny rapid waves, travelling from the sun to us across the invisible substance we call "ether," and keeping up a constant cannonade upon everything which comes in their way. We have also seen that, tiny as these waves are, they can still vary in size, so that one single sunbeam is made up of myriads of different-sized waves, which travel all to-

gether and make us see white light; unless for some reason they are scattered apart, so that we see them separately as red, green, blue or yellow. How they are scattered, and many other secrets of the sun-waves, we cannot stop to consider now, but must pass on to ask:

What work do the sunbeams do for us?

They do two things—they give us light and heat. It is by means of them alone that we see anything. When the room was dark you could not distinguish the table, the chairs, or even the walls of the room. Why? Because they had no light-waves to send to your eye. But as the sunbeams began to pour in at the window, the waves played upon the things in the room, and when they hit them they bounded off them back to your eye, as a wave of the sea bounds back from a rock and strikes against a passing boat. Then, when they fell upon your eye, they entered it and excited the retina and the nerves, and the image of the chair or the table was carried to your brain. Look around at all the things in this room. Is it not strange to think that each one of them is sending these invisible messengers straight to your eye as you look at it; and that you see me, and distinguish me from the table, entirely by the kind of waves we each send to you?

Some substances send back hardly any waves of light, but let them all pass through them, and thus we cannot see them. A pane of clear glass, for instance, lets nearly all the light-waves pass through it, and therefore you often cannot see that the glass is there, because no light-messengers come back to you from it. Thus people have sometimes walked up against a glass door and broken it, not seeing it was there. Those substances are transparent which, for some reason unknown to us, allow the ether waves to pass through them without shaking the atoms of which the substance is made. In clear glass, for example, all the light-waves pass through without affecting the substance of the glass; while in a white wall the larger part of the rays are reflected back to your eye, and those which pass into the wall, by giving motion to its atoms, lose their own vibrations.

Into polished shining metal the waves hardly enter at all, but are thrown back from the surface; and so a steel knife or a silver spoon are very bright, and are clearly seen. Quicksilver is put at the back of looking-glasses because it reflects so many waves. It not only sends back those which come from the sun, but those, too, which come from your face. So, when you see yourself in a looking-glass, the sun-waves have first played on your face and bounded off from it to the looking-glass; then, when they strike the looking-glass, they are thrown back again on to the retina of your eye, and you see your own face by means of the very waves you threw off from it an instant before.

(To be continued in next issue.)

NOTED AUXILIARY EDUCATIONISTS.

II.—HON. AND RIGHT REV. BISHOP STRACHAN, D.D., LL.D.

2. *Bishop Strachan as an Educationist—Conclusion.*

AFTER setting forth in his "Appeal" the reasons, as well as the necessity which existed for the establishment of a university in Upper Canada, Dr. Strachan proceeded to describe the kind of institution which he desired to see established. In doing so he quite overlooked the fact that the lands set apart in 1797 for the promotion of higher education in Upper Canada were public lands which were not at the disposal of any one Church. Nevertheless, he acted all through on the assumption that the Church of England had historical and traditional right to all Crown endowments in lands for education, as well as for Church purposes, and that no other Church had any superior or equal claim to that Church. In his "Appeal," therefore, he described the projected "University of Upper Canada" as "essentially a missionary college;" and that "it would have to furnish a greater number of candidates for holy orders than for any other of the professions,"—in consequence, as he alleged, of the pressing need for clergymen.

In order to ensure the success of his university project, Dr. Strachan went to England in March, 1826. The "Appeal" was issued then early in 1827. The result was that on the 15th of March of that year, a Royal Charter was obtained by him for King's College as a Church of England University. In the Charter he was designated President of the institution.

So exclusively in the interest of the Church of England were the terms of the charter that a determined opposition was at once raised to it in Upper Canada. The result was that various modifications were made in the charter, and ultimately it was superseded by statutes entirely liberal and satisfactory in their character. But into this matter I shall not enter.

This opposition was strongly resented by Dr. Strachan. As an example of one of his rejoinders to an address, on the subject, of the House of Assembly, I quote the following characteristic and prolonged sentence from a letter to Col. Rowan, Civil Secretary, dated 17th March, 1835:—

"The time is not far distant when the University of King's College, the establishment of which (on a more liberal footing than any similar institution in Great Britain or America) I was the humble instrument in effecting, will shed light and glory over the colony, and embalm the names of its promoters in the grateful affections of posterity, when its ignorant and rancorous revilers are forgotten or deservedly consigned to contempt and execration, as having been ready to sacrifice the most important interests of the present and future generation in deference to popular clamor which they themselves had for the purpose excited."

At the suggestion of Dr. Strachan, an Act was passed in 1824 placing the sum of \$600 per annum in the hands of a Board of Education for the Province (to be appointed "for the superintendence of

education within the same") for the purchase "of books and tracts designed to afford moral and religious instruction," and for the distribution of the same "in equal proportions amongst the several district Boards of Education throughout the Province."

Dr. Strachan was appointed chairman of this Provincial Board of Education in 1825 at a salary of \$1,200 per annum. He held that office until the Board, by decision of the House of Assembly, ceased to exist in 1853 or 1854.

As Dr. Strachan was justly noted not only as a successful teacher but as a judicious disciplinarian, it is interesting to know what was the secret of his success as a disciplinarian, and what were the principles which he laid down for the government of schools. From his answers to an extended series of questions on various points relating to education in the Province (proposed by the Education Committee of the House of Assembly in December, 1834) I select those which express more fully his views on the question of discipline in schools. They are clear and explicit. And they also embody in terse and concise language, the results of the long experience of one who had been more than ordinarily successful as a grammar school teacher. He said:—

"A just discipline should not be confined to school houses or school grounds, but extended over the conduct of every scholar at all times and at all places while he continues at the seminary. No severe punishment ought to be inflicted on any boy till after conviction on clear evidence, and permitting the accused a full opportunity of defence. No weapon should be allowed for punishing that may injure. And corporal punishments, except for immoral conduct, should be discountenanced as much as possible."

Dr. Strachan then goes on to explain, and also give the reason why it is that punishments are more often resorted to in some schools and classes than in others. He also suggests a practical remedy:—

"It is a maxim in the conduct of education that if in any seminary or class punishments are frequent, the cause is the ungoverned passions of the master and his incapacity to teach. Such masters ought to be speedily removed by the Board. For no teacher, whatever his ability may be, is fit for the office of an instructor, who is not both loved and feared by his pupils."

It is to Dr. Strachan we are indebted for the first, and for many years the only, programme or curriculum of studies for the grammar schools of the Province. In a printed letter dated 6th October, 1829, and (extending to 45 pages) addressed to the late Bishop Bethune (then teacher of Cobourg), Dr. Strachan lays down a comprehensive course of study for boys attending the grammar schools. He also gives directions in detail for "the management" of these schools. The curriculum extends to five years and is divided as follows:—

First year—For boys from 7 to 9 years of age;—Latin and English (subjects and limits given). Second year—Boys, 9 to 11—Latin, English, French began. Third year—Boys from 11 to 13—Latin, Greek,

English, Arithmetic, French. Fourth year—Boys from 12 to 14—Latin, Greek, English, Mathematics, French. Fifth year—Boys from 14 to 16—Latin, Greek, English, Mathematics, French.

The hints and suggestions accompanying this programme, and embodied in this elaborate letter to Dr. Bethune, are highly sagacious and practical. Examples and illustrations given, as to how each subject should be taught, are striking and original. These are the more valuable from the fact that they are the result of the long and varied experience of one of the most successful teachers of Upper Canada. I should like to give some extracts, but want of space warns me to desist.

The last crowing act of the Bishop's long and active life as an educationist was his founding of the University of Trinity College. Into the details of that act, and the circumstances which led to this final educational effort to recover lost ground, and to establish a Church of England university, it is not necessary for me to enter. It was for me, and no less my duty, to do justice in these papers to the labors of one of the foremost, and one of the most noted, of our auxiliary educationists.



PRINCIPAL KIRKLAND'S ADDRESS.

(Continued from last issue.)

But your work will not be confined to the Normal School. During the first few weeks you will be asked to observe the teaching in the Normal School. But it is not enough to observe, if you are expected to reproduce what you see. Not every one who looks, however earnestly, upon the Venus de Medici, can go forth and make another as good. No amount of mere looking will impart to the looker skill enough even to skate. And so the Model School will not only furnish you with a standard, but will also furnish you with practice and training to enable you to conform to that standard. It will be the scene of trial, and effort, of attempts, successful and unsuccessful, to attain to teaching skill. In it you will not only be requested to teach, but also to govern. You may meet with difficulties, but only those that will beset you in your after-work. In meeting these difficulties you must rely on yourself. If the teacher is always at hand to step in and render assistance; if you rely on him or her to reduce to order the turbulent, and arouse to mental life the stupid, the benefit of the teaching practice will be greatly diminished. You must not only learn to do easy things, but you must also acquire power over the serious obstacles to success.

You will be occasionally required to teach a class of Normal School students, who are expected to put themselves into the attitude of children. I am fully aware of the want of naturalness in this practice. So are soldiers aware of the want of naturalness in a sham fight. The real tug of war is not in it. It is greatly inferior to an engagement in which there is an enemy in earnest. But it has real value, nevertheless, as it shows how an enemy ought to be met.

There is still another subject which will form part of your Normal School course. It is the last, but not the least important. You will be asked to meet with the clergymen of your respective churches every week for the purpose of receiving religious instruction. It is customary, I know, to pronounce education the great safe guard of a self-governing people against the decay of virtue and the reign of immorality. Yet the facts scarcely bear out the proposition. The highest civilizations, both ancient and modern, have been the most flagitious. And it is at least doubtful whether the mere acquisition of secular knowledge has any tendency to mitigate the vicious element of human nature, further than to change the direction and type of crime. We therefore expect you to give diligent attention to this part of your own education, and to lay great stress upon it when you come to educate others. You will greatly fail in the discharge of the duties of your profession, if you only force the faculties of youth to their highest acuteness and yet leave them unguarded amid sordid greed for gain, and unschooled in the principles of honor and integrity.

I have thus given you an outline map of your work, which I expect to see carefully filled in at the end of the term. If you are to succeed in doing so you must do one thing at a time, but do that one thing with all your might and will. This principle lies at the root of all successful effort. The prime means of success in life is concentration. Steam diffused in cloudy vapor is both harmless and powerless, but confined in some iron cylinder, and its inherent power contracted and directed as a motive agent, it is the ready and faithful servant of an intelligent will, and brings the very corners of the earth to our thresholds. So of the activities of human character. Concentration is the guide and genius of energy. Let everything be done with a specific aim. The lightning only finds its mark as it gathers itself into one sharp thunderbolt.

You are living at a time when there is much to stimulate and encourage you as teachers. You will be important factors in a system of education which, if not perfect, is steadily tending in that direction, and even now approaches nearer to perfection than any other system in the world. I say this advisedly, after lately seeing a good deal of the system in Britain, and after hearing the systems of the world very

fully discussed at the International Conference on Education, held at South Kensington, last summer.

"Are you in earnest? Seize this very moment, What you can do, or dream you can, begin it. Boldness has genius, power, and magic, in it."

THE SCOPE OF SCHOOL DISCIPLINE.

FROM THE NEW YORK SCHOOL JOURNAL.

CAN laws make the world better? They can restrain, but can they elevate? Can a rule promote morality? Why are pupils required to be punctual, obedient, faithful and polite? Is it to make them grow better? or is it to keep them from making others worse? The whole theory of the necessity of law-making needs to be understood by teachers. Are we opposed to laws? By no means. They are a necessity, but only on account of our very imperfect state. When the world becomes perfect no laws will be enacted, and no courts of justice organized, prisons will be forgotten, and punishment a thing of the past. You say, "This time can never come." Perhaps, but the better we become the fewer laws will be made, fewer restraints needed. A school that can be governed by few laws is a school that governs itself—a good school. A school that needs no rules is perfect. What is necessary to perfection of order in a school?

1. What is right must be known.
2. It must be followed *voluntarily*.
3. The teacher must be trusted as an expositor of what is right.
4. This implies a teachable spirit. A discussion is often an excellent thing, but it must be carefully guarded. It will do great harm unless in it there is a proper spirit

Perfect government forbids:

1. The use of force. It is often necessary, but on account of some imperfection somewhere.
2. Scolding and threatening. The consequences of an evil course may be pointed out, but *never* should the teacher say, "If you do this you will be punished." Never say, "Don't mark on the sides of the school-house, or put stones in the chimney." The pointing out of supposable cases of wrong-doing expects the doing of wrong. Punish after the wrong is done if necessary, but never anticipate a crime by publishing its penalty.
3. Talking about evil in others; opening the album of wicked scenes. In this consists the harm of wicked papers and emblazoned saloons. They suggest wrong. Keep evil knowledge away from the minds of the young.

A good disciplinarian will:

1. Expect right doing.
2. Encourage right efforts by judicious commendation.
3. Be an example himself of what he wants others to do. He will go ahead and

say, "Come"; not behind and cry, "Go along." It is easy to lead and hard to drive.

ONLY ONE WAY.

FROM THE NEW YORK SCHOOL JOURNAL.

FIXED laws govern all good teaching and acting. Blucher had only one way to go, and *he went that way*, and to victory. Any other way would have led him to defeat. Pulaski's "Forwards"! was in *one* direction. When Paul said "This one thing I do," he acted out the conviction of a determined spirit. He knew the right way—*he walked therein*. There is only one right way, better than all others to us; *we must go that way*. There is only one right way, even in teaching arithmetic, grammar, and geography. We must find it. And far more important than arithmetic and grammar, there is one right way to train up strong and symmetrical characters. The slipshod teacher says, "It don't matter how I teach"; but the successful teacher finds out the right way, and goes in it. He hunts for it, talks about it, thinks over it, and sticks to it. Then he succeeds. *There are not two right ways of doing the same thing*. This is not an unguarded statement, but the sober, deliberate convictions of years of teaching. Think about it. Go forward, but be certain you are right. Colonel Parker knew he was right at Quincy, and he reformed an antiquated system, and the truth he uttered then, and is uttering to-day, is causing thousands to ask, "What is the right way?"

EDUCATION AND CASTE.

I COULD wish that the elegant gentlemen who so coolly mark out for the "children of the laboring classes," as they are pleased to term them, the limit of school instruction beyond which it would be injurious for them to go, would wake up to the fact that all talk of "classes" of society, or a boundary to learning, beyond which any child may not go, because he is to remain in the condition of his parents, is the idlest of idle talk in this land of ours. If, in the light of the great problems, so pregnant with the good of our race, which have been wrought out in this New World in the last two hundred and fifty years, and wrought so largely by men and women who, if born in any other country on the face of the globe, must have remained "hewers of wood and drawers of water" because their parents were; if in the light of such a history as ours any man can seriously talk of the public school as an injury to any "class" of American society, I am tempted to say, "Though thou bray a fool in a mortar, yet will he not understand."—*Supt. J. C. Shattuck, Colorado.*

TORONTO:

THURSDAY, FEBRUARY 5, 1885.

HONOR TO ONTARIO.

THE efficiency and worth of the educational system of Ontario are meeting recognition all the world over. Deservedly too—for whatever defects may be detected by those who scan it in details only, as a whole it challenges the admiration and wins the approval of all who know it. Its latest honor is the position assigned to its representative in the International Congress of Educators, which is to be held in New Orleans, in connection with the Exposition, during the last week of this month. It will be noticed in the list of officers, given below, that the representative of Ontario shares with the President of the United States the only two honorary offices allotted. This is a compliment of which Ontario teachers may well be proud; and we congratulate the Deputy Minister, Dr. Hodgins, upon his appointment.

We have learned that the Doctor is not intending that Ontario shall be satisfied with honor merely, but that he is determined she shall contribute her due share to the success of the Congress. Having been asked by General Eaton to present to the Congress a full account of the different branches of the Ontario system, Dr. Hodgins has assigned to prominent educationists and others the pleasing task of describing them. Some of the papers prepared in this way will be read at the Congress, and all of them will be reported in full in the Proceedings.

We trust that the Department of Education will recognize the importance and fitness of supporting the Deputy Minister in this representation of Ontario, before the world's educationists. He should be given both the time and the means required, so that his mission will be completely successful.

The following is the list of officers referred to, and the names and officers of the different sections. In our next issue we shall give the topics proposed to be discussed in the sections.

The eminence and international character of the various directorates, bespeak for the Congress unmeasured success.

We offer no excuse for printing in full the names of the various officers of the Congress, knowing many of them will be of interest to our readers.

INTERNATIONAL EXPOSITION OF EDUCATORS AT THE NEW ORLEANS EXPOSITION, FEB. 23-28, 1885.

Honorary President.—His Excellency CHESTER A. ARTHUR, President of the United States.

President.—Hon. JOHN EATON, United States Commissioner of Education.

Vice-Presidents.—LORD REAY, England; CHARLES WILLIAM ELLIOTT, LL.D., President, Harvard University; J. L. M. CURRY, LL.D., Agent of the Trustees of the Peabody Education Fund; the Hon. HUGH S. THOMPSON, Governor of South Carolina; JOHN D. PHILBRICK, LL.D., ex-Superintendent of Boston (Mass.) Schools; JAMES B. ANGELL, LL.D., President University of Michigan; Hon. HENRY BARNARD, LL.D., former U. S. Commissioner of Education, Hartford, Conn.; Hon. ANDREW D. WHITE, LL.D., President, Cornell University; Hon. WILLIAM H. RUFFNER, D.D., ex-State Superintendent of Public Instruction, Va.; Hon. CHAS. S. YOUNG, State Superintendent of Public Instruction, Nevada.

Honorary Secretary.—The Hon. J. GEO. HODGINS, Vice-Minister of Education, Ontario.

Secretaries.—The Hon. B. L. BUTCHER, of West Virginia; the Hon. AARON GOVE, of Denver, Colorado; DEAN JESSE, of Tulane University; L. A. SMITH, of Washington, D.C.

SECTION A—ELEMENTARY EDUCATION.

Honorary Chairman.—F. BUISSON, Inspector-General of Elementary Instruction, Paris, France.

Honorary Secretary.—J. G. FITCH, H. M. Senior Inspector of Schools, London, England.

Chairman.—Hon. JOHN HANCOCK, late Superintendent of Schools, Dayton, O.

Secretary.—The Hon. W. O. ROGERS, New Orleans.

Vice-Chairman.—Brother NOAH, of the Christian Brothers.

Assistant Secretary.—The Hon. A. P. MARBLE, Ph.D., Worcester, Mass.

B—SECONDARY INSTRUCTION.

Lower Collegiate, Lower Technical, and Trade School.

Honorary Chairman.—PHILIP MAGNUS, M.A., President London City Guild Schools, London.

Honorary Secretary.—Rev. Dr. A. G. HAYGOOD, Secretary, John F. Slater Fund, Emory, Ga.

Chairman.—Gen. FRANCIS A. WALKER, LL.D., Prest. Mass. Institute of Technology, Boston, Mass.

Secretary.—C. O. THOMPSON, Ph.D., Prest. Rose Polytechnic Institution, Terre Haute.

Assistant Secretary.—Principal MOSES MERRILL, High School, Boston.

Vice-Chairman.—C. A. WOODWARD, Ph.D., Dean Manual Training School, St. Louis, Mo.

C—SUPERIOR INSTRUCTION.

Universities, Professional Schools, Higher Collegiate and Higher Technical Instruction.

Honorary Chairman.—H. E. YUSHU KUKI RIUICHI, Japanese Minister, Washington, D.C.

Honorary Secretary.—D. C. GILMAN, LL.D., Prest. Johns Hopkins University, Baltimore.

Chairman.—Prest. NOAH PORTER, of Yale College.

Secretary.—Prest. W. P. JOHNSON, Tulane University.

Assistant Secretary.—Prest. GEO. W. AHERTON, Pennsylvania State College, Penn.

Vice-Chairman.—The Hon. GUSTAVUS J. ORR, LL.D., State Supt. Public Instruction, Georgia.

D—INSTRUCTION OF THE DEFECTIVE, DEFENDENT, AND DELINQUENT CLASSES.

Honorary Chairman.—Prof. A. GRAHAM BELL, Washington, D.C.

Honorary Secretary.—Principal CAMPBELL, Royal School for the Blind, London.

Chairman.—Rev. F. S. WINES, M.A., Springfield, Ill.

Secretary.—E. M. GALLAUDET, LL.D., National Deaf-Mute College, D.C.

Assistant Secretary.—Supt. GEORGE A. HOWE, State Reform School Meriden, Ct.

Vice-Chairman.—Prof. F. B. SANBORN, Concord, Mass.

E—ARCHITECTURE AND HYGIENE OF BUILDINGS FOR INSTRUCTION, LIBRARIES, AND MUSEUMS.

Honorary Chairman.—EDWARD A. BOND, Esq., Chief Librarian, British Museum, London.

Honorary Secretary.—AINSWORTH R. SPOFFORD, Esq., Librarian of Congress, Washington, D.C.

Chairman.—J. S. BILLINGS, M.D., LL.D., Surgeon U.S. Army, Washington, D.C.

Secretary.—Dr. LEWIS H. STEINER, Enoch Pratt Library, Baltimore.

Assistant Secretary.—T. M. CLARK, Esq., of the *American Architect*, Boston.

Vice-Chairman.—JOHN H. RAUCH, M.D., Secretary, Illinois Board of Health, Chicago.

CONSOLIDATION OF THE SCHOOL LAWS.

ON December 21st, 1882, Mr. Crooks, then Minister of Education, introduced three bills for the purpose of consolidating the school laws of Ontario. These bills received their first reading that day, but were thereafter no farther advanced, owing to the unfortunate illness which soon overtook their author. We cannot say, however, that the bills were in any way noticeable for distinctness or precision; in this respect they in no way differed from the school acts which had formulated the laws relating to education in this province for years back. If there is any law in the statute book in which uncertainty, indistinctness, and conflicting provisions obtain, it is the school law. Very few people pretend to understand it. No lawyer will give a certain opinion concerning any of its obscurities. It is as much like a scrap book as anything else with which it can be compared.

Consolidation of the school law is something greatly to be desired. An act that shall be clear, and equitable, and so framed as to have some chance of running for ten years, without destructive and reconstructive amendments being made at every sitting of the legislature, will be exceedingly creditable to the minister who introduces it. In fact, no law of the province affects so many people, or has provisions affecting so many classes of people. The enactment of a good school law would make an epoch in a minister's career.

We notice in the Lieutenant Governor's speech at the opening of the Legislature a week ago, that a bill for the revision of the acts respecting the public, high, and separate schools, is promised this session. So far this is good; and,

certainly, since the resignation of Dr. Ryerson, no one has had an opportunity of framing a school law, who is so well qualified for the task as the present Minister of Education. But we wish to deprecate hasty legislation in this all-important matter. It can serve no good purpose; and it is likely to be unwise. If the bill were introduced this session, and discussed; and if copies of it were sent to all interested in its provisions—county and township councils, boards of high and public school trustees, inspectors, head masters and others—and expressions of opinion solicited from these—then during the recess the Minister, with a small representative commission, could make amendments (if necessary) in harmony with these suggestions, and a bill might be presented to the House next session, which could be recommended as one embodying the wisdom of the entire community in reference to school matters. The commission with the Minister should have ample time to go over the whole bill; and they should not only plan the arrangement of the clauses with reference to simplicity of construction, but should critically examine each clause to see that there be nothing redundant, deficient, or conflicting.

We notice that the leader of the Opposition has promised, on behalf of his party, every assistance to the Minister in this work of consolidation. This makes it all the more incumbent upon the present Ministry to be cautious and judicious in their dealing with the school law. If they can count not only upon their own following, but also upon the Opposition, to enact that which has received their sanction, without that criticism which only an intimate acquaintance with the working of the details of the education system can offer, then they should be doubly careful that what they present for enactment be, in the last degree, matured.

It may be said that the demands for legislation so earnestly made in regard to some matters, e. g., the contemporaneous election of municipal councillors and of school trustees, the compulsory reading of the Bible, the compulsory teaching of the injurious properties of alcohol—that these demands are a sufficient excuse for legislation this session. We reply that enactments respecting even these matters will not be the worse for a year's consideration; and that the school law in its present working seriously injures nobody.

A postponement of its improvement for another twelvemonth for the sake of perfection, if that be possible, is of slight consequence. The bane of our educational system, for now many years, has been its hasty legislation, both parliamentary and departmental. *Festinare lente* would be a good motto for the Education Department to adopt.

THREE STAGES OF EDUCATION.

FEEDING the mind is like feeding the body. We have first to make ourselves acquainted with the assimilative powers, and then to administer such nourishment as is suited to these.

In infancy the diet is beforehand perfectly prepared and admixed by nature; in youth care is taken to exhibit such articles of food as agree with the still growing digestive functions; in adult age, these digestive functions having arrived at maturity, the only care necessary is to rightly proportion the various chemical elements.

So is it in tuition. In the lower forms of the high school the child is taught with reference only to his capabilities of comprehending and remembering. In the higher forms of the collegiate institute not only is the subject taught one that addresses itself to the powers of the mind alone, but a new factor is introduced in the shape of an increased attention to the importance of connecting cognate facts. In the university, where the mental powers are presumed to be able to be exercised without pedagogic aid, this last element holds supreme sway.

This theoretical classification is not altogether useless. Were it kept in view, teachers, young teachers especially, would be less prone to err on the one hand by attempting to gorge their pupils with crude and indigestible morsels of knowledge, and on the other by wasting their own time and that of the learners by placing before them loose, unconnected subjects which give the mental powers no exercise.

The theory of tuition is often too little thought of; and without a correct theory we cannot attain to a correct practice.

A PROPOSAL has been made by the McGill College Literary Society, to that of Toronto University, to hold a joint entertainment during the winter months, in the shape of conversazione amateur theatricals, given in Montreal.

BOOK REVIEW.

The Progressive Drawing School. Berlin: Wilh. Hermes; Toronto: Selby & Co.

There are various theories for the teaching of drawing. A system, very much in vogue just now, is the production of designs by the mathematical placing of points, and the joining of these points with lines so as to form symmetrical figures. This system cannot take one very far; for true artistic forms, i. e., forms analogous to objects and effects in nature, are never perfectly symmetrical or regular in any way. For the development of a certain degree of art feeling from a crude sense for beauty of form, this system is good. But it does little to give fertility of expression in the representation of common and, hence, unsymmetrical forms, and its range of application is so limited that the art faculty remains at best but little cultivated.

The older method of teaching art expression is the placing before the learner suitable art forms for imitation; the simpler first, then with due gradation the more difficult. Rudimentary art forms are so easy to comprehend, that a learner, with the dullest sense, is able to imitate their expressions. As he proceeds, his art sense is quickened, his faculty of expression increased, and his ability to perceive the differences between his crude imitations and the perfect forms before him, gets greater and greater. Having gone through a systematic course from the flat, his acquired dexterity is of practical service to him and, moreover, his art sense has been unconsciously developed until it is more than ordinarily acute. Should he desire further progress, he can then enter upon the systematic study of perspective, of models, of the antique, of landscapes, and of the human figure.

This is, to our mind, the rational method of art study, adapted alike to the needs of the ordinary learner, and of him with an innate art faculty. In other words we deem it the one suited for all our schools.

We have been much pleased, indeed, with the series of drawing copies published by Hermes, of Berlin. The system outlined above is that upon which these copies are devised. Rudimentary art forms are presented for imitation,—and of these there are several divisions; then, as tastes differ, there are landscapes, flowers and fruits, ornaments, simple objects belonging to house and garden, animals, and lastly, the human form. The teacher must exercise great care in selecting such numbers, as will be for his pupil the proper gradation, for the arrangement of the numbers, like so many old world arrangements, is exceedingly intricate. But the gradation is perfect if the teacher selects the right numbers; and the copies are not merely good, they are beautiful—being drawn by eminent Europeans, and exactly reproduced on stone with the very color and texture which the pencil of the learner should produce.

The range of the subjects, and the extent to which the progression is carried may be gathered from the facts that there are in all 517 books, and that in each book there are from 4 to 6 copies. The first 47 books would make a very good course; the first 112 books would make a very full course.

H.

Music.

THE municipality of Liège propose to levy a tax on pianos.

A "NORMAL Pitch Committee" has been formed in Vienna.

A NEW *prima donna*, Zoe Cocetova, has appeared successfully at Madrid.

MME. MINNIE HAUKE has been singing at Boosey's Ballad Concerts in London.

HERR FRANK'S opera, *Hero*, has, it is said, attained only a *succès d'estime* at Berlin.

DR. HANS VON BUELOW has again played at Moscow, after a lapse of very many years.

"GUDRUN," a new opera by Herr Felix Draeseke, was lately produced with much success at Harover.

THE tenor, Masini, will go to Valencia expressly to sing for the benefit of the sufferers by the earthquakes in Andalusia.

MACFARREN says it is the pianist's touch that distinguishes him as much as the quality of voice distinguishes the singer.

AT the Teatro Nuovo, Naples, where a buffo opera company are playing, the orchestra is conducted by a lady—Teresa Guidi-Lionetti.

THE Berlin Wagner Association will again this year give a memorial performance on the 13th of this month, the anniversary of Wagner's death.

WAGNER'S "Parsifal" received two hearings at Royal Albert Hall, London, Eng. The second performance attracted an audience of 8,000 listeners.

MR. D. W. BABCOCK, basso, has been engaged for "Samson" by the Toronto Choral Society, February 19th, under the direction of Mr. Edward Fisher.

THE People's Concert Society, New York, who gave three free concerts of classical music last season for the especial benefit of working people, propose giving one such concert a month this season also.

THE municipality of Leipsic have ordered that in future, persons visiting the Stadt-theater shall, after the overture has begun, not be allowed to enter the house except during the pauses in the performance.

MR. CARLYLE PETERSILEA has introduced a mute piano, or keyboard for thorough pianoforte practice. The touch is heavy and adapted to strengthening the fingers. Besides this the invention must recommend itself as a comfort to the wearied nerves of the player himself, as well as to those of his surroundings.

MR. JOSEFFY'S experiences during his recent tour of fifty-three concerts in the Far West were often of quite a comical nature. At a recital in a small town, in which concerts of any kind had hitherto been few and far between, and where the audience was apparently exceedingly attentive, there suddenly arose a voice in the upper regions exclaiming as follows: "This is all very nice, but can't you give us a tune?" On another occasion a request was made to this effect: "Can't you play something light at to-morrow's recital? Let us say the Moonlight Sonata; I've never heard that." "Why, that is by Beethoven!" "Then, for Heaven's sake, don't play it; give us the 'Mocking Bird' instead." Ideas concerning light music are themselves obscure at times it would seem.—*Musical Items.*

Drama.

THE various Corps de Ballet in Paris number, it is said, altogether 1,027 members.

TWENTY-THREE theatres were destroyed by fire, during the past year, in various parts of the world.

ALEXANDRE DUMAS has made the Paris Comédie-Française a valuable present—a document bearing Molière's signature—the only one known.

"WE, US & CO," is the title of a new play now running at the Brooklyn Theatre. It was produced in Brantford on Jan. 7th with Tom Elliott in the title rôle.

THE "School for Scandal" is rehearsing at the Prince of Wales' theatre for Mrs. Langtry, with Mr. Farren as *Sir Peter Teazle*, Mr. Beerbom-Tree as *Joseph*, Miss Katie Pattison as *Lady Sneerwell*, and Mr. Coghlan as *Charles*.

IN Wittington, the new pantomime at Drury Lane, London, there is a procession of city companies, a big cat scene, and a scene in which a Moorish castle is literally eaten up by the rats, which crawl along the walls in thousands. The transformation represents the four elements, and a gigantic figure of Britannia surrounded by mermaids.

STATE aid is granted to nineteen theatres in Europe, as follows:—Paris, Opera, \$160,000 a year; Opera Comique, \$48,000; Francaise, \$48,000. Germany—Royal theatres, Berlin, \$140,000; Stuttgart, \$120,000; Dresden, \$80,000; Carlsruhe, \$50,000; Weimar, \$50,000; Munich, \$40,000. Vienna—Imperial, \$60,000. Copenhagen—Royal, \$50,000. Stockholm—Royal, \$30,000. Italy—San Carlo, Naples, \$60,000; Apollo, Rome, \$57,500; La Scala, Milan, \$35,000; Bellini, Palermo, \$25,000; Royal, Turin, \$12,000; La Pergola, Florence, \$80,000; Carlo Felice, Genoa, \$2,000.

J. B. BOOTH, the son of the late Junius Brutus Booth, who is like his father in height and appearance, spoke his first lines on the stage a week or two ago, playing the not remarkable, but nevertheless important character of the foreman of the jury, with John T. Raymond in "Colonel Sellers." Sidney Booth, a youth of 14, made his first appearance lately, playing the little part of call-boy in Lotta's "Nitouche," Miss Hosmer, Mrs. Booth's niece, is also acting small parts and familiarizing herself with the footlights. The result of this method of beginning will be that when the young Booths have in the future long parts to enact they will know how to play them.

IN inventing a story for himself there are two points which the dramatist always bears in mind: First, that in a play no heroine can be twice in love; second, that if she is slighted by the hero, she cannot be slighted by him from simple satiety or disgust, however much wrong she may suffer at his hands from jealousy or other romantic cause. . . . This fetters the dramatist who goes to history for his subject. Take, for instance, one of the most pathetic stories of English history, that of Anne Boleyn. . . . Immediately before the beginnings of the love affair between Anne and Henry VIII. in 1524, there had been another love affair between Anne and Lord Henry Percy.—*Athenæum.*

Art.

THE archæologist, M. Laillard, has discovered the workshop of a pre-historic armorer or smith on a steep rock by the sea on the south-west side of the peninsula of Quiberon (Brittany). It dates from the stone age. Polished lances, arrow-heads, axes and other objects are represented in great numbers and in every stage of manufacture; so that the discovery is most interesting, inasmuch as the objects illustrate the workingman's method and process. Among the objects is a meteoric stone worked into an implement. The skeleton of the workingman was also found, the skull being very well preserved.

MR. ALFRED ST. JOHNSTON fills two pages most interestingly in last month's *Magazine of Art* on "The Color-Sense of Poets." His opening sentences all will agree to: "That some of the greatest of the world's poets have also been painters is no wonder. It is perhaps far more strange that so few of them have exercised the sister art, for so closely allied in many ways are poetry and painting, that one would almost expect the two always to exist together." That the two arts have much in common is most true: a poet doubtless has always an eye most sensitive to color, even though he is unable to give expression to the wonderful combinations of form and color which he can image to himself in any other form except in that of words.

The color-sense, like all other senses, has increased in intensity and intricacy with the growth of civilization. Our readers will remember Max Mueller's remarks on the color-sense of the Greeks as shown in the Iliad. Even "in Shakespeare's time," says Mr. Johnston, "in England it almost seems that the appreciation of color was but little developed, a half-savage love of gorgeousness in pageant and apparel being the only sign of its vitality."

The poets Mr. Johnston has more particularly touched upon in speaking of the color-sense are Shakespeare, Coleridge, and Rossetti. His readers will heartily wish he had extended the list. What splendid passages might be quoted from the *Endymion*; from *St. Agnes Eve*; from *The Life and Death of Jason*; from the *Earthly Paradise*; from the *Light of Asia*, from numberless poems which present to the eye a wondrous succession of pictures.

Mr. Johnston has apparently cited lines in which color is brought into peculiar notice by particularization. Thus:

The barge she sat in, like a burnished throne,
Burnt on the water: the poop was beaten gold;
Purple the sails.

I . . . the groves may tread,
Even till the Eastern gate, all fiery red,
Opening on Neptune with fair-blessed beams,
Turns into yellow gold his salt-green streams.

On her left breast
A mole cinque-spotted, like the crimson drops
In the bottom of a cowslip.

Beyond the shadow of the ship
I watched the water snakes;
They moved in tracks of *shining white*,
And when they reared, the elfish light
Fell off in hoary flakes.
Within the shadow of the ship
I watched their rich attire:
Blue, glossy green, and velvet black,
They coiled and swam; and every track
Was a flash of *golden fire*.

The High School.

WHY WE SPEAK ENGLISH.

BY RICHARD GRANT WHITE.

MR. RICHARD GRANT WHITE is one of, if not the first Shakespearian scholar upon this side of the Atlantic. He is a graduate of the University of New York, and has studied medicine and law. He has however devoted himself to literature and journalism. He has published a large number of works, to say nothing of numerous contributions to *Harper's*, *Putman's*, the *Atlantic*, the *Galaxy*, the *Spectator*, and other papers and magazines. On Shakespeare he has written *Shakespeare's Scholar*; *Essay on the Three parts of King Henry VI.*; *Shakespeare's Works*, an edition in twelve volumes, with criticisms and notes; and *The Life and Genius of Shakespeare*.

Learning the reason of anything, by which we generally mean the cause of it, is a process the instructive benefit of which is not limited by the subject immediately under consideration. To trace the relation of cause and effect is a very great and very important part of true education; of which, it needs hardly here to be said, book-learning is only a help and adjunct. Indeed, this learning or finding of causes is an education or discipline which, for those who give themselves to intellectual pursuits, continues all their lives. It is the chief occupation of philosophers, of men of science, of investigators, of all real students. Virgil—who was not a very great poet, being of the second, or even of the third rank, because of his moderate creative power, his lack of vividness of imagination and liveliness of fancy, but who is remarkable for a broad and serene thoughtfulness—said: "Happy is he who is able to discover the causes of things." * And indeed this process of finding causes is one of the most delightful and fascinating, and, to the soul of man, most profitable, in which man can engage. Of which the chief reason is the close and intimate relation that exists between all facts and thoughts and things. Isolation and independence are conditions hardly discoverable. Men cannot be independent of each other, as we all find very early in life, if we observe and think. But yet, a man may isolate himself upon the top of a pillar; or he may build himself a hut in the woods, and give himself up to contemplation; thinking that in this way he will discover or evolve something that otherwise would be concealed. The discoveries and the evolutions in these cases, however, do not prove of much value, either to the individuals or to mankind. An isolated man, although monstrous, abnormal, unnatural, is possible, but not an isolated fact. An isolated fact is almost, if not quite, a contradiction in terms; for a fact implies conditions and causes from which it cannot be separated. We shall thus find that the inquiry into the cause of such a simple, every day fact as our speaking English will lead us through, although not over, the whole range of the history, known and conjectured, of that great family of the human race to which the people of Europe and civilized America belong. To follow the steps of this inquiry will not be difficult, and, I hope, not uninteresting to the least learned reader of this magazine.

Why, then, do we in the United States of America speak English? Because that language is the speech of the English, or the so-called Anglo-Saxon people? Because our

forefathers came from England? Partly so. These facts have certain relations with that into the causes of which we are inquiring, but they do not wholly account for it. For although we are, in the main, an English people, and the forefathers of most of us did come from England, there are now many, although comparatively few of us, who are of Irish or of German blood. Moreover, in Ireland there are millions of Irishmen, Celts, who hate "the Saxon" (that is, the English), but who speak English, and whose forefathers have spoken it for many generations. Now, the first reason why those Irishmen speak, and so long have spoken, English, is a very simple, bald and cogent one, and it is the very reason of our speaking that language. It is necessity: nothing more. The Celtic Irishman whose race tongue was Erse, spoke English for the very reason that we, whose race tongue it is, speak it; because he must speak it to be understood; for no other reason. But how came this necessity about? How came English speech into Ireland or into America, or, for that matter, into England?

Language is a mere instrument of man's convenience; as much so as a spade or a knife, or any other tool. He uses it for the purpose of communicating with those by whom he is surrounded; and he must give to things and thoughts the names which they give them, or he might as well be dumb. If they call a certain animal a horse, it would not do to call it a *cheval*, and if they call it *un cheval*, it would not do for him to call it *ung shovel*, as many persons have found in France to their surprise and inconvenience. And if he is born and bred in France, no matter how thoroughly English or Irish he may be in blood, he will call it *un cheval*, without effort and without thought.

These are obvious facts; but for our present purpose they are not trite, nor is the consideration of them trifling. They have bearing upon the very common belief, or assumption, that language is a product of race; that there is some mysterious and inevitable connection between man's physical and mental constitution and the language that he speaks. There is no such connection. Manner of speech and style of writing are peculiar in various peoples, as their manner and their style in other things and acts are peculiar. There is a French style of speaking, as there is an Italian, an Irish, and an English, which pertains to those various peoples, and which is a product of their national spirit, their genius, as we say. But there is no such influence of national spirit, or of physiological traits or conditions upon the substance of language—words. The Irish did not speak Erse, because Erse was a natural product of the Irish physical or mental constitution. So with the English; so with all peoples. An English, a German, or a French boy, born and brought up in Russia, would speak Russian; and (personal peculiarities apart) they all would speak it alike, and without the least modification dependent upon their respective English, German, and French physical and mental constitution. If, however, their mothers were with them, and their mothers could speak no Russian, each of those boys would speak two languages, English and Russian, or German and Russian, or French and Russian, and, accidents apart, each of them would speak his two equally well, and with equal freedom. He would think with equal freedom in both.

(To be continued.)

DEFINITIONS.

A SUGGESTIVE LANGUAGE LESSON.

(New York School Journal.)

SUGGESTIONS.—(1) Use words in sentences. A dictionary definition, however good, gives little ability to properly place words in connection with other words. (2) From some standard book copy a sentence where the word has been used. If a library is at hand, great discipline may be obtained by transcribing whole verses where the words under consideration are found. Webster's Unabridged Dictionary contains many sentences from standard authors, illustrating the proper use of words. (3) After the sentences are written, let synonyms be substituted for the one under study. This enlarges the vocabulary. (4) Let the sentences be re-written, using *antonyms* in place of the synonyms. In this manner the meaning of the word becomes fixed in the mind.

I. PRESUME.

Common use: } We presume he will pay what he owes.

Synonyms: We { guess " " " "
 { assume " " " "
 { take it for granted " "
Other shades of meaning, as: } We suppose he will " "
Synonyms: We { trust " " " "
 { expect " " " "
 { hope " " " "

"Dare he presume to scorn us."—SHAKS.

Synonyms: { venture " " "
Dare he { attempt " " "
 { try " " "

PHRASES { "To try one's hand."
 { "To feel the pulse."
 { "To see how the land lies."
 { "To throw out a feeler."
 { "To take one's chance."

Use the above words and phrases in sentences.

Copy as many sentences from standard authors as you can find containing these words.

REMARK: A few words studied thoroughly in this manner will add greatly to the learner's power in the use of language.

SECOND-CLASS professional examinations:—The following is a list of those Normal School students who passed successfully the December examination for professional second-class certificates at the Ottawa school. Certain of the undermentioned students will be required to pass a special examination in some subjects, of which they have been duly notified:—Messrs. Anderson, Arthur, Bell, Bowen, Brown, Edwards, Fitzpatrick, Grant, Haight, Henricks, Mahoney, Morris, Murphy, McGregor, McKinstry, McQueen, Weaver, Weir, Yorrell; Misses Armstrong, Barry, Gregor, Hazel, Hendry, Holden, Horne, Lent, McMillan, Patterson, Reynolds, Rose, Sanborn, Smith, E., Swan, Toye, Allan, Dyne, Kennedy, McLean, Smith, Dodds, Johnson, McTaggart. The following are the names of those candidates who had the grade of their certificates raised from "B" to "A":—Messrs. Edwards, Fitzpatrick, Haight; Misses Patterson, Rose, Lent, Armstrong, Gregor, Hendry. The following are the names of those candidates whose course at the Normal School and the result of their examinations have been of such a character that they should be specially mentioned:—Messrs. Grant, Weir, Yorrell; Miss McMillan. The medal was won by Mr. Haight.

* "Felix qui potuit rerum cognoscere causas," Georgicon II., 490.

The Public School.

FORMATION OF SENTENCES.

ADAPTED FROM BERNARD BIGSBY.

LESSON I.

SIMPLE DESCRIPTION OF INANIMATE THINGS.

Describe a *pen, a knife, a brick, a book, a table, a chair, a door, a carpet, a cup, a house, a church, a cart, a piano, a boat, a hat, a needle, a whip, a spade, a box, and a bottle* under the following headings :

1. What is it ?
2. What is its use ?
3. What is it made of ?

EXAMPLE.

A Chair.

1. A piece of furniture.
2. Is used to sit upon.
3. Is generally made of wood.

Then re-write the whole in a single sentence, thus :

A chair is a piece of furniture used to sit upon, and is generally made of wood.

LESSON II.

SIMPLE DESCRIPTION OF PLACES.

Describe *New York, Buffalo, Philadelphia, Cincinnati, Detroit, Chicago, Boston, Ottawa, Hartford, Montreal, Kingston, and Indianapolis*, under the following headings :

1. What is it ?
2. In what State, or Province, is it ?
3. On what river is it situated ?

EXAMPLE.

Augusta.

1. A city.
2. In the State of Maine.
3. Is on the Kennebec.

Then re-write the whole in a complete sentence, thus :

Augusta, a city in the State of Maine, is situated on the Kennebec.

LESSON III.

DESCRIPTION OF PERSONS.

Describe any one you know, and observe the following headings :

1. How is he named ?
2. Is he a short or tall man ?
3. Where does he live ?

EXAMPLE.

My uncle.

1. William Smith.
2. Is a tall man.
3. Lives at Detroit.

Re-write the whole in a complete sentence, thus :

My uncle, William Smith, is a tall man, and lives at Detroit.

LESSON IV.

DESCRIPTION OF ANIMALS.

Describe a *tiger, a cat, a dog, a cow, a horse, a pig, an elephant, a mouse, an ass, a wolf, a rat, an eagle, a duck, a hen, a vulture, a hawk, a pigeon, and a goose*, under these headings :

1. Is it a wild or a domestic animal ?
2. Of what colour is it ?
3. Where is it found ?
4. What sort of a noise does it make when excited ?

EXAMPLE.

A lion.

1. A wild animal.
2. Of a tawny color.
3. Is found in the jungles and forests of Africa and other countries.

4. When excited, roars.
Re-write the whole in one sentence, thus :
The lion, a wild animal of a tawny color, is found in the forests and jungles of Africa and other countries, and, when excited, roars.

LESSON V.

COMPARISON OF ANIMALS.

Describe the difference between a *dog and a horse, a cat and a rat, a cow and a fox, a wolf and a pig, a squirrel and a hare, a monkey and a porcupine, an ass and a sheep, an elephant and a deer*, observing these headings :

1. Food.
2. Habits.
3. Sounds.
4. Coat or skin.
5. Peculiarity of appearance.
6. Size.
7. Color.

EXAMPLES.

A dog and a hare.

1. The dog eats flesh and meal ; the hare lives upon grass and herbs.
2. The dog is domesticated, bold, and intelligent ; the hare is mild, timid, and unintelligent.
3. The dog barks ; the hare is generally silent, but, when in pain, squeals.
4. The dog has a coat of hair ; the hare has one of fur.
5. The dog has a long tail ; the hare has a small tuft.
6. The dog varies considerably in size ; the hare is generally of one size, and much smaller than the dog.
7. The dog differs in color ; the hare is invariably brown or white.

SIMPLE PARAGRAPH.

LESSON VI.

DESCRIPTION OF BUILDINGS.

Describe separately a *church, a railroad station, and a school-house*, under these headings :

1. What is it ?
2. What is it used for ?
3. Of what does it consist ?
4. Of what is it composed ?

EXAMPLE.

A house.

1. It is a building.
2. It is used for a human dwelling-place.
3. It consists of walls, roofs, windows, doors, passages, rooms, and chambers.
4. It is composed of stone, brick, marble, mortar, wood, iron and glass.

Then re-write the whole in a single paragraph, thus :

A house is a building used for a human dwelling-place. It consists of walls, roofs, windows, doors, passages, closets, rooms and chambers ; and it is composed of stone, brick, marble, mortar, wood, iron and glass.

LESSON VII.

DESCRIPTION OF A SCHOOL.

Give a description of your *school*, mentioning :

1. What it is called.
2. Where it is situated.
3. How many teachers there are.
4. How many pupils there are in your room.
5. How many classes.
6. The hours of work.

7. The holidays.
8. The size and shape of the school-room.
9. How many windows there are in it.
10. How many doors.
11. How many desks and forms.
12. How many pictures or maps on the walls.

LESSON VIII.

DESCRIPTION OF A MEAL.

Give a description of a *breakfast, a dinner and a supper*, observing the following points :

1. The hour.
2. The place.
3. Who sat down to it.
4. The patterns on the plates and cups.
5. The fare.
6. Incidents and accidents.

EXAMPLE.

Breakfast.

1. Eight o'clock in the morning.
2. The little back parlor.
3. Papa, mamma, sister Lucy, brother Willie, and baby-boy (two years old.)
4. The cups and saucers were white with green rims. The plates were of the old-fashioned willow pattern, with three little Chinese crossing a bridge, four temples, several trees all fruit and boughs, a man in a boat, and two huge birds about five times as big as the men.
5. For papa and mamma there were eggs and bacon, toast and tea ; for Lucy, Willie and me there were tea, cookies, bread, butter, and milk.

6. Papa always reads the newspaper at breakfast ; and just as he was in the middle of an article in which he was very much interested, baby-boy began to ladle his soup into the sugar-basin, and upon mamma scolding him, screeched so loudly that he had to be carried, kicking and squealing, up to the nursery.

LESSON IX.

SIMPLE NARRATION.

Relate anecdotes about, 1. *A little girl and a lamb* ; 2. *A boy fishing and a bull* ; 3. *A lost sheep and a shepherd's dog* ; 4. *An honest but poor old woman finding a purse full of money* ; and observe these headings :

1. When was it ?
2. Where was it ?
3. Who was it ?
4. What was it ?
5. How was it done ?

EXAMPLE.

The story of a boy killing a duck.

1. This morning.
2. On the road to school.
3. Johnny Green.
4. Johnny Green killed a duck.
5. He threw a stone at it. It hit the duck on the back. The duck fell dead. Farmer Noaks ran out with a big stick and gave Johnny a thrashing. Johnny cried.

Re-write the whole, thus :

How Johnny Green killed a duck.

This morning on the road to school Johnny Green killed a duck. He threw a stone at it and hit it on the back. The duck fell dead, and Farmer Noaks ran out with a big stick and gave Johnny a thrashing, which made Johnny cry.

The Kindergarten.

THE LITTLE BROTHER.

(LILLIPUT LEVÉE.)

LITTLE brother in a cot,
Baby, baby!
Shall he have a pleasant lot?
Maybe, maybe!

Little brother in a nap,
Baby, baby!
Bless his tiny little cap,
Noise far away be!

With a rattle in his hand,
Baby, baby!
Dreaming—who can understand
Dreams like this, what they be?

When he wakes kiss him twice,
Then talk and gay be;
Little cheeks, soft and nice,
Baby, baby!

THE IMPORTANCE OF CHILDREN'S PLAY.

BARONESS VON MARENHOLTZ-BUELOW.

(Continued from last issue.)

As regards merely corporal development, this is done by the aid of *gymnastics*. In the Kindergarten the *gymnastic games* fulfil this requirement. The games of antiquity, so carefully contrived and so beautifully arranged, are well known. But long before Greek civilization had reached its height, exercises were in use that had the same results, though they may not have been performed with the same definite purpose. At the present day, too, we find such exercises in different forms among savages. The single combats of ancient times, the tournaments of the middle ages, and still more the gymnastics of our own times are manifestations of an instinct, which has become, it is true, the voluntary activity of grown-up men with a fixed aim and purpose.

The first condition for all human activity, all work, all creative effort, is unquestionably the *development of the limbs, powers, and organs which must thereby serve as instruments*.

How insufficiently education has hitherto operated in this direction is proved by the number of the lame, crooked, useless instruments, the undeveloped limbs of the great mass of mankind; is proved too by the scarcity of strong, healthy, robust, and at the same time beautiful, bodies.

Another need almost equally general with that of bodily movement appears also during childhood, but can seldom develop itself

unhindered, particularly in the educated classes of society. We mean the instinct which leads every child to *dig or grub in the earth*. Who does not remember the pleasure which he experienced in his own childhood from working with bare hands in the loose earth, and forming *little gardens* with it, making flower-beds and planting them with plucked flowers?

The *instinct of agriculture* was certainly one of the first civilizing tendencies which awoke in the human race, since to it man owed a supply of food worthy of a man.

But this instinct is repressed as soon as it manifests itself in a child. Thou shalt not make thyself dirty, is the first commandment of the maternal catechism. And how seldom do town children find an opportunity to indulge the tendency which attracts them to a dust-heap for want of better material.

People do not know what they are doing when they discourage this instinct, or even suppress it. Not only does the suppression of any legitimate natural instinct lead to deviations from the normal development of our nature, but it robs us of the best and most appropriate means for the first education of the heart, of a means which no other can replace.

The chief means for working upon a child's heart, except by the influence of *love in the family circle*, consists in rendering it sensible to the impressions of *nature*. This can only be done by bringing the child under the influences of nature, and letting it occupy itself with the productions of nature. For that only with which the child occupies himself, that which he himself holds and handles, can maintain a lasting hold on his attention.

Insignificant as this digging in the sand, this making of gardens may seem, it forms the commencement, the starting-point, which may serve to direct a child's attention to the products of agriculture, and to awaken in him a desire of cultivating, sowing, and planting with his own hand. If this desire remains unheeded, it soon disappears, and each unemployed faculty, each hindered activity helps to give preponderance to that mass of matter which afflicts children and adults under the name of idleness. This is the negative damage.

The positive damage is, that the true observation of nature, man's first great instructor, is lost to childhood; that natural objects, being regarded but superficially, leave no enduring impression. Though the child may gather flowers and collect this or that, it remains purposeless and leads to no serious observation of things.

How different is it when the child cultivates his own little garden, learns to dig, to rake, and to water, awaits with longing impatience the opening of his buds, gathers his own

flowers with a glow of joy, and brings them triumphant to his mother. When he learns to notice what each coming season presents to him: the sprouting of the seed corn, the little birds in their nest, the bees in their hive, the caterpillars and the beetles, the ripening fruit, the bending ears in the corn-field,—he may learn more from these things than from all else, far more than from books and schools. But he must take pains, must himself work, must give his whole soul to his task, in order to study the wonders of creation.

But it is not alone the impressions of the beautiful that open the heart and soul. The keeping and caring for plants and animals awaken a love to these first pets and nurslings, which is the child's first unselfish attachment. At this early age there is so little that education can make use of to teach the fulfilment of duties, and yet moral life begins with this. It must not, however, be supposed that compulsory actions repugnant to the inclinations of a child awaken or strengthen the moral faculties. Hard trials in the performance of duty, which occur to some extent even during childhood, must be facilitated by preliminary exercises of an easier kind. But when the child's own inclination leads him to undertake something difficult—as may be seen when a child insists on getting over a difficulty alone—then indeed the powers of the will gain strength, and are already capable of performing the difficult without requiring the agreeable as a bait. But to require too much from the powers of a child is a certain means to render him idle, and rebellious to the calls of duty.

This is why Froebel lays so much stress on the garden, and calls his establishments—not altogether symbolically—by the name of Kindergarten. A garden is for a child an enclosed portion of Nature, in which by the impressions of beauty and by painstaking efforts to be useful and good, he may not only learn as in a school of morality, but his soul also may open to receive its first religious impressions. Unless the child's soul has learned to recognize God the Creator in the works of His creation, it will be difficult for the idea of God, as it will afterwards be taught to him, to take shape in his mind. Only that which has a shape exists for a child, only the visible world can prepare him for the invisible one, and only the visible creator can form the first step to a comprehension of the invisible Spirit.

Further, we must not undervalue the directly practical side of this early introduction to the cultivation of the soil. Trade is constantly withdrawing more and more hands from agriculture, a tendency which may possibly be counteracted by early directing the minds of children to the latter.

(To be continued.)

Personals.

GENERAL.

JAY GOULD keeps his life insured for \$400,000, Wm. H. Vanderbilt \$600,000, and A. M. Stetson, of Philadelphia, carries \$700,000.

DR. HERTEL'S "Over-pressure in Middle-class Schools in Denmark" is to be translated and published by Messrs. Macmillan & Co.

MR. BOND, principal librarian of the British Museum, is to receive the Companion of the Bath. Mr. Bond has been in public service 52 years.

THE *Lancet* says Mr. Gladstone's complaint is chiefly a slight attack of catarrh. Besides this he is suffering from lumbago and insomnia. There is a fair prospect that he will soon be completely restored to health.

THE Princess Beatrice is now betrothed in her twenty-eighth year; the Princess Royal married in her eighteenth year; the Prince of Wales was married when in his twenty-second year, and the Princess Alice in her twentieth year.

MR. LAWRENCE BARRETT speaks enthusiastically of Robert Browning. "A grand type of manhood!" he says; "a magnificent writer, broad, ruddy, not too tall; with snowy hair and moustache and goatee beard; courtly, gracious, a perfect talker, and always poetical in his thoughts."

THE Bishop of Lincoln, Dr. Christopher Wordsworth, has in consequence of ill health decided to resign the Bishopric of Lincoln. The *Times* says that a few years ago, such a reason would not have been deemed sufficient cause for resignation.

MR. MAX O'RELL, author of "John Bull and His Island" and "John Bull's Woman-kind," is following the usual custom of authors and entering the arena of public lecturing. He made his first appearance on the 7th ult. at Torquay, where he spoke on "John Bull and Jacques Bonhomme, the Dear Neighbours."

NICHOLAS TRUBNER, the famous publisher and biographer, who died last March, left property valued at \$750,000, besides his extensive stock of books, parchments, and rare manuscripts. He came to London from Heidelberg in 1844, and began his career as a clerk, at ten shillings a week, in the famous publishing house of Longmans, now Longmans, Green & Co., in Paternoster-row.

THE subject of Mr. Gosse's lectures in the United States was the development of the classical school of poetry in England in the seventeenth century. The first was on the state of poetry at Shakespeare's death; the second, "Waller and Saccharissa;" the third, "The Exiles;" the fourth, "The Reaction;" the fifth, "The Restoration."

DR. RANKE, the historian, who has just passed his eighty-ninth birthday, shows no greater sign of age than the degree to which his interest is withdrawn from all things except the history on which he is engaged, the *Allgemeine Welt-Geschichte*, General History of the world, which he has carried beyond the Roman Empire. On this history his mind and heart are concentrated. He still works for eight hours every day. Dr. Ranke's wife was an English lady, remark-

able for her learning, having a knowledge of Latin, Greek and Hebrew.

THE London (Eng.) *Spectator* thus speaks of Her Majesty Queen Victoria:—A good woman, with a strong natural sense of her own claims, greatly increased by the authority of her position; a sovereign whose hold upon her people is founded mainly upon her domestic virtues; a widow who has lived as much for a memory as for her subjects—these are the simple facts of the Queen's character and conduct. A future generation will criticize more freely, and may possibly add something on the side of praise. It may be that the virtues of the Queen should be in some way different to those of a private individual; it may be that one who has a great nation entrusted to her care, who has many children, and consequently many calls to private as well as public duty, should have put more force upon herself to live in public, even when to live in public was to her most oppressive. It may be that the duties of a Queen are not such as can be delegated even to the most popular of princes; it may be that English society would have been different if it had an active Queen at the head of its court.

THE Woodstock *Sentinel Review* contains an interesting obituary notice of the late Mr. James E. Dennis, principal of Woodstock model and public schools, who died on Sunday, January 18th, from which we take the following:—

Mr. Dennis was a native of the County of Oxford, having been born in 1849, near the village of Holbrook, North Norwich. His father, William Dennis, one of the early settlers of that district, died while the subject of our sketch was a mere lad. James, with the other brothers, spent his early life upon the farm. As he approached manhood his love of knowledge led him to the profession of teaching. Part of his preparation for this work was, we believe, obtained at the Canadian Literary Institute here. Sixteen years ago he took charge of his first school at Delmer. He afterwards taught at Verschoyle and Mount Elgin, in all of which places he met with marked success. In 1878, when a vacancy occurred in the East End Public School, Woodstock, Mr. Dennis' standing as a teacher was such as to mark him out for the position. Upon the erection of the new Central School and the establishment of the Model School he became principal, a position which he held to the time of his death.

The University.

PRINCIPAL GRANTS VIEWS ON UNIVERSITY FEDERATION.

PRINCIPAL GRANT delivered a long speech at a meeting of the resident graduates of Queen's University, held on the 30th of last month. His first definite remark was that the representatives of Queen's that attended the conference disclaimed all responsibility in the scheme, and that they had there proposed a totally different solution of the question. Principal Grant fathered the existing proposals chiefly upon the Vice-Chancellor of the University of Toronto. He characterised the scheme as being similar to a Dutch auction, and belittled the importance of its acceptance by Knox, Wycliffe, and McMaster Colleges. Although he thinks the scheme is founded on no principle that is consistently followed out, yet he allows that it contains some commendable features: as, for example, its recognition of the insufficiency of one teaching body in arts. The eminent

Principal demanded a meed of praise for Queen's, in that that university in 1883 proclaimed the need of more art colleges than one for a province which possesses 106 high schools and collegiate institutes. Another commendable feature Principal Grant pointed out was the recognition of a system of private endowment combined with State aid, and upon this he hinged a pointed question: If there can be such co-operation in university work between private and public funds in Toronto, why should it be impossible elsewhere? Still another good feature was the proposal to bridge the chasm between the teaching and examining bodies—another tenet upheld by Queen's.

Touching then upon the scheme as it affected the University of Queen's College, he asked, first, "Can we afford to go?" and second, "Is centralization desirable?" The latter he answered by advocating a happy medium between a unification and a multiplication of universities.

Coming to the advisability of removing Queen's to Toronto, Principal Grant feared that many sources of income would, by such change, be lost.

On the whole, he considered that Queen's should stay where she was.

QUEEN'S COLLEGE AND CONFEDERATION.

THE following is a synopsis of the report of a committee of the Board of Trustees of the University of Queen's College met together on the 13th ult., to discuss University Confederation scheme submitted by the Minister of Education:—

The committee recognizes that the scheme is an evidence of an earnest desire on the part of the Minister of Education and the Government to promote the interests of higher education throughout the Province. Yet it sees insuperable obstacles which preclude any possibility of Queen's College entering the confederation proposed by this scheme.

Firstly—To enter such confederation would necessitate the removal of the entire establishment of Queen's College to Toronto. This would require an expenditure of a quarter of a million of dollars, which sum the trustees have not at their command.

Secondly—The university powers now enjoyed by Queen's would be held in abeyance.

Thirdly—Much of the building and endowment fund was obtained at Kingston. Removal to Toronto might be considered a breach of the understanding upon which this was given.

Fourthly—A university is wanted in Eastern Ontario.

Fifthly—Kingston is peculiarly adapted to be the seat of a university.

Sixthly—Students can live more cheaply at Kingston, and are not there exposed to the temptations of a great city.

Seventhly—In the opinion of the committee, it would be of more benefit to Ontario to possess two or more universities than to have one only. For proof of which the committee point to the four universities of Scotland and their success.

Final action cannot be taken till the views of the graduates and benefactors of Queen's College have been ascertained, which is not possible till the occasion of the Convocation to be held in April next.

The report was unanimously adopted by the board.

Educational Intelligence.

NORTH SIMCOE TEACHERS' CONVENTION.

THE Annual Meeting of the North Simcoe Teachers' Association was held in the Sunday school room connected with Trinity Church, Barrie, on Thursday and Friday, Jan. 29th and 30th. The officers and members of the South Simcoe Teachers' Association were also present in the capacity of guests—as their President put it. Special arrangements with the railways, with the hotels and other places of accommodation were made, and the Convention was most successful. Much regret was felt at the unavoidable absence of Dr. McLellan, but his place was filled by model school Inspector Tilley, who stepped in at the last moment. The President, J. C. Morgan, Esq., called the Convention to order at 10 on Thursday, and requested the teachers to relieve him from the responsibility of constant attendance in the room as chairman. At his suggestion, therefore, another chairman was appointed, Mr. Hunter of the Barrie Collegiate Institute.

On Thursday the following papers were read and thoroughly discussed: "Entrance Examinations in the Light of the New Regulations," by Mr. I. O. Steele, Head Master, Model School, Barrie; "Grammar," by Mr. E. Ward, Head Master, Public Schools, Collingwood; and "Geography," by Mr. Tilley, who advised quite a new departure in teaching this important subject. In the afternoon after the close of the regular session the High School Association held their business meeting with the following result:—The Inspector, Mr. J. C. Morgan, was once more elected President despite of an earnestly expressed wish to the contrary. Mr. Hunter was elected Vice-President, Mr. Henderson, Secretary and Treasurer; the delegates to the Central Association being Messrs. Morgan, Hay, and Steele, with substitutes Hunter and Henderson.

In the evening a meeting took place in the Sabbath School Room which was crowded by an audience of about 300 or 350. Mr. Tilley gave an earnest address on "The relation of the Teacher to the State," and his stirring words evidently found a ready echo, for he was followed by the Rev. D. D. McLeod, His Honor Judge Boys, and Chas. Drury, Esq., M.P.P., in spirited speeches. H. B. Spotton, Esq., M.A., then followed with an address on Chemistry, illustrated by experiments.

On Friday, Dr. Forest, head master, High School, Bradford, took up "Tonic Reading" and illustrated his method very fully. Mr. Tilley read a useful paper on "English Composition" and Mr. George E. Sneath introduced the subject of the Superannuation Fund in a paper which called forth a very warm discussion, resulting in a motion which supported strongly the continuance of the Fund whilst it deprecated any increased tax on the teachers. A resolution was adopted pledging the Association to pay half the cost of one or two Educational Journals for members in good standing and the Association was then dismissed after an address on "The Teacher and his Work," by Inspector Tilley, who spoke of the meeting as one of the most successful he had ever attended.

OVER 40 more students are attending Pickering College than last term.

THE Industrial Educational Conference of colored men is to be held on the 12th inst.

MR. D. M. GRANT, B. A., (Toronto) is classical master in the Petrolia High School. Mr. James Brebner is teaching English in the same school.

THE New York Teachers' Association meets again at Chautauqua on June 30th, and July 1st and 2nd.

THE Lindsay school board has made an appropriation to be expended in purchasing books for distribution as prizes at the mid-summer examination.

RIDGETOWN'S new High School was opened last week with an attendance of 109. It cost \$7,500, and consists of two sections, 35x70 and 40x18 feet.

A LITERARY society has been organized by the Palmyra public school scholars. Mr. Albert Eastman has been elected President, and Miss H. Russell Sec.-Treas.

MANY of the older boys and girls of the Waterford public schools who have been absent for a long time are returning to school. Mr. E. H. Carpenter is head master.

MR. MCKAY, mathematical master of the Walkerton High School, has been unable, for the past two weeks, to attend to his duties, having been suffering from hemorrhage of the lungs.

HON. WILLIAM E. RUGGLES, State Supt. of Public Instruction of New York, will recommend in his forthcoming report the establishment of a uniform system of examining teachers.

MR. DOYLE, who holds a first-class diploma from the Normal School in Dublin, and was for some time engaged in Laval University, Quebec, has taken charge of the Elora Separate School.

THE number of pupils attending the Walkerton High School this year is 150; one third of these being upper school pupils. This is a larger number than has yet been recorded in the annals of Walkerton High School.

THE Petrolia High School opened in September last with 66 pupils—eleven in the upper school, and fifty-five in the lower. It has now an attendance of 102—fourteen in the upper, and eighty-eight in the lower school.

THE annual meeting of the teachers association of Waterloo county will be held in New Hamburg on the 26th and 27th of February. Programmes will be issued as soon as details can be received from Dr. McLellan, Director of teachers' institutes

By request of Mr. J. J. Tilley, inspector of model schools and teachers' institutes, the next meeting of the Muskoka teachers' association will be held in July, at the same time as the teachers' examination for the district. Mr. Tilley will preside at the convention.

CERTAIN mushroom universities in the West and South seem anxious to put a high sounding degree of some sort within reach of all. The allurements of these institutions include, in the department of letters, the degrees, M. E. L., (Master of English Literature); M. L. A., (Mistress of Liberal Arts); L. E. L., (Laureate of English Literature); L. A., (Laureate in Arts); B. E., (Bachelor of English); M. P. L., (Mistress of Polite Literature); and M. L., (Master of Letters);

in science, A. C., (Analytical Chemist), and B. S., (Bachelor of Surgery); and in the other departments are offered, M. P., (Master of Philosophy); B. P., (Bachelor of Painting); M. A., (Master of Accounts); and L. I., (Licentiate of Instruction). One institution gives B. P., (Bachelor in Pedagogics); T. E., (Topographical Engineer); S., (Surveyor); B. D. A., (Bachelor of Domestic Art).—*Popular Science Monthly*.

A NEW feature of the Ontario School of Art, Toronto, during the coming summer will be the introduction of carving, and modelling in clay, similar to that taught in the Cooper Institute, New York. It is understood that Mr. E. S. O'Brien, of Guelph, will be the instructor.

THE Woodstock public school board in their resolutions upon the death of Mr. J. E. Dennis, for six years and a half head master of the model and public schools of that town, proposed to attend his funeral in a body. The schools were closed for a day in memory of Mr. Dennis.

THE annual meeting of Manitoba College, of which Rev. Dr. King, formerly of Toronto, is principal, was recently held. The college was reported to be better off by \$19,000 than it was sixteen months ago. All the floating debt has been paid and there is now an endowment of \$7,000. There are forty-nine students, seven of them in theology.

ONE day last week some persons at present unknown broke into the school house at Rushton's Corners, near Ridgeway, East Kent, stole the clock belonging to the school, broke open the teacher's desk and destroyed the furniture. They also stabled the horse in the school house, feeding hay and oats stolen from a neighboring barn. The school trustees offer a reward of \$5 for their apprehension.

A SCHOOL-TEACHER named Tichnor, living in Hickory township, near Charleston, Ill., recently had an encounter with a scholar named Welch. Welch becoming unruly in school, Tichnor called in the directors and had him expelled. Soon after Welch entered the school-house, and the teacher met him with a baseball club and hit Welch over the head, knocking him senseless. A doctor was summoned, who pronounced the injuries fatal.—*N. Y. Tribune*.

THE University of Pennsylvania has started a "department of physical culture." Dr. J. W. White, who will preside over it, states that his duties will be to examine each student, note wherein he needs physical development, and recommend the proper mode of exercise to induce it. If his back is weak, the rowing machine or boat is advised; if the chest is flat, parallel bars are in order. The ordinary trainer generally picks out for the boat a man who does not need it.

A TEACHERS' Institute meeting for the town and county of Peterborough is to be held in Peterborough, on the 5th and 6th of February. Among the subjects to be discussed will be Entrance Literature, by Mr. Coleman; Elementary Arithmetic, by Mr. Hutchinson; Writing, by Mr. Mellinole; Spelling Reform, by Mr. Long; and several by Dr. McLellan, Director of Teachers' Institutes. A lecture, open to the general public, will be delivered in the Court room, on Thursday evening by Dr. McLellan. The days of the Institute are holidays in the schools.

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

Papers set at the late December Examinations.

VIII. GEOGRAPHY.—*Examiner*:—J. E. HODGSON, M.A.

1. Name, and state the situation of the cities in Ontario. By what two railway routes may one proceed from Toronto to Ottawa? From London to Toronto? From Toronto to Woodstock?

2. Name six countries of Europe and indicate their relative positions. Give the name and the situation of the capital of each of them.

3. Name the zones and state the extent of each in degrees. Mention some of their respective natural products.

4. Where, what, and for what noted are:—Manchester, Pittsburg, New Orleans, Chicago, Quebec, Washington, Champlain, Amazon, Superior, Pr. Edward?

5. What are the principal exports of Canada? In what parts of Canada are they found? To what countries are they sent?

SECOND-CLASS PROFESSIONAL EXAMINATIONS.

Papers set at the Examinations held in Toronto and Ottawa Normal Schools, December, 1884.

VIII. READING (THEORY)—*Examiner*:—J. F. WHITE.

1. "The fact is, that the object, word, sentence, script, and phonic methods form one true method in teaching reading."

Give your views in regard to the above statement.

Clearly explain (1) the sentence, (2) the phonic method, giving the merits and the defects of each.

2. Rapidity and indistinctness are common faults in reading. Show how you would endeavor to correct them.

3. Give the heads of a reading lesson for (a) Class I. Part II. (b) for Class IV.

4. State some rules to be observed for the proper rendering of poetry.

MACBETH—

Go bid thy mistress, when my drink is ready,
She strike upon the bell. Get thee to bed.—
Is this a dagger which I see before me,
The handle toward my hand?—Come, let me clutch thee.

I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heart-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.

Go bid thy mistress, when my drink is ready;
And such an instrument I was to use.—

Mine eyes are made the fools' o' the other senses,
Or else worth all the rest: I see thee still;
And on thy blade and dudgeon gouts of blood,
Which was not so before.—There's no such thing:
It is the bloody business which informs
Thus to mine eyes.

(a) What feelings and qualities of voice should mark the delivery of this passage? Note specially any changes in modulation.

(b) In lines 5, 8, 14, 16, 18, underline the words requiring emphasis.

(c) Indicate by means of upright dashes the rhetorical pauses in lines 3, 10, 11, 15, 16.

(d) Mark the appropriate inflections of "Go," line 1; "dagger," line 3; "clutch," line 4; "fatal vision," line 6; "thing," line 17.

IX. PRACTICAL ENGLISH.—*Examiner*:—J. DONOVAN.

1. Briefly discuss the relative merits of the following forms:

The house is being built.

The house is building.

2. Distinguish—alone, only; character, reputation; healthy, wholesome; vice, sin; ability, capacity.

3. Mention some of the common faults in speaking and in writing.

4. Indicate the pronunciation of the following words:—

Acoustics,	Inquiry,
Canine,	Lieutenant,
Discern,	Livelong,
Elm,	Obscurity,
Florist,	Satiety,
Gallant,	Wont.

5. Correct or improve the following sentences:
His manners were, in truth, not always of the most amiable description.

He blames it on his brother.

Was the master or many of the pupils in the room?

These orders being illegal, they are generally communicated verbally.

He enjoys bad health.

There is in Boston the widow of a French general who lives by grinding an organ.

5. Re-write, correctly punctuated:

A simpleton meeting a philosopher asked him what affords wise men the greatest pleasure turning on his heel the sage replied to get rid of fools.

X. EDUCATION.—*Examiner*:—J. J. TILLEY.

1. Define School Organization. What does it include?

2. Speak of the proper incentives to study to be placed before pupils.

3. Give the characteristics of a good recitation, with reference (1) to the teacher, (2) to the pupil.

4. Some of the objects of questioning are:

(1) To discover the pupil's knowledge,

(2) To fix knowledge,

(3) To extend knowledge,

(4) To excite interest,

(5) To arouse the dull.

Briefly discuss these points and enumerate any other objects of questioning.

5. Discuss the following Educational Principles:

(1) Culture is more worth than knowledge.

(2) The intellectual powers develop in a certain order.

(3) The basis of this development is self-activity.

(4) This self-activity has two phases, (a) the Respective and Acquisitive, (b) the Productive and Expressive.

XI. CHEMISTRY.—*Examiner*:—JOHN SEATH, B.A.

1. A glass containing dirty water is given you. How would you render the water clear, and how would you ascertain whether the clear water contains any dissolved solid or gaseous matter?

2. Give a list of experiments by which you would demonstrate the nature of combustion and of flame.

3. Describe, and give the reason for, each step in the preparation of pure hydrogen from sheet zinc and strong commercial sulphuric acid.

4. Name the compounds you can form, using only the elements oxygen, sulphur, hydrogen, and nitrogen. Indicate briefly in each case how the compounds you mention may be most easily prepared, giving also the equations that represent the reactions.

5. The following gases are contained each in a glass jar: oxygen, hydrogen, carbon monoxide, ammonia, hydrochloric acid, sulphur dioxide, and nitrogen dioxide. Give in each case a distinguishing test.

XII. MACBETH.—*Examiner*:—J. A. HODGSON, M.A.

1. "For, as the entire course of the action turns on the agency of the Weird Sisters, it were in strict keeping with the poet's usual manner to begin by thus striking the key-note of the whole play.—Hudson.

Show, by references to the play, the truth of the italicised portion of the above criticism.

2. How does Macbeth induce the murderers to undertake the murder of Banquo?

3. Glamis thou art, and Cawdor; and shalt be What thou art promis'd:—yet do I fear thy nature;

It is too full o' the milk of human kindness,
To catch the nearest way: thou wouldst be great;
Art not without ambition; but without
The illness should attend it. What thou wouldst

highly,
That thou wouldst holily; wouldst not play false,
And yet wouldst wrongly win: thou'dst have,

great Glamis,
That which cries, "Thus thou must do, if thou have it";

And that which rather thou dost fear to do,
Than wishest should be undone.

(a) Investigate the accuracy of Lady Macbeth's estimate of her lord's character.

(b) Discuss the literary form of this extract.

4. McB. "The thane of Cawdor lives,
A prosperous gentleman."—*Act I, Scene 3.*

What inconsistency is there in this speech?

5. Quote, from the play, references to (a) Death, (b) Ambition.

6. Assign each of the following speeches to its proper character, and give the context:—

(a) "The earth hath bubbles as the water hath
And these are of them."

(b) "There's no art
To find the mind's construction in the face."

(c) "There's husbandry in Heaven;
Their candles are all out."

(d) "Naught's had, all's spent,
When our desire is got without content."

(e) "And some I see
That two-fold balls and treble scepters carry."

(f) "The queen that bore thee,
Oft'ner upon her knees than on her feet,
Died every day she lived."

(g) "Now does he feel his title
Hang loose upon him, like a giant's robe
Upon a dwarfish thief."

BOOKS RECEIVED.

Calderwood, Henry, LL.D., F.R.S.E., Professor of Moral Philosophy in the University of Edinburgh, *On Teaching: its Ends and Means*. New edition, with additional chapter on Home Training. 16mo. 50 cents. New York: Macmillan & Co.

THE New York *Tribune*, on the day after the London explosions, contained a leading article with the title "Worse than Dynamite." It was a bold heading when the attention of the world was turned towards the demolition of a portion of the Tower and the wreck of the interior of the House of Commons, yet the *Tribune* proved its point. Its reference was to the teachings of Henry George.

Far more grave in its possible consequences than any explosion of dynamite, it says, is the missionary work being done by that peculiar American, Henry George, whose parting speech from the steps of the Royal Exchange at London seems to have been little else than a direct incitement to riot and anarchy of the Paris Commune type. At first Mr. George favored the appropriation of the land by the State, by making compensation to the owners. But as it appeared that this scheme would involve the creation of an enormous national debt, which would for a very long time neutralize all the alleged benefits derivable from the change, the eager reformer resolved to take the bull by the horns, repudiate all compensation, and advocate confiscation pure and simple. And this is what he has been teaching of late all through England and Scotland, with the natural result of stirring up the landless. But when he gravely told the unemployed London workingmen that the burning down of that great city might become a good work, or words to that effect, what did he think he was doing? The plain truth is that Mr. George has done more harm in England already than all the dynamite explosions can ever do.