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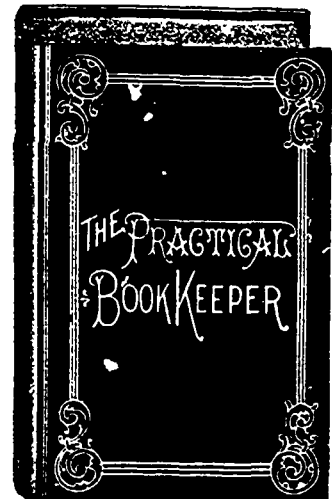
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The Educational Weekly.

TORONTO, OCTOBER 22, 1885.

THE impermanency of the teaching profession is its most serious evil. Until great improvement is made in this respect, much of the educational work of the Province will be wasted; time and money will be uselessly spent; priceless opportunities will be irretrievably lost. We cannot add much to Mr. Fotheringham's exhaustive treatment of this subject (see EDUCATIONAL WEEKLY, Aug. 20th), but we wish to make a few remarks upon it by way of emphasis. Insufficiency of remuneration is one of the causes adduced by Mr. Fotheringham as affecting the permanency of teachers' certificates. But rather it is the superiority of the remuneration of beginners which causes the remuneration of the experienced to be inadequate. The salaries of teachers, as of all other workers, are determined by the ordinary influences of supply and demand. The teaching profession, however, being protected, receives a larger remuneration than it would receive were its protection removed. The average third class teacher, whether young man or young woman, obtains a larger salary than can be got in any other occupation; especially is this true when the short hours and long vacations of teachers are taken into consideration. This superiority of remuneration, being well known, affects *very greatly* the quantity of the supply. Every year, as Mr. Fotheringham says, novitiates equal in number to more than one fifth of the entire number of places to be filled, are anxious to secure employment. The experienced and accomplished teacher is necessarily brought into competition with the inexperienced and less accomplished. School boards are not discriminating. They cannot, it is true, descend lower than a third class certificate; it is here that the protective policy of our system benefits both the profession and the community. But so low as possible the school boards do descend; and the intelligent, energetic teacher, finding himself pushed out, drifts away into some other occupation where his ability, being engaged in the production of what has a monetary value, shall be more certainly recognized and remunerated.

THE large annual number of candidates for third class certificates is greatly due to the rivalry, or if that be too strong a word, the emulation of high schools. Examinations have become so much the goal of educational work in Ontario that school life and educational vitality have become almost dependent upon them. Had the Department of Education recognized this earlier,

this feature of our system could have been utilized for the general benefit of the people, not for the class of teachers alone. If examinations are necessary to educational progress, then such examinations should have been instituted as would stimulate the intellectual activities of those who are not destined to become teachers. The Intermediate was such an examination, but it fell into discredit through being made the meter of monetary supply. The present Commercial Course and High School Graduation examinations are intended to direct high school work into channels which shall benefit the people at large; but we fear that they are too closely connected with the ordinary teachers' examinations to do other than afford additional spur to the crowds preparing for teachers' certificates. That a teacher should persuade pupils to prepare for and obtain a teacher's certificate is proper enough. A certificate gained, even with no intent of using it, indicates a real educational achievement of which any child or parent may be proud. But too few head masters recognize their responsibility for the good or evil choice which their pupils may make in deciding what to do in life. Boys and girls are incited to enter professions for which they have not the requisite ability or disposition, and especially is this true of the teaching profession. We are fully persuaded that of all the candidates that write for certificates year by year, more than one half are by nature unsuited to the profession they aspire to, or, by habits are unfit for it. A teacher's mind should be refined and intellectual, his scholarship, as far as it goes, exact, his habits pure and becoming, his energy unceasing, his sympathy a dominating force, his tact and judgment perfect, his character unstained, his disposition gentle, yet firm, his aspirations noble. Yet how few candidates, at any examination, approach this ideal! A head master's plain and positive duty is to dissuade all those who are naturally unqualified, or who cannot be successful in the true sense of the word, from attempting to enter upon what is one of the most responsible posts in life. Schoolmasters, instead of vying with one another in sending up for examination the greatest number, should be zealous in seeing that all their influence is used in directing their pupils to those occupations in life to which they are best suited. If they were thus zealous, we should hear much less about the overcrowding of the profession.

To impose a heavy fee upon candidates would be, as we said last week, a protection of the wrong sort, as it would keep out of the profession many who otherwise would be-

come the brightest ornaments of it. It is impracticable to raise the standard too high, as many sections cannot afford to pay more for their teachers than what they now pay. Equalization of the sections, which this last thought suggests, is, we may say, impossible. The present scheme for raising a lump sum off the whole township, and dividing it among the sections in proportion to the number of teachers they employ, is perhaps the nearest approach to equalization that can be made. Township boards are not favorably looked upon; the genius of our people is for local self-government, and perhaps it is not best to thwart it. But these considerations lead to two practicable partial remedies. FIRST, the standard, such as it is, can be rigidly adhered to. That is, not that the examination paper should be made harder, the lists of subjects increased, or the limits of the subjects be extended; but that the minimum percentages for provincial certificates should be kept constantly to that pitch which would ensure careful training and painstaking work. We mean that the papers should be so constructed that ability, conjoined with indolence and carelessness, should fail, and that average intellect, if supported by industry and accuracy, should be sure to succeed.

SECONDLY, the grants made by the Legislature to the school boards should have some relation to the quality of the teaching the boards contract for. The time was when the legislative grants to public schools formed a large portion of their revenue. The very existence of the schools depended upon them. This is no longer so. The people support their schools willingly—although thankful, of course, for legislative patronage. In fact, legislative grants are, as a rule, less than one eighth of the amounts raised by assessments; they average less than a tenth. If these legislative grants were taken away to-morrow, only a small proportion of the schools of the Province would be imperilled. Since this is so, let a part of what is now given for *existence* (which, however, is secure) be given for *quality of work done*, which now needs bettering more than anything else. Let the principle be applied which is adopted in the distribution of the high school grants. Let so much be given to each section for every second class teacher employed, and so much for every first class teacher employed. This method of distribution might, at first, be permissive in its operation, and adopted only in those counties that desired it. Public opinion in the counties could be educated to a recognition of its importance before it was actually put in force.

Contemporary Thought.

THE hazing episode at Princeton College has again elicited a unanimous condemnation of the practice from the press of the country. College students who insist upon being treated as "men" by their respective faculties, cannot object if their boyish breaches of discipline are severely punished.

The Current.

THE whole educational question appears to be resolved into this formulation: Plain, simple instruction in the elementary principles. No cramming. No fancy studies. Short lessons, well prepared. If any genius be developed, seeking higher methods and wider culture, he will, with the weapons provided, make his way. But it is folly to overdo instruction with the average mind, which, like some Virginia land, described by John Randolph, is "poor by nature and ruined by cultivation."—*Augusta, Ga., Constitutionalist.*

THE average man fails to find out wherein lie the fascinations of the female school teacher for his sex. In Colorado a new supply of school teachers is needed every year for the reason that they all get married, and in Connecticut they are refusing to engage them unless they promise to renounce all love-making during their term with the ferrule. It ought to require some courage to propose matrimony to a schoolma'am, and yet it would seem that the number of brave and heroic men is continually on the increase.—*New York Mercury.*

A STUDENT should not neglect his social opportunities. Men are often led to success in life through their college acquaintances. Do not try too hard to be the "popular" man; it is a dangerous position. Student opinion is often accurate and searching. While you may gain popularity, you may become too well-known, and this knowledge of your character may be detrimental in after life. The proper attitude for young men toward religion is one of respect. If you cannot sympathize, at least be respectful. Be sure you have something better to put in its place when you wish to do away with any religious observance.—*President Eliot, at the opening of Harvard.*

SIR JOHN LUBBOCK has recently made some remarkably successful experiments in educating dogs. It may be that the question of snatching the canine species from the "dark thralldom of ignorance" will become one of the burning educational issues of the future. There are even now hospitals for cats and dogs in some of the large cities of the world, and it is certainly reasonable to suppose that if their bodies are worth saving surely their minds are worth enlightening, and it should be a short step from the "hospital" or the "home" to the school. The dogs are now required to pay taxes, and we may yet see a pack howling at the doors of our legislatures clamoring for their school rights and representation.—*The Current.*

DR. BITTMANN, in the *Pedagogism*, speaks emphatically against the practice of allowing children ever to raise their hands for the purpose of indicating the readiness to recite or answer questions, etc. The following topics indicate the drift of his argument: The unavoidable disorder it

engenders. The competition which results from the practice leads to raising of hands at hazard, to speaking without thinking, to deceit, because at times the hand is raised to avoid being asked the question, which, under certain circumstances, is not likely to be addressed to those who seem most ready. The movement and noise of raising hands dissipates the attention of the class. When the teacher addresses a question to the entire class, there is no need of raising hands; he can judge of the children's readiness by their faces. . . . His question may be addressed to any scholar; no one knows but the question may be addressed to him; all can think and pay attention without the interference and dissipation of attention of any kind.—*N. Y. Journal of Education.*

A WORD at this point on the old, familiar expression, "Speaking pieces." I am one who claims to have derived permanent benefit from committing to memory the words of famous men, and rendering the same, before my fellow-pupils, to the best of my ability. In common with others of my own day, and with the children of a later time, in addition to much that was nonsense, I learned a deal that I should be loath to part with. His boyhood lacks something who has no pleasurable recollection of "Hohenlinden," "The Death of Napoleon," "The Burial of Sir John Moore," "The Battle of Waterloo," and the scores of other selections that, twenty-five years ago, constituted the stock pieces in our schools. No amount of ridicule over the awkwardness of the tyro, nor flings at the arrogance of the boy who has learned to do his part passably, will overcome the fact that every time the boy essays a part that is so difficult for him, and accomplishes his undertaking, he is gaining confidence in himself, an ability to face an audience, and at the same time keep his wits about him.—*A. S. Roe, in N. E. Journal of Education.*

THE old traditions of education stick as firmly to schools as a limpet does to a rock: though I do the limpet injustice, for it does make excursions to seek pastures new. Are we to give up in despair because an exclusive system of classical education has resisted the assaults of such cultivated authors as Milton, Montaigne, Cowley, and Locke? There was once an enlightened Emperor of China, Chi Hwangti, who knew that his country was kept back by its exclusive devotion to the classics of Confucius and Mencius. He invited five hundred of the teachers to bring their copies of these authors to Peking, and, after giving a great banquet in their honor, he buried alive the professors along with their manuscripts in a deep pit. But Confucius and Mencius still reign supreme. I advocate milder measures, and depend for their adoption on the force of public opinion. The needs of modern life will force schools to adapt themselves to a scientific age. Grammar-schools believe themselves to be immortal. Those curious immortals—the Struldbrugs—described by Swift, ultimately regretted their immortality, because they found themselves out of touch, sympathy, and fitness with the centuries in which they lived.—*Sir Lyon Playfair, in Popular Science Monthly for November.*

ABOUT 1850 three young German professors, Hildebrand, Knies and Roscher, attracted the attention of political economists by rejecting the

fundamental principles of Smith and his followers, and insisting that the method of study must be turned completely around; that the science of politics in its application to economic problems is an inductive science, the principles of which are to be discovered, not in the nature of the human mind and character, but in the experience of humanity, as expressed in the history of separate nations; and that, as a natural consequence of these facts, political economy instead of being a universal science is simply the formulated result for each nation of that particular nation's history. During the last thirty years the historical school has gained pretty nearly exclusive control of the field and there has everywhere been a corresponding decline of the doctrine of *laissez faire*. It has, however, been left for a new generation of political scientists, who have arisen within the last decade—the humanitarian school—to breathe into the lifeless body of historical political economy the element of ethics it has hitherto lacked, and so to make it a vital force in the control and guidance of modern national life. This work will not have been done till they have demonstrated a truth of deeper significance and wider application than any yet enunciated by the science of political economy. The Manchester school declared that "the best good of all is attained by the unrestrained action of self-interest"; the present school must demonstrate that the best good of the individual is attained by the promotion of the welfare of all.—*The University, Chicago.*

VARIOUS Royal Commissions have made enquiries and issued recommendations in regard to our public and endowed schools. The commissions of 1861, 1864, 1868, and 1873 have expressed the strongest disapproval of the condition of our schools, and, so far as science is concerned, their state is much the same as when the Duke of Devonshire's commission in 1873 reported in the following words: "Considering the increasing importance of science to the material interests of the country, we cannot but regard its almost total exclusion from the training of the upper and middle classes as little less than a national misfortune." No doubt there are exceptional cases and some brilliant examples of improvement since these words were written, but generally throughout the country teaching in science is a name rather than a reality. The Technical Commission which reported last year can only point to three schools in Great Britain in which science is fully and adequately taught. While the commission gives us the consolation that England is still in advance as an industrial nation, it warns us that foreign nations, which were not long ago far behind, are now making more rapid progress than this country, and will soon pass it in the race of competition unless we give increased attention to science in public education. A few of the large towns, notably Manchester, Bradford, Huddersfield, and Birmingham, are doing so. The working-classes are now receiving better instruction in science than the middle classes. The competition of actual life asserts its own conditions, for the children of the latter find increasing difficulty in obtaining employment. The cause of this lies in the fact that the school for the middle classes have not yet adapted themselves to the needs of modern life.—*Sir Lyon Playfair, in Popular Science Monthly for November.*

Notes and Comments.

OUR notes and suggestive questions on the literature prescribed for the next entrance examination begin to-day, and will be continued weekly until finished.

WE respectfully direct the attention of the Education Department to the communication from "Science Master" respecting Reynolds' *Experimental Chemistry*. We have received another communication from a head master in regard to the same book, and in much the same strain.

MR. J. A. MONROE, M.A., Head Master of Williamstown High School, presents in this issue of the WEEKLY a strong plea for the placing of phonography in the regular school course. We have no doubt but that, when our high schools become in reality schools for the people, phonography will be, at least, an optional subject on the programme.

THE establishment of the Monday Popular Concerts of Toronto, which were inaugurated on Monday evening last, is a distinct step forward in the musical development of the Province. Music, like every other art, has its noble ideals; but meretricious counterfeits are too frequently favored by an uncultured public. Ten years ago a concert like that of Monday last would not have attracted a hundred people in Toronto; this year we are to have twelve of them! The directors do well to begin the concerts with the classical composers of the middle German school. Haydn, Mozart, Beethoven, and Mendelssohn win their way to the popular heart at once; Liszt and Wagner demand in an audience not merely culture, but also a belief in the resources of music as a language of description and emotion which to us stolid northern people seems not far removed from craze.

WE have received from the publisher, F. H. Gilson, Boston, the first number of the *School Music Journal* (monthly, 50 cents per annum), a periodical intended to help the teachers of public schools in their teaching of music, and to promote the study of music as a branch of general culture. The contributors to the *Journal* are many of the foremost musical teachers and educators of the States. Songs suitable for the school-room are to be given every month, both in the "movable do" system, and in the tonic "sol-fa" system; and a series of specimen lessons by eminent teachers is to be another prominent feature. Believing as we do that music is best taught by regular and not by special teachers, and that in public schools its study should be commenced in the primary classes, we recommend the *Journal* to our teachers as something likely to prove of great service to them.

THE eloquent address of the President of University College at the annual convocation on Friday last, had all the old-time rhetorical grace and wealth of illustration which long since placed Dr. Wilson in the very front rank of Canadian orators. His learned exposition of the certain movement of university management towards complete enfranchisement from denominational control may, perhaps, be not quite clear to those who wish to believe otherwise, but nothing is more assured than that national education all the world over will, sooner or later, be completely secularized. But this does not prevent denominations or individuals from establishing and maintaining institutions for higher education which shall be under ecclesiastical control. Such institutions, however, must not pretend to authorities or privileges which derive their entire value from the voice of the nation. If a university degree confers upon its possessor any national privilege or right, the degree must emanate from the state and not from a private organization beyond the control of the state. To the denominational universities in this country are conceded privileges of national scope, while the universities remain independent of national control. This anomalous and irrational state of affairs must, in the nature of things, come to an end. Confederation would make our national university everything that could be desired—an institution national in its foundation and support, national in its operation, Christian in its character, and in dignity and importance worthy of its national name. If the outlying universities choose not to unite with the present national university, they will continue to be what they have been—sectarian in influence, in consideration, and, despite their protests to the contrary, in name; and their anomalous national privileges will, sooner or later, be deprived them. In the interests of religion, of education, of national concord and progress, we hope and trust that those far-seeing patriots who are working for confederation will not desist, but will push on till success crowns their efforts. What is wanted are but two things:—(1) a conviction of the importance of confederation; (2) a determination to make every reasonable concession to secure it.

WE call the attention of our readers very especially to Mr. Houston's article on "The Study of English," the first instalment of which appears in this number of the WEEKLY. Mr. Houston's main proposition—that literature should be studied in the actual writings of authors and not in books of criticism and annotations, or in books of biography—is not absolutely new, but he has presented it with such force, and so opportunely, in the present reaction against the study of formal grammar and formal

rhetoric, that we venture to say the publication of the paper in the minutes of the Ontario Association and in the EDUCATIONAL WEEKLY will mark an epoch in the teaching of English in our schools. While Mr. Houston's criticisms apply with much force to the teaching and study of literature in Canada, they may be applied with infinitely greater appropriateness to much of the study of literature which is pursued on the other side of the great lakes. In support of this statement we present the following paper, given to candidates for state certificates at the last examination for the State of New York:—

1. State the leading differences between the literature of ancient Greece and that of ancient Rome.
2. Classify the following authors as Greeks or Romans, and as writers of poetry or prose: Herodotus, Livy, Thucydides, Horace, Sophocles, Sappho, Plato, Xenophon, Ovid, Euripides.
3. What was Tasso's greatest work?
4. Name five prominent writers of the mediæval renaissance in literature.
5. Give a brief outline of the career and the writings of Victor Hugo.
6. Name in order the authors of the following works: *Wilhelm Meister*, *Sartor Resartus*, *The Merchant of Venice*, *The Scarlet Letter*, *The Lady of the Lake*, *Adam Bede*, *The Newcomes*, *Bitter Sweet*, *A Child's History of England*, *Snow-bound*.
7. Give a brief description of the *Canterbury Tales*.
8. Name the three leading literary magazines published in this country.
9. Give the names of five distinguished English writers of recent times who have also been prominent in politics.
10. Give the names of five prominent American writers who have distinguished themselves in diplomatic service.

It will be noticed that of these ten questions seven require, for complete answering, nothing more than the memory of a child who is familiar with the back pages of *Wide Awake* or *St. Nicholas*, and the remaining three require an acquaintance with literature not greater than the pages of the simplest manual can furnish. Not a single line of any of the authors mentioned needs to have been read for the complete and perfect answering of the whole paper. We confess we are somewhat astonished at the barrenness of the teaching which this paper gives indication of; and in a state like New York which prides, not to say vaunts, itself on the rationality of its teaching, we had a right to expect something giving evidence of a deeper study of literature than a mere book catalogue could satisfy. We introduce this illustration with no wish to disparage the work done in other countries, but simply as a sort of defence of the work done in our own Province, which, however bad it is, is not so bad as some of that of our neighbors.

Literature and Science.

THE OGRE OF HA HA BAY.

OCTAVE THANNET.

(Continued from previous issue.)

BUT she could not be swerved from her purpose. She had sworn before the Virgin; to retreat now would break her mother's heart; moreover, the marriage would be the best thing for Isadore, since M. Tremblay, who never broke his word, had promised to give his nephew a farm on his wedding day. That Isadore might reject the gift did not occur to Mélanie; the habitants have no morbid scruples of delicacy—well, I do not know that it would have occurred to Isadore, either.

Susan would have tried to show her the sure unhappiness in such a marriage, but her first words were stopped by the girl's quivering mouth and the miserable appeal of her eyes.

"Oh, do not tell it me, Madame," she cried, "I tell myself until I cannot sleep any more at night. I work, work all day, to be tired; but at night it is only that my bones ache, the thoughts will not stop. I cannot eat or sleep, and always there is the same hard pain *here*." She touched, not her heart, but her throat. Some day it will choke me, I think," said she. Yet she spoke of Tremblay without bitterness, saying: "He was very good to me when I was young. For why should he be good at all? All the world has been unkind to him. When he was a little child, his own mother did not love him because he was ugly. He had a great misfortune in his youth, also; what, I do not know, but he will often say to maman, 'Beware of doing services to people, Madame. When I was young I was a fool I did kindnesses, I would be loved. Men are like wolves, they bite the hand that feeds them. Be feared, Madame, that is best.' He makes himself feared. What he says, he does. He has vowed to marry a maiden of twenty, and he will keep his vow! Look you, the mother gave him the key of the fields,* he will marry the daughter; he makes two blows with a stone."

Meanwhile the matter was the absorbing topic at the Bay, our unlucky efforts to assist the lovers being as much common property as Isadore's despair or Mélanie's filial submission. This was just a trifle embarrassing, since we could hardly buy a candle that a multitude of volunteer counsellors did not troop about us; or row on the bay without the boatman's inquiring anxiously what we meant to do next. Not a mother's son had a suggestion to offer; but they all showed a cheerful confidence in our ingenuity, and were amazingly sympathetic.

While this went on, I was seeing Xavier daily. Sometimes he would be walking,

attended by a starving retinue of curs, sometimes driving Charlay; always he would grin at me in his gargoyle fashion; but our acquaintance got no further until the day I ran against him on the pier, talking English to Susan. Susan was talking English also.

"Why not?" was her comment, "he likes it. He is going to show us over his crémérie, this afternoon. You know I have an interest in a crémérie myself—and by good luck I've been through it."

We spent three mortal hours in old Xavier's creamery, Susan admiring things right and left. Somewhere about Tremblay's porcupine nature must have been a soft spot of vanity, and my clever wife found it, for actually he looked almost human while he talked to her, and the grin that seemed carved on his face was softened into an uncouth smile. "Susan," said I, "you are an unprincipled woman, flattering that clown!"

"Maurice," she answered gravely, "he interests me greatly."

The following day, being Sunday, we went to church. We liked the little church of St. Alphonse, with its walls covered with mortar decorated by laths in wavy lines, to give a foothold to future plaster; its pillars hewn out of pine logs; its echoing floors; its altogether dreadful stations and images, and its poor little tawdry altars. Whenever mass was celebrated a dingy and crumpled flock of surplices crowded the chancel. It was worth a long journey to see the easy attitudes of the choristers, as they lounged in their stalls or shambled through the ritual. They all had colds, and expectorated with artless freedom. Choristers and organist generally started together on the chants; but soon the voices would lose the key and wander helplessly off, amid a howling mob of discords, while the organist was sternly plodding her way through her notes, leaving them to their fate. Withal there was no irreverence; on the contrary, a devout attention. I used to watch the people telling their beads or kneeling at their prayers, and question whether their life seemed to them the innocent and stupid affair that it seemed to me. Thus gazing, this Sunday, I was aware that the aisle was illuminated by a blaze of red satin, followed by a rusty black gown—Mélanie and her mother. Mélanie's gay frock was trimmed with cheap white lace. Susan called it a "nightmare" later, and it certainly did suggest the splendors of the chorus in a comic opera; but, all the same, it was amazingly becoming, and the girl's pallor and troubled eyes only enhanced her beauty. No wonder the young men stared at her and the women whispered.

The *cure* preached a good sermon enough; but I could have wished a less appropriate subject than the sin of broken vows. Mélanie sat like a statue, hardly seeming to hear, her beads dangling from her limp fingers.

The only visible portion of the widow's shape was her back, but I fancied a grim complacency in the way she sat bolt upright and held her chin in the air. After mass we had the excitement of a shower. There was the customary huddling under the church porch, while the fortunate owners of "buckboards" drove up, in turn, and stored the womenkind on the sheltered back seats. I had a glimpse of Bac's tossing mane among the horses, and saw Isadore standing up in the "buckboard," looking for Mélanie. I heard him offer his vehicle to Madame Guion. Simultaneously, old Xavier climbed up the church steps, in his ordinary garb of homespun, with plenty of mud on his boots. His long arm extended itself under two or three intervening shoulders, and jerked the widow's shawl. What he said was inaudible, but in response, she gathered up her skirts above her white stockings, took her daughter by the hand, and strode out to the *voiture à la planche*. Poor Isadore was already at Bac's head smiling. He assisted the women in and buttoned the apron over their knees. Just as he was about to follow them his uncle's long arm unceremoniously thrust him aside and the old man climbed into his seat. The young fellow stood like one stupefied. His fair skin turned a deep red.

"En avant!" bawled Xavier. The voice roused Isadore. Bac flung his heels into the air and was off, Isadore after him, screaming, "Take care! Bac will go for none but me! Stop, or he will kill you." The old man's answer was the whistle of a whip. I don't think that Xavier meant to touch the horse, it was a mere bit of a bravado, but by chance the lash did fillip Bac's flank. Up he went, like a shot, pawing the air; then round in a furious half circle. Xavier pulled, but he might as well have tried to hold a whirlwind. I had started, at the same instant, and was abreast of Isadore.

"C'est mon affaire," he cried, jumping at the bits. I caught the animal on the other side. For a moment I expected that he would trample the life out of both of us; he had the strength of ten horses. But Isadore talked away as composedly as if in the stable yard: "Arrêtez, donc, Bac; sois sage! s-s-sh! Why dost thou make such a time, little fool?" And actually that raving devil of a brute stopped, trembling, and rubbed his nose against the habitant's breast.

"M'sieu, mon oncle," said Isadore calmly, "have the goodness to debark.† Bac is not safe for any one but me to drive."

The old man looked at his nephew and grinned. Quite composedly he got down, and stood with his hands on his hips while Isadore sprang lightly into the *voiture à la planche*. Neither of the women spoke: the

†The *habitants* on the Saguenay and St. Lawrence all ways use *débarquer* for *descendre*, probably because they have so much to do with boats.

**Donner le clef des champs*, a satirical expression for a dismissal.

widow looked scared, Mélanie's eyes were shining. Isadore gravely touched his hat to me and drove away, old Xavier wrinkling his cheeks over his eyes in a deeper grin. "Bah," he muttered, "he can drive the little one," and stumped off without a word of acknowledgment to me.

Susan, when I told her the story, held that it was very encouraging. She thought that she understood the *mot d'énigme* about Tremblay.

"You see, Maurice," said she, "he is awfully vain, that is all. Didn't you ever notice that deformed people always are vain, poor things? Tremblay, now, has a consuming desire to be noticed. I think that at first he tried to win people's affection, and I imagine he met with some cruel disappointments. He had a dismal childhood, and you know, yourself, about the widow Guion. I believe he cared more for her than he will admit. See how kind he has been to her. He may pretend all sorts of mean motives for his actions, but there the kind actions are. You see, Maurice, now he tries to make people fear him, it is the same vanity, only twisted a little. He takes as much pains to appear wicked and cruel as other people do to appear good. Why, he started that story about the confessional himself. Depend upon it, it is nothing but his vanity makes him so obstinately bent on marrying a girl of twenty." She had a pretty theory about his having been disappointed in Isadore. "He took the child to bring up," said she, "hoping, I feel sure, though he may not have owned the hope to himself, that the boy would be on his side, would share his hatred of mankind, and grow up in his own pattern. If Isadore had been a bold, fierce sort of a character, I believe the old man would have grown to love him; but from the first the boy was taken up by the village people, and he was all their ways of thinking. Then, besides, he is such a mild, gentle, inefficient seeming fellow that Tremblay can't endure it. But I fancy he has misjudged Isadore, and he is beginning to see it. He would be glad."

I didn't pretend to decide whether my wife was right, nor do I now; but this is what happened. One day I came out on the piazza to find the two, Xavier and Susan, talking earnestly. He gave me a nod, saying, "Madame does not approve of me, M'sieu"; she thinks I marry quite too young a wife."

"I am of Madame's opinion," said I.

Old Xavier looked at Susan's pretty, flushed cheeks not unkindly. "I care not for the people here," said he, "they are imbeciles, they; but her I find different. I wish to make myself understood. Look you, I want no wife; but they have made a mock of me in this parish. None shall make a mock of Xavier Tremblay. I say, 'Oway,

I am old, I am ugly, all the same, *bon gré, mal gré*; I can marry a girl of twenty. I swear I will not go into my new house before.' Eh bien, the time goes on. I see a maiden of twenty, not beautiful, stupid, but good, amiable. She has but one eye. Her people are unkind to her, often I see her weep. I have compassion; I am ugly, myself, Madame, and in my youth I knew what it was to weep. I think she will have a pleasanter life with old Tremblay. I speak kindly to her. We arrange it; she is not difficult. But she fell into the river and was drowned. Then goes a long time. Mélanie Guion has grown up. She pleases me, I think; the mother gave me the key of the fields. Good, I will marry the daughter. I will show these beasts that Xavier Tremblay can do what he pleases. But Madame can tell Mélanie that I will not be troublesome to her, and when I am dead she may marry Isadore; he can drive."

"You have shown that you can do as you please, Monsieur," said Susan; "to marry Mélanie will not show it any more; all the world knows that she has promised."

"But my vow, Madame, and my new house. I tire of living in my old house, *c'est bien ennuyant*."

There was our sticking, his preposterous old new house. He could not endure its standing reminder of his unfulfilled vow; the very sight of the walls which he might not enter chafed his vanity; to live in it had grown to be a corroding ambition, and the day whereon he should step across those uncompleted, yet half-ruined thresholds, appeared to his imagination as the climax of his life. We asked too much, asking him to give up such visions.

All this while, Isadore was haunting the hotel, waiting with forlorn patience for a word or look from me. I repeated his uncle's words to him, whereupon he frowned darkly and informed me that he longed to kill the old man; a confidence which disturbed me little, since I had my own opinion of Isadore's resolution.

By this time I was decidedly uncomfortable myself. The way Isadore morally flopped over on me, as it were, had a subtle tinge of irritation in its helplessness. Why could not the fellow lift a hand for himself? and the villagers were worse. They maintained a maddening confidence in my astuteness. When the notary assured me that "the old fox" (meaning Tremblay) had met his match (meaning me), and Madame Pingat, the postmistress, gave me expressions of faith with my letters, and the blacksmith, winking very pleasantly, told me that he could guess what I was after, talking with old Xavier, I felt like swearing; and when Madame Vernet, who kept a "general shop," sold me a tea-kettle for a coffee-pot (one boiled quite as well as the other, she

said, and the habitants used them indiscriminately) and asked me if I didn't think it time to do something decisive, I went out and kicked an offending dog. Pretty soon I felt that we should have to fly the country. Like Susan, I now rested my slender hope on getting out of the mess with credit upon old Xavier, and I was glad when an opportunity presented for another appeal. Isadore was to drive me to Lake Ravel for a day of trout fishing; but the evening previous he appeared with his arm in a sling. He had sprained his right wrist and offered his uncle's services in his stead, saying that the latter had a better horse than Charlay. So old Xavier took me to the lake. There I praised Isadore in French and English.

"You love 'im," said the old ogre, blinking at me with his keen eyes; "*mais moi, me tink 'im vaurien*; can mek wizze 'orse, notings of morre, *non*. *Bah*, for wy he *laisse* me tek 'is *amie* avays?" From which I gathered that he did not regard Isadore as a young man of spirit. In fact, I didn't think much of my habitant's spirit myself, but I had a suspicion that he wanted to be contradicted, that long-silent instincts of blood were roused and speaking; perhaps, too, some faint emotion of compassion for the girl who had been fond of him as a child.

"*Chut*," he muttered, relapsing into his own tongue, "I will not be troublesome to Mélanie. It is a good little girl. I should have been her father, I; I have thought that always."

"Make her your niece, then," said I, "that's next best."

"And never go into my new house? *Mais non, ça ne va pas!*"

There we stuck fast again. Briefly, I made another failure, and by the time evening came and we were in sight of the village I was decidedly out of temper. The first thing I noticed put my chagrin to flight. Little crowds of people going homeward gazed at us curiously, until, suddenly, Xavier shook his whip handle at a broken, lazy cloud of smoke and urged his horse into a gallop. Reason enough! the smoke was rising from the ruins of his "new house." A sorry sight they made; heaps of blackened and crumbling stone which had been walls, charred skeletons of joists, and distorted shapes of tin or iron showed the fierce power of the fire. Jets of flame were still playing with the remnants of window frames, and puffs of black smoke rose only to sink again and drift forlornly above the wreck. Men with buckets and blankets, women holding babies in their arms, and a crowd of children stood around talking shrilly. A kind of hush fell on the chatter as we drove up. Everybody stared at old Xavier. His iron composure gave no clue to his feelings.

(To be continued.)

Educational Opinion.

THE STUDY AND TEACHING OF ENGLISH.

WILLIAM HOUSTON, M.A.

As my remarks will be addressed to those who are actually engaged in the work of teaching, they will have reference to the pedagogical treatment of English in schools rather than to the study of the subject as a means of self-culture. I warn you at the outset that I make no pretence to the discovery of some new method. All I am to say has been often and better said by others; but we are none the worse for the reiteration of wholesome truths, and with respect to English in schools there is a growing desire for improvement to which I may be able in some slight degree to contribute. What experience I have had in recent years as a student of English, and as member of a body which to some extent prescribes the manner of dealing with it in schools as well as colleges, convinces me that a thorough re-examination of the old methods is urgently required. For their defects the teachers are not so much to be blamed. They have to teach with departmental and academic examinations in view, and the character of the teaching must depend very largely on the nature of the examinations. That the latter have not been always, or even generally, of the right kind I am prepared to show by an analysis of the questions ordinarily set, including many of those set by myself when it was my duty some years ago to act as a university examiner. But there is no need that I should dwell upon this point, for the prevailing dissatisfaction amongst the teachers and the nature of the complaints they urge, show clearly enough that they have to some extent outgrown the system under which they are forced to work. This dissatisfaction I regard as one of the most hopeful signs of the times, provided only that it is rightly interpreted by the various learned bodies which have the power, and cannot evade the responsibility, of directing teachers in their work.

With so much ground to go over in a short time I cannot hope to make my remarks appear otherwise than desultory, but you will find a connecting thread in the statement that in our schools, colleges, and universities *we have been too long and too much engaged in teaching about English instead of teaching English.* What I have to say will be made up very largely of illustrations of this truth, if it be a truth; and, however disconnected with each other my remarks may seem to be, I hope they will all be found connected with and illustrative of this somewhat audacious proposition. Instead of teaching the art of English composition by judiciously guided practice, we have been compelling pupils and students to

commit to memory rhetorical rules and principles. Instead of teaching the nature and laws of language by an intelligent examination of language itself, we have been compelling pupils and students to learn by rote the conceptions and formulas, often purely arbitrary, of the grammarians. Instead of wisely guiding them in the task of making themselves acquainted with masterpieces of literature, we have been making them learn what other people, called the critics, have thought about the prescribed authors and texts. And, instead of requiring them to devote their time and labor to the prescribed texts themselves, we have been compelling them to wander away into all sorts of side reading. Every stray allusion on which, as on a peg, a question to divert the student's attention from the main purpose of literary study might be hung, has been carefully utilized for the purpose, until at last the great object for which literature should be studied seems to have been almost entirely lost sight of. The result is a "plentiful lack" at once of correct practice in writing and speaking the English language, of knowledge of its history and growth, and of capacity to appreciate the higher productions of our great literary artists.

It is not necessary that I should dwell at any length on the importance of English as a subject of study. Without going into the vexed question, whether literature or science is most worthy of attention: in an educational curriculum, I may safely take the ground that no man whose mother-tongue is English can be called well-educated if he is not a good English scholar, however high his scientific attainments may be. Foreign languages, living and dead, afford an excellent means of training the intellect, cultivating the taste, improving the judgment, and enlarging the mental horizon of the student; but no one of them is in any of these respects so valuable or important as our own mother-tongue, partly because it is our mother-tongue, but partly also because of its intrinsic excellence and the intrinsic excellence of the noble literature of which it is the vehicle. There are no dramas in any language equal to those of Shakespeare, no epic equal to that of Milton, no elegies, odes, or sonnets to surpass those of Milton, Gray, Shelley, Wordsworth, or Tennyson; no lyrics either more perfect in form or more expressive of appropriate feeling than those of a score of our great song-writers from Shakespeare to the present day, while our English prose is incomparably and admittedly superior to that of any other language, ancient or modern. On the importance of English allow me to cite the opinion of Dr. Eliot, President of Harvard College, and then pass on to other aspects of the subject. In his well-known address, delivered at Johns Hopkins University nearly two years ago, he said.—

"It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has ever seen, and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English literature as Homer compares with Shakespeare, that is, as infantile with adult civilization. It may further be said of the English language, that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise, and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented."

For the purposes of this address I wish to be understood as including under the vague term "English," the following:—

1. Facility in the right use of the language in every-day life no less than on special occasions, in speech no less than in writing. Any so-called English education must be a comparative failure which does not secure this, even if the student is able to parse words correctly according to the usual school formula, and spell them correctly according to the complicated and arbitrary rules imposed on us by the printers and lexicographers.
2. The capacity to appreciate literature, rather than an acquaintance, however varied, with literary works, including under the term "literature," masterpieces of prose as well of verse, and pre-supposing some knowledge of English prosody. This I take to be Carlyle's meaning when he affirms that the chief use of a university training is to teach a man "to read."
3. A knowledge of the formal sciences of grammar, logic and rhetoric, which are closely related to each other, having for their subject-matter the laws of thought and of its expression by means of language.
4. A knowledge of English philology, including the origin, history, and relationship not merely of individual words, but of the language as a whole.

I have purposely stated these various aspects of "English" in what I consider the true order of their importance. That is, I attach more importance to facility in the right use of English as a means of expressing our own thoughts than I do to the capacity to understand and appreciate what other people have either said or written. I attach more importance to either of these than I do to ascertaining the laws according to which we either think or give utterance to our thoughts. And, lastly, I attach more importance to a knowledge of the laws which govern us in our efforts to embody our thoughts in words than I do to a knowledge of the sources from which we have obtained the words themselves, and of the changes of form which they have in the course of ages undergone. My object in the rest of this address will be to criticise the prevalent methods of dealing with "English" in these four aspects in schools and colleges, and to point out very briefly some of the ways in which they may be improved.

I.—FACILITY IN THE RIGHT USE OF THE LANGUAGE.

I need scarcely say that this is a very rare accomplishment, that correct speaking is still less common than correct writing, and that the number of inexcusable blunders perpetrated by even good writers is astounding. A few years ago I happened to take Froude's "Sketch of Julius Cæsar," then recently published, as a companion on a trip. Reading it somewhat leisurely I began to notice occasional flaws in the structure of the sentences, and especially the frequent misplacement of the word "only." As I went on I perceived that the incorrect use of "only" was a habit so constant as to amount to a mannerism, and a somewhat critical examination convinced me that in a majority of the cases in which the "only" can be misplaced without a positive and conscious effort on his part, Mr. Froude puts it where it should not be. This is not his only defect, for he occasionally falls into a "squinting" construction, and very often into an inelegant and unsymmetrical collocation of the parts of a sentence. And yet Mr. Froude is by unanimous consent, and rightly, in my opinion, accorded a high position amongst our great prose writers. Not to speak of Carlyle, whose bizarre constructions are unquestionably more or less of an affectation, one can find frequent instances of slipshod English in the prose writings of such eminent masters as Matthew Arnold, Ruskin and the two Newmans. They are surprisingly scarce in the essays, and even the speeches, of Mr. Gladstone. They are scarcer still in the writings of Macaulay; and, so far as I have been able to ascertain, there is no English writer so free at once from errors in the use of words and defects in the arrangements of the parts of a sentence as Mr. Goldwin Smith. I have the more pleasure in paying him this tribute, because from a great many of the opinions couched in his marvellously beautiful diction I find myself constrained emphatically to dissent.

To misuse of words and wrong constructions in speech, as distinguished from writing, we must add mispronunciations of all degrees of inexcusableness. Their prevalence is largely owing to the absurd craze for uniform spelling, which has caused ability to spell well according to an arbitrary and highly anomalous and difficult system to be generally accepted as the final criterion of a man's educational attainments. In my opinion correct pronunciation and distinct enunciation are far more important than spelling, and if a tithe of the time now expended on the latter were devoted to them the result would be most beneficial. Glaring mispronunciations in a speech otherwise unobjectionable in form grate most unpleasantly on the educated ear, and yet they are extremely common, as are also such vulgar errors as

the use of "lay" for "lie," "set" for "sit," "raise" for "rise," and even "went" for "gone." Surely a system which has utterly failed to banish such solecisms from the speech of educated men must be held chargeable with a lamentable want of efficiency.

One way of improving the English of your pupils is to set them a good example. We learn speech as we learn most other things, by imitation. If the teacher has any mannerisms the pupils who remain long with him are sure to be infected by them. This truth was impressed on me very strongly many years ago when I was myself a teacher. I had several pupils from one family with a decidedly Scottish surname, and yet they spoke English with a strong Yorkshire pronunciation. I was at a loss for an explanation of this peculiarity, more especially as I found that the father of the family had a pronunciation as Scottish as his name, until I heard the mother speak. She was a Yorkshire woman, and as children in their earlier years keep the mother's company more than the father's, her example had the more powerful influence on their pronunciation. There is nothing mysterious in this; but the lesson for the teacher is obvious. The pupils at a certain age are much in his company. They hear him do a great deal of talking. They naturally look to him as a model. What he says must be correctly said, and without an effort they adapt themselves to his manner of speech. Many teachers are unfortunately somewhat slovenly alike in their pronunciation and in the structure of their sentences. Those who wish to make their pupils expert in the use of English must themselves be as nearly as possible perfect, and perfection must be a matter of habit, not of effort.

Another way of improving English in a school is to note carefully the prevailing local mannerisms and occasionally comment on them in teaching the subject. The pointing out of errors should be made as much as possible the work of the pupils themselves, and the number dealt with at any one time should be small. I have noticed that each locality is apt to have its own set of provincialisms in the pronunciation as well as the syntactical use of words. The objectionable mannerisms of the pupils will, as a rule, reflect the prevailing usage in the homes and the social circles of the locality. There is little hope of inducing the older people to alter greatly their mode of speech, but the pupils should be taught to notice and avoid first the most glaring solecisms, and ultimately all positive errors and even mere defects. Nor can there be any doubt that if these were all banished from the schoolroom and playground their hold on the present generation of elders would be sensibly weakened. It is impossible that the six thousand educated men and women of your great

fraternity should make a persistent effort to improve their own English and that of their pupils without exerting a beneficial and very perceptible influence on the English of the people of the Province generally.

Akin to the method of procedure just recommended is the selection of imperfectly written sentences for discussion in class. I have given above some illustrations from Froude of commonly recurring errors. When you choose sentences for this purpose, confine your criticism at first, and in the lower classes entirely, to those containing defects of somewhat obvious types. You will find Hodgson's "Errors in the use of Words" a most useful guide in your criticism; but if you observe closely you will not need to take your examples from him. Better, far, take them from your School Readers, where they are not scarce, or from your local newspapers, where they are sure to be plentiful as well as a perennial crop. It is sometimes urged as an objection to this practice that the pupils are as likely to be injured by bad examples as they are to be benefited by criticism and correction. I do not attach much importance to this objection. I have to this day a vivid recollection of the light thrown, just twenty years ago, on a point of construction by an incidental remark made in my hearing by the first Principal of the Toronto Normal School. The defect he pointed out was a comparatively slight one—nothing more than the want of symmetry in a sentence; but it had the effect of turning my attention to other unsymmetrical arrangements that are too prevalent, of putting me on my guard against all such defects, and of enabling me to show others how to avoid them. I can in this matter speak from experience, for, though I have not for many years been a teacher of English in schools, writing English compositions, and correcting the written compositions of others, was for a dozen years my employment for hours every day. And, if I may be allowed a practical suggestion based on experience you will find that it is better to get your pupils to make their own corrections in the light of your criticisms than to make them yourself in their exercises. Read over the compositions without marking them in any way. Collect from them, not all the errors, but a number of the most obvious ones. Take these up one by one and discuss them in the class. Finally, ask the pupils, not to correct the defects in their essays, but to re-write the latter, and on a comparison of the new with the old, reiterate your criticisms and note the progress made. The ordinary method of correcting composition is drudgery for the teacher, and is of little benefit to the pupils. The true method is to make use of their errors, alike in writing and in speech, as starting points of criticism, and as a means of incidentally and effectively expounding rhetorical laws in their application.

(To be continued.)

TORONTO:

THURSDAY, OCTOBER 22, 1885.

MANUAL TRAINING SCHOOLS.

THE trend of educational progress at the present time, so far as primary and secondary education are concerned, is as clearly to be discerned as the course of the Gulf Stream. The entire make-up of the child is now recognized as the teacher's raw material out of which he is expected to fashion the man and the citizen. The forces which play in child-life, the love of novelty, the desire of active employment, the instincts of observation and investigation, such forces as imagination, fancy, will, ambition, the spirit of emulation—not one is to be thwarted; but all are to be rightly directed towards producing the harmonious development of the faculties of both mind and body.

This ideal of educational aim is modified by a sensible recognition of the conditions of modern society. Every child cannot receive the full measure of training which his nature demands and is fitted to receive. He must, as soon as possible, be put in the position of being not merely independent, but also a productive worker for the good of others. Society will secure for him a certain training, but it demands that that training shall not be at too great an expense. In other words, the development of the various faculties of the child's nature must be carried on *pari passu* as far as it goes; but society can not and will not support the expense of that development beyond the point where the child is so trained that in comparison with the great mass of his fellows he is in a position of fair equality with them, both for self-support and for productive work for the good of others who may become dependent upon him. Beyond that point it will never take the child. The conditions of society demand that to that point the child shall be taken.

Our education system must comport with these structural principles of modern society, or it must go to the wall. The school education of the average boy ceases at thirteen or fourteen years of age. If at that time the faculties of the boy, mental and physical, as well as his moral sense, be not properly developed, *he not made the very most of*, then there is deficiency, insufficiency, inaptitude, misdirection, in the education system. Something is wrong.

The modern kindergarten has come in to remedy part of this (for we assume, at once, that something *is* wrong—it is evident). Not the indoor playhouse, which is sometimes miscalled the kindergarten, but that system which recognizes the many-sidedness of children's natures, and tries to effect a symmetrical development of these natures, and to turn out—not an arithmetician, or a speller, or a writer, or a reader, but a human being, with a soul of purity and reverence, a mind that thinks and ponders and invents, an eye that observes, an ear that understands, a hand that works with cunning and precision.

But, beyond the kindergarten, what is there? Even it has an existence scarcely more than in name in our land.

Although in Canada there is nothing, yet we are not without a host of proofs of what good results may follow from attempts to supply the deficiency in the present all too prevalent one-sided system of education, a system recognizing but one or two faculties of the mind as its only object matter.

In Norway and Sweden, in Germany, in France, in Belgium, and in many of the States, technical schools, industrial schools, manual training schools, and apprentice schools, have been most numerous established, and their number is constantly increasing. On this continent they are confined to the large cities as yet,—Boston, Worcester (Mass.), Providence, New York, Cleveland, Toledo, Chicago, Lafayette (Ind.), Hampton (Va.), St. Louis, New Orleans. Philadelphia has just opened a most complete manual training school, and Pittsburg has obtained the necessary legislation for one. Their introduction into Ontario can be long postponed only by reason of a want of knowledge of their utility and practicalness.

Of these institutions there are two kinds, having two distinct purposes of existence. The apprentice schools, which are generally established throughout France, are schools instituted primarily for the children of work-people. Pupils are admitted only at a certain age (generally twelve) and after passing a prescribed examination. The object aimed at is to secure an intelligent and skilful class of mechanics. Their discipline recognizes the prospective life-work of the pupils, and the hours are long, and six days of the week are taken. The

course comprises French, writing, drawing, arithmetic, geometry, history, geography, bookkeeping, and mechanics, besides four or five hours a day of practical training, under skilful teachers, in wood-working and iron-working. Boys are taught to make their own designs, and to work from them, and when graduated they make their start as mechanics with such a knowledge of tools and materials, and the principles of machinery, as puts them far ahead of their untrained fellows. This class of schools is very popular. They are quite free, being supported by municipal endowments, and what the boys earn in work is afterwards returned to them. Their introduction into Britain is strongly advocated, and they have been established in two or three of the larger cities of the States.

The second class of schools, of which the St. Louis Training School, and the Tulane Manual Training School of New Orleans, may be taken as typical examples, have in view simply the complete training of both mental and physical faculties, the latter being secured by the study of mechanical principles, and actual experience in what may be called the elementary mechanical processes. The ordinary scholastic course of these schools comprises mathematics, literature, science, and drawing—one hour at each of these; and the shop practice comprises bench, lathe, and pattern work in wood; moulding, forging, tempering, brazing, and soldering in metals; and bench, lathe, planer, and drill work in iron, brass and steel. Two hours a day are spent at this shop work. The courses extend through three years.

The schools of the first of these two classes aim at a practical preparation for life. They have been called into existence largely by the injustice and irrationality of the apprentice system. In America they will include training not alone in iron and carpenter work, but in bricklaying, plastering, wood-turning, carving, stone-cutting, and fresco-painting, as in the Auchmuty School, of New York.

The schools of the second class, with which may be ranked the primary manual training schools of Norway and Sweden (a sort of advanced kindergartens), aim at imparting general culture, utilizing the mechanical activities of the hands and eyes as contributors to this result. Those experienced in these schools assert that for the great majority of boys school life has infinitely more attraction when manual

training forms a part of it; that history, literature, science, and mathematics, are more thoroughly studied and better understood when conjoined with practical studies in woods and metals.

A third class of schools is yet to be mentioned—schools which are devoted entirely to manual training, general, industrial and artistic, but which are established as auxiliaries to the ordinary school. For example, in Chicago and Philadelphia (in this latter city, if we mistake not, under the supervision of Mr. Chas. G. Leland) schools have been founded where, under competent instructors, training is given in wood and metal working to voluntary classes from the public schools, each class coming at its regular hours and returning to its own school for its ordinary scholastic instruction. This plan has been found to work admirably. The instruction in these auxiliary manual training schools is thoroughly well graded, and practical. The privilege of continued attendance depends upon application, punctuality, and regularity. All the influences of the schools are educational, although there is not the same union of scientific instruction with practical work as exists in the well-equipped training schools of St. Louis, Boston and Worcester.

The establishment of this last class of schools, is perhaps what we should advocate for Ontario. In Toronto, Hamilton and London, it seems to us, they could be maintained with great educational benefit. If some Mr. Auchmuty, or C. G. Leland, or Dr. Felix Adler, would arise among us, and supply the necessary means for making a start, and the necessary enthusiasm for giving life to a new undertaking, how much lasting good he would confer upon the community about him!

OUR EXCHANGES.

Our bright little visitor, *Little Men and Women*, has come for November. It has many full-page engravings such as children will admire, a pretty poem, "Two Little Simpletons," several charming stories, and an illustrated sketch of William Cullen Bryant.

The Literary World (Boston: fortnightly, \$2.00 a year) is, as far as we know, the only periodical on the continent devoted to criticism, all of whose matter is original. The number for October 3 is a very large one, since it contains full accounts of all the prospective books of American publishing houses. The criticisms of the *Literary World* are always short, readable, and able, and so far as we have been able to test them, quite fair. There is never any attempt at the "slashing" style; everything is quite

judicial in tone. There is a department of "Shakespeareana" and another of "Notes and Queries." The magazine is just such a one as the busy scholar or student would like to have constantly before him on his library table.

The Century Magazine, for September, has reached us rather late, but its admirable contents demand due notice. Mr. Johnson's engraving of Grant is an appropriate frontispiece. Mr. Pennell's illustrations of "Panforte di Siena," though delicately engraved with most expressive lights, are yet too deficient in definition to suit our orthodox fancies. Mr. Harry Fenn's Sussex views are among the best things we have seen of that admirable artist and are exceedingly charming, especially those engraved by Morse and Sylvester. The poem, "Abigail Becker," is the best ballad of the year; and as its location is Long Point on Lake Erie, it ought to become well known to every Canadian reader. Mr. Howells contributes a critical article on the "Twilight of the Poets." The "Open Letters," which take the place of editorials in other magazines, are both timely and interesting. The papers on the war, which have given the *Century* so much popularity, are continued.

Table Talk.

It seems now to be conceded that Mrs. Helen Hunt Jackson wrote under at least three *pseudonyms*, "H. H.," "Saxe Holm," and "Jane Silsbee."

THE American "libraries" of cheap fiction have been out-done in England where a penny edition of "Nicholas Nickleby" has recently had an enormous sale.

GEO. BANCROFT, the venerable historian, celebrated his 53rd birthday on October 3. He is still hale and hearty, able to take equestrian exercise and enjoy good dinners, and bids fair to live for many years to wear the honors he has won.

MIS-MATED.

LINKED to a clod, harassed and sad
With sordid cares, she never knew life's sweet,
Who should have moved in marble halls, and had
Kings and crown-princes at her feet.

—T. B. Aldrich.

SIR JOHN LUBBOCK has a black poodle by the name of Van, who has learned to read. He has a number of cards with such words on them as "food," "water," and "tea," and when Van wishes for anything he presents his card. Would it be very difficult for such a dog to learn a little dog-Latin?

AT Manchester, Vt., on the 18th July, died the Rev. Samuel Irenæus Prime, D.D., editor of the *New York Observer*, and author of about forty volumes of miscellaneous works, besides many successful tracts. The "Editor's Drawer," in connection with *Harper's Magazine*, was for a number of years under the charge of Dr. Prime. The deceased was in the 73rd year of his age.

JOHN HOPKINS gave \$3,148,000 to the university which he founded. His gifts for benevolent purposes amounted to \$5,000,000. Judge Packer gave \$3,000,000 to Lehigh University. Cornelius Vanderbilt gave \$1,000,000 to the Van-

derbilt University. Stephen Girard gave \$8,000,000 to Girard College. John C. Green and his residuary legatees gave \$1,500,000 to Princeton College. Ezra Cornell gave \$1,000,000 to Cornell University. Isaac Rich bequeathed the greater part of his estate, which was appraised at \$1,700,000, to Boston University.

THE Oxford Professorship of Poetry becomes vacant by the death of Principal Shairp, who was elected to the Chair of Poetry in 1877. A Scotchman, Principal Shairp was a most cultured critic of poetry, and he will be long remembered by his "Studies in Poetry and Philosophy." His lectures at Oxford were rather of the exoteric kind, like Mr. Ruskin's. The undergraduate has no soul for poetry, and the audience was generally therefore composed of ladies and "outsiders." But he was appreciated by very many, and his series of addresses on the various aspects of poetry will still be read with keen pleasure by all who cultivate the Muse. Probably the principal's chair at Aberdeen will not be refilled, that university for the future being content with one principal.

EDMUND GOSSE has published in book form the lectures on English literature he delivered while in this country last spring, and dedicates the volume, in a poem, to W. D. Howells. There has never prevailed a more distinct spirit of fraternity between English and American men of letters than at the present time. And the day has passed when the question, Who reads an American book? can be satirically propounded in England. American books are now as much a part of the English publisher's stock-in-trade as those of his countrymen, and Howells, James, Craddock, and Harte have almost as large constituencies of readers in England as in America.—*The Current*.

A WRITER to the *St. James' Gazette* tells a story that will interest the admirers of two very different men: "Some years ago I was talking to Mr. Carlyle about Lord Houghton, and, without criticising him, I alluded to one or two of his well-known peculiarities. Mr. Carlyle said, in reply: 'Well, well; Dicky Milnes has his peculiarities, but he has a kind, good heart. Many a starving man of letters owes his life to him. No one knows better than I do the many fifty-pound notes he gave to keep a struggling man's head above water, and no one ever knew it from himself.' It was a genuine tribute to Lord Houghton's worth and kindness, and I believe it perfectly justified. There were many besides his intimate friends who read the announcement of his death with a keen pang of regret."

AN anecdote of the late Mr. Thoms, the founder, and long the editor, of *Notes and Queries*, is told by the *Athenæum* to illustrate a peculiar point in his character. He met Lord Macaulay in the House of Lords one day and remarked that he could not quite understand why Pope satirized Dryden in "The Dunciad." Macaulay replied that Mr. Thoms must be mistaken, and before an audience of a score of peers spoke with his usual energy and eloquence in support of his view that Pope could not and would not have lampooned Dryden. All this time Mr. Thoms had a copy of "The Dunciad" in his pocket with a leaf turned down at the passage to which he had referred, but he was too well bred to produce the volume.—*Literary News*.

Special Papers.

PHONOGRAPHY--SHOULD IT BE TAUGHT IN OUR PUBLIC SCHOOLS?

I WISH to show in this short paper that Phonography is a subject so important that every one should have a knowledge of it. It will follow, this being established, that it should be taught in our public schools, since only there will the teaching of it reach all; since also the earlier the practice of it is begun the greater will be the proficiency attained.

In undertaking the discussion of this subject, as in the discussion of every reform, one must expect to meet with deep-seated prejudices. Every old institution has its ardent advocates, sincere in their advocacy and blind in their devotion. Slavery was an old institution and many good men advocated its continuance, declaring that it was of God. The divine right of kings was long taught and as long believed in and violently advocated. When it was proposed to prepare a new version of the Bible to take the place of King James' version, many declared that the proposition was blasphemous and the work sacrilegious. Stephenson met with the most bitter opposition when he proposed to construct a road on which vehicles might be propelled by steam power. There are doubtless those to-day who prefer the old stage to the Lightning Express. Such an old stage coach we have in our present system of written communication. If I were asked to give one valid reason for the continuance of our system of orthography I could not give it. Some may consider that my inability to do so is due to ignorance. Be it so, I will willingly listen to any such argument. Has any other language such an orthography, except perhaps the Gaelic and the Welsh, and they are dying? Why should o-u-g-h spell "o," and "ou," and "oo," and "off," and "uff," and "up"?

"Tis not an easy thing to show
How o-u-g-h sounds, since though
An Irish lough and English slough
And cough and hiccough, all allow,
Differ as much as tough and through,
There seems no reason why they do."

No: there seems no reason why they do. There are a few things which do not come within the domain of reason. The orthography of our language is one of these few things.

One of the strongest arguments advanced by those who favor the continuance of this system of spelling is, that if you change the form of a great many words you destroy the possibility of determining their derivation. I do not think that this would follow. But should it in some cases follow, would we lose very much? Would we not still be very greatly gainers? I confess I do not see

with those who make a knowledge of derivation all-important. It is good, but we may purchase it at too great cost. We may be ignorant of the derivation of caoutchouc, and yet get along very well, and many a man would gladly give up his phthisic and never enquire whence he derived it.

But let us hear what an authority says. I quote Dr. Latham: "The fear which is entertained by some that the etymology of words will be obscured by the introduction of phonetic spelling is groundless. All objections to change on the matter of theoretical propriety are as worthless as they ever could be thought to be." And Max Müller, certainly an authority, says: "I feel convinced of the truth and reasonableness of the principles on which phonetic spelling rests, and as the innate regard for truth and reason, however dormant and timid at times, has always proved irresistible in the end, enabling men to part with all they held most dear and sacred, whether corn laws or Stuart dynasties or heathen idols, I do not doubt that this effete and corrupt orthography will follow in their train."

Of the difficulties presented by our orthography I needed not to speak. Every teacher of a public school remembers the weary hours he has spent teaching the little ones how to put together the letters which go to make up a word and which no more suggest the word to the child than Spencer's definition of evolution reveals the theory which he defines.

Why should the best years of a child's life be thus spent? Permit a few statistics. Mr. Gladstone, of the School Board of London, England, has computed the number of hours spent by a child in learning to read and spell English to be 2,320, while an Italian child, to acquire a knowledge of its native language, needs only 945 hours, a difference of nearly two school years. And to what purpose is this waste of time? Has it an educative value? A writer who should know says: "Learning the English language is one of the worst mind-stunning processes that has formed a part of the general education of any people." Why not do away with this evil? Let us do this and then go a little farther. Are the shapes of our letters the best possible? Cannot one stroke as well represent a letter as twenty? Why not determine a letter by slope or length or depth as well as by a multiplication of lines and curves and hooks? This may be done and is done, and done easily, as every student of shorthand knows.

We see that to our utter disregard of the principles of a true orthography we add the lesser evil of a too complicated letter sign, making our mode of written communication most cumbrous and unworthy these

days, a reproach to the English-speaking nations, to that language which, in some modified form, seems destined to become the speech of universal man.

These defects admitted, what are we to do? If we cannot offer a substitute and a better than that which we condemn, we should cease condemning and set about finding a substitute. In this case we have one at hand. Phonography supplies an alphabet which represents all the sounds found in the language, and the letters of this alphabet are most simple in construction. Moreover, each letter represents only one sound.

Would it not be advantageous to have such an orthography and such an alphabet as that with their aid we might be able to write down our own thoughts as fast as formed or the thoughts of a speaker as fast as uttered?

But in addition to this undoubted advantage Phonography offers others. Unlike the study of our present system it has an educative value. A practical knowledge of this art is in a very high degree favorable to the development of the mind, strengthening its faculties and calling into action its reserve powers. The close attention necessary to follow a speaker induces habits of watchfulness, which extend into every other pursuit of life. Moreover, the memory is strengthened. The necessity of retaining the last sentence of a speaker at the same time that the mind is carefully attending to what follows must greatly improve the memory. It is said that "the powers of retention are so strengthened by this exertion that a practical shorthand will frequently remember more without writing than a person unacquainted with shorthand could copy in the time in the ordinary long hand."

Now let me re-enumerate some of the advantages offered by a study of Phonography:—

1st. A knowledge of it and our language through it can be obtained in a fraction of the time required to secure equal knowledge by our present system.

2nd. It furnishes us with a mode of written communication adequate to our needs.

3rd. It has an educative value. It strengthens the memory. It induces those habits of mind so necessary to success in every sphere of life. Offering these advantages, who will say that a knowledge of Phonography should not be placed within the reach of all at the time when a practical knowledge of it may be obtained—that it should not be taught in our public schools?

J. A. Monroe

Practical Art.

For the EDUCATIONAL WEEKLY.

ELEMENTARY DRAWING.—III.

DRAWING may appropriately be called the language of forms, and like every other language, it has an alphabet which must be learned by the student, before anything else, as it is the key to all that follows.

Representations or pictures of objects may be treated as the words of this new language, and each picture or word is made up of lines, so that lines in different positions constitute the letters of the alphabet. These letters are, the straight and the curved line, and the horizontal, the vertical, and the oblique line—only five of them, but by the endless number of combinations in which these five can be arranged, any and every visible form can be represented.

About the first thing to be done is to teach children to distinguish between lines of different kinds, quality, length, and direction, even if the distinctive name of each is not given. This is necessary and is, perhaps, the first step that can be taken towards educating the eye. It may be done without asking the children to draw the lines. They can learn to recognize each line even if they are unable to imitate it. As the eye is the medium of the mind for directing the hand, it must be trained first, that it may not lead the hand astray when the two are working together. It will be found that many children are at first unable to distinguish the difference in the size of angles, and if the eye fails to detect the difference, the hand cannot be expected to imitate.

The teacher may place on the blackboard, in contrast, a straight and a curved line, a thin and a thick one, a long and a short one, a horizontal and a vertical line, two oblique lines in opposite directions, then lines forming different angles. The children seeing them contrasted with one another, will make comparisons, and will soon learn to point out the differences that exist. Ask questions about the lines and let the children describe them in their own terms. Of course, if they are capable of retaining in their memories the names of these different lines, and of understanding what the names mean, even partially—the terms vertical, horizontal, oblique, parallel, and so on, may be given, but even then they should be explained as fully as possible. The teacher is the person best able to measure the capacity of his scholars, and must use his judgment in the matter. He will see that a lesson in Geography must be given before the term *horizontal* can be comprehended—it presupposes a knowledge of the term *horizon*; and when a child is able to judge of the size of angles, he is prepared to understand the term *perpendicular*, but not before, as it

refers to the relative size of the angles formed by two intersecting straight lines.

When these technical terms are given it will be necessary to show the distinction between *vertical* and *perpendicular*. *Vertical* may be said to be an absolute term, referring to the direction of a line drawn towards the centre of the earth, and this point is fixed; while *perpendicular* is a relative term referring to the relation existing between two lines which may be in any position, except as regards one another.

In introducing the subject of lines, in order to make it more interesting to very small children, the teacher may take a piece of string, and hold it in a horizontal position, stretched tightly between his hands, or two children may hold it while he goes to the board and makes a mark there to represent it. This is a horizontal straight line. The string may be held in positions representing vertical and oblique lines, and by being held loosely between the hands will represent a curved line. Pictures of the same in each position may be made, and thus the whole impressed firmly on the minds of the children. Besides, as a string is often called a line, this fact may be taken advantage of, as a means of explaining the new term *line*. How absurd it would be to tell a class of children ranging in age from five or six to eight or nine years, that "a straight line is that which lies evenly between two points"! They could commit the definition to memory and be able to repeat it, parrot-like, at any time, but it would probably be years before its meaning was comprehended. In making the pictures of the string on the blackboard, the string could be rubbed with chalk, held tightly by the ends, on the board, and then snapped against it. It would leave its impression, which could be strengthened by being traced over by the teacher.

As regards methods of instruction beyond this point, they must of necessity differ, for a method adapted to the understanding of the youngest children will be useless in a class of children preparing for entrance to the high school, and *vice versa*.

Something must be said here of the difficulties that will be encountered in the prosecution of the work.

The true teacher will always be in sympathy with his scholars, fully cognizant of all their difficulties, both mental and physical. He will bring his information down to the level of their understanding, and for the time being become a child himself. In drawing, the difficulties at first are physical rather than mental. The children are unable to control the muscles of their hands, hence the awkward attempts that many of them will make at drawing even the simplest line. The teacher would do well to teach his left hand to draw while he is teaching his class, but he cannot expect his class to advance as fast as he

does, because he has only to train his hand while they have to train both hand and eye.

It often seems to me a great pity that we are such a right-handed race. We are taught from infancy to use the right hand more than the left, until the latter becomes useless where fine manipulation is required. It is a mere assistant to the right hand when it should be an equal, being possessed of similar muscles, similar nerves, similar blood-vessels, bones, and everything else but power. In our schools and homes children are continually being corrected for working "left-handed" and the question suggests itself—Is it fair thus to hamper their movements? When the struggle for life, for bare existence even, is becoming harder every year, requiring greater exertion, greater ability, greater physical and mental power, should not those who are to be engaged in it be placed in the most advantageous position to enter it and pass through it successfully? I am inclined to think that the free and trained use of *all* one's limbs would add materially to one's chances of success in life. From this it must not be inferred that I would recommend teachers to teach children to draw with their left hands; but this I will say, that if a child is able to draw with either hand at pleasure, he should be encouraged, and not be compelled to use the right hand only.

With young children practical work should begin with the simplest line it is possible to make. As to what line this is, there is a difference of opinion. Some authorities say a natural curve and others say a straight line. By a natural curve is meant one produced by a natural movement of the hand. A free unrestrained movement of any portion of the body is always in the direction of a curve, varying as regards its complexity, on the number of joints set in motion, these joints being centres of certain portions of the curve. A straight line is produced by what may be called a constrained movement of the arm and hand as governed by the will. So that as a natural movement is made with greater ease than a constrained one, it seems reasonable to suppose that a curve is more easily drawn than a straight line.

This statement is not true in every case but only as regards what may be called a random curve produced without design, such as would be made by a free upward movement of the hand from the wrist.

It must be remembered that there is a vast difference between drawing an original line and copying one that is already drawn; and in using the curved line mentioned, in a primary lesson for little children, it should be as much as possible, as an original line. They would see it and attempt to imitate it.

Arthur J. Reading

The Public School.

For the EDUCATIONAL WEEKLY.

LITERATURE FOR ENTRANCE INTO HIGH SCHOOLS.

I.—YE MARINERS OF ENGLAND.

Ontario Readers—New Series. Page 197.

AUTHOR'S LIFE.

THOMAS CAMPBELL was born in Glasgow in 1777. His father was a poor merchant, so poor that the boy's mother was compelled to receive boarders. In spite of great difficulties his parents gave Thomas a fair education, and by perseverance and economy on his own part he was enabled to take a course in the University at Glasgow. He spent some time as tutor, and on moving to Edinburgh was for a while at a loss to decide concerning his vocation in life. The church and law were each seriously thought of, but private teaching and literary work were chosen.

In 1799 appeared his "Pleasures of Hope," which ran through four editions in a year, and was, as it is now, considered a wonderful performance for a young man of twenty-one years. The next year was spent on the Continent and C. employed his leisure moments writing for *The Morning Chronicle*. Some of his most famous poems were published in its columns, "Ye Mariners of England" and "The Exile of Erin" being of the number. On his return he found that the Government suspected him of treasonable sentiments because of the composition of the latter poem. In 1802 appeared "Lochiel's Warning" and "Hohenlinden," which increased his popularity as a writer of national lyrics. In 1806 he received a pension from the Government in recognition of his work as a "patriotic singer of soul-stirring lays." "Gertrude of Wyoming," still much read by lovers of poetry, appeared in 1809. It maintained, and perhaps increased, the renown acquired through "The Pleasures of Hope." His after life was quite uneventful, being devoted to unimportant literary work. "The Last Man" is the only important contribution of his later years. He took a prominent part in founding London University and died in 1844.

As a writer of national songs Campbell has no English rival.

SUGGESTIVE QUESTIONS FOR PUPILS.

- "Ye mariners." Why not *you*?
- "Mariners." Distinguish from *marines*. Why not *sailors*?
- "Native seas." Explain.
- "Braved." How may a *flag* be said to *brave the battle*? Is the flag said to brave the years as well as the battle?
- "A thousand years." Exactly a *thousand*? Why not *nine hundred*?
- "Your glorious standard." What? How *glorious*?

"Another foe." Whom? (See note in Reader, page 192.) Name previous foes.

"Sweep." A good word. Explain.

"Deep." Other words similarly used in this poem?

"Stormy winds do blow." Why repeated? What is the effect of a chorus?

"Spirits of fathers." How could they start from every wave? Other meanings of *spirits*?

"Every wave." *Every*, without exception?

"Field of fame." How could the *deck* be a field? Is only one deck meant?

"Blake. Nelson." Engaged in what battles? Tell where?

"Mighty Nelson." Explain.

"Hearts shall glow." Meaning?

"Britannia." Poetical name for what country?

What are corresponding words for *Scotland, Ireland, France, United States*?

"Bulwark." What is here meant?

"March." How is this true?

"Mountain waves." How would *mountainous* do?

"Native oak." How native? Are England's war vessels built of oak?

"Thunders." What sort is meant?

"Floods." Meaning? How would *waters* do? waves?

"Below." Below what?

"Quells." How would the *thunders quell the floods*?

"Meteoric flag." What is meant?

"Terrific burn." Burn up.

"Night." What kind of night is meant?

"Star of peace." Why is peace likened to a star?

"Song and feast shall flow." What does this mean?

Give synonyms for:—guard, flag, battle, launch, winds, wave, fame, manly, towers, home, roar, shore, burn, peace.

What other words are pronounced like:—our, seas, wave, their, hearts, through, needs, no, o'er, peace, flow?

How is *winds* sometimes pronounced? Meaning?

What other meaning have:—flag, match, while, grave, sleep, till?

What method of rhyme is adopted? How many verses in a stanza? How many syllables in a line? How many beats in a line? What sort of words is used—long or short? How many lines in a sentence? And alliteration? Any poor rhymes? What are the beauties of the poem? What its faults? Is the language chaste? vigorous? simple? Which stanza is the best?

II.—THE BATTLE OF THE BALTIC.

Ontario Readers—Old Series.

FOR AUTHOR'S LIFE—SEE ABOVE.

This poem is well worth committing to memory. Not to speak of the good taste evident in the choice of words, its metre—the trochaic, with occasional iambic feet—is well fitted to the description of the rapidly changing scenes of a naval battle. The peculiar effect of the ninth verse of each stanza will be noticed by every pupil.

The Battle of the Baltic, often called the Battle of Copenhagen, was fought on Good

Friday, 1801. A league having been formed by Russia, Sweden, and Denmark, it became necessary for Great Britain to send a fleet to the Baltic. Admiral Sir Hyde Parker commanded, being assisted by Vice-admiral Nelson. On March 30 the fleet without serious trouble forced the passage to the Baltic by passing between Helsingfor (Elsinore)* on the Danish shore and Helsingborg in Sweden. The next day was spent in examining the position of the Danes before Copenhagen. On April 2 the English fleet left its anchorage at eight o'clock and at ten of April morn by the chime the conflict had begun, not however before three of Nelson's twelve ships had run aground. This diminution in Nelson's force made it harder on the ships remaining. Parker, after the battle had lasted three hours, during which time he had ineffectually endeavored to assist Nelson, gave the signal to retire. When Nelson had been told of it he exclaimed, "You know, Foley, I have only one eye, I can't see it," putting his glass to the blind eye. He then gave the signal for close action. Captain Riou, however, saw Parker's signal and in his effort to obey it was killed in the heavy fire he encountered on retiring from the mouth of Copenhagen harbor which he had been commissioned to attack. "These accidents," said Nelson, "threw the gallant and good Riou under a very heavy fire; and the consequence has been the death of Riou and many brave officers and men." About two o'clock the firing ceased along the Danish line, but fire was opened upon the men Nelson sent to take possession of the ships that had struck their flags. It now appeared that the battle was to begin again and as Nelson's ships were nearly all aground the result would have been fatal to him. To prevent this he sent a letter with a flag of truce to the *prince of all the land*, the Crown Prince of Denmark, and while the letter was being considered, succeeded in getting a few of his ships afloat. Owing to the confident language of the letter the Crown Prince consented to an armistice, and Nelson landed the next day, being, according to some accounts, greeted with cheers, *then Denmark hailed our chief*. After five days' discussion an armistice of fourteen weeks was agreed upon.

SUGGESTIVE QUESTIONS FOR PUPILS.

- "Nelson." Sketch his life.
- "North." What is meant?
- "Sing." In what mood? Its subject?
- "Battle fierce." Other similar inversions in the poem?
- "Denmark's crown." What is meant by *might of crown*?

*Elsinore (Danish Helsingfor) alluded to in the poem, is the famous port where the *Sound dues* were formerly collected. It is situated on the Danish island of Seeland, 34 miles W. S. W. of Helsingborg in Sweden, and 24 miles north of Copenhagen. The British fleet in passing through the narrow passage sailed near the coast of Sweden and were thus beyond the reach of the Danish guns at Elsinore though the Sound is only three miles wide.

"Her." Whose?
 "Brand." What?
 "Prince of all the land." Name
 "Them." The guns?
 "Leviathans." What is meant?
 "Brine." Why not salt water?
 "Sign of battle." Explain.
 "Line." What sort?
 "April morn." Day of month?
 "Flushed to anticipate." Meaning?
 "The scene." What scene?
 "Deadly space." How deadly?
 "Adamantine lips, hurricane eclipse, death shade." Explain.
 "Again! again! again!" Exactly three times? What occurs so frequently?
 "All is wail." Put into ordinary language.
 "Out spake victor." Who?
 "Ye are brothers." In what senses was this true?
 "We conquer but to save." Explain.
 "To our king." Whom?
 "Gave wounds repose." Put into prose.
 "Joy and grief." See note about Nelson's reception on landing.
 "Withdrew shades from day." Explain meaning of *shades*.
 "Wide and woeful." Other examples of alliteration?
 "Fires of funeral light." What is meant?
 "Elsinore." What and where?
 "That died." What died?
 "Riou." Who?
 "Mermaid." Explain allusion.
 Give synonyms of:—Renown, brand, land, bulwarks, battle, path, scene, ships, havoc, boom, wail, shattered, gloom, conquer, meet, wounds, tidings, festal, condoles.
 What words are pronounced like:—Day, forth, night, all, led, flew, time, scene, hearts, our, Dane, sent, sail, pale, peace, crews, feat, meet, died, souls, raise?
 Give other meanings for:—Arms, gun, lay, line, rose, sounds, light.
 Are the words in the poem well selected? Is the piece vigorous? Especially what part? What about the metre? Arrangement of words? rhyme? Compare the poem with "Ye Mariners of England" and "Exile of Erin," as to picturesqueness, force, simplicity and naturalness.

PHILETUS.

HINTS ON READING.

BY ELYN S. FOSTER.

In reading, as in other studies, a great point is gained when the children take pleasure in the recitation. I have sometimes had my pupils recite in this way. I have selected, before reading, two children to act as judges. The ones chosen have always been those whose conduct made them worthy. These children, with reading-book in hand, come forward to sit before the class. As the lesson progresses they write the names of those they think read well, and those who have made the most improvement. At the close of the recitation each list is read before the class, and at recess or after school the judges write the list on the

board. The children consider it a great honor and pleasure to be chosen for judge—a great pleasure also to have their names read before the class and written upon the board. They try hard to secure these pleasures. After reading in this way once, the teacher will often hear the request, "Please let us have judges to-day."

At the close of a recitation in reading I have sometimes allowed the class to vote for the boy and the girl who, as they thought, read best. After the notes were collected, I have read the names of those having votes to the class, and the number of votes for each. The children are always ambitious to secure this honor.

After a pupil has read, let the class question him about the paragraph he has read, asking him the meaning of words and sentences; the history of any noted person referred to, or the situation of any city; in short, question him on any point that has furnished an opportunity for study.

"How shall children learn to read well?" some one once asked. "By reading," was the answer. Let them read, then, as much as possible outside the reading-book, so that they can learn to read intelligently at sight. I have found it helpful to devote a large part of one afternoon during each week to reading from papers and magazines or books, that the children bring from home. Sometimes I have distributed cards for the children to read. On these cards are pasted newspaper-cuttings. I have found it pleasant to have a large collection of them, adding to my collection from time to time, as I have had leisure. The children have helped me in this work; and although they have not always shown the best taste in selecting pieces, the work has been profitable in several ways.

Besides this box of cards the teacher can prepare another which will add to the interest of the reading lesson in the way of illustration. On the cards in the second box are pasted pictures of authors and of others with whose faces it is pleasant to become familiar. Illustrated papers often contain these portraits. On the back of each card can be pasted, as the teacher finds them, pictures of places associated with the one represented on the front. I saw a beautiful set of cards of this kind, prepared by a Boston teacher who is full of delightful devices for imparting knowledge. Happy are the children for whom he makes the road to learning so pleasant?

Sometimes, when the class is small, it is well to let each child select to read the paragraph which he likes best from the whole book. This gives the teacher an opportunity to find out each pupil's taste, and to help the class in improving their taste. On a stormy day, when the absence of a number of pupils gives the teacher more time for a recitation

than usual, the class may vote for the piece to be read. This plan sometimes gives an additional interest to the lesson, and, like the other exercise, helps to improve the taste.

I once asked a teacher, who had secured wonderful results in reading, the secret of her success. She said it was, perhaps, because she had always been as particular about the reading in the other studies as in the reading-lesson itself. A paragraph in geography or history, an example in arithmetic or a sentence of grammar, was never allowed to be carelessly read.—*American Teacher*.

CORPORAL PUNISHMENT.

S. L. W. M. JAMES, OMAHA, NEB.

CERTAIN advantages would follow if corporal punishment were positively interdicted in the schools.

1. While the schools might sometimes lose a good teacher, they would rarely do so. They would, however, be relieved of many schoolmasters of the Squeers pattern. "Give me a whip," says Prof. Whackem, "and I will show you a school." His only ideal of a school is one in which discipline abounds.

2. A school governed without the rod is unquestionably better governed than when physical force is used. When the incentive to good conduct is only the fear of punishment, the life is on a very low moral plane. Stringent police regulations may make property secure, but no police force contributes to the moral training of a community. And if a teacher can make her pupils love virtue for its own sake, without thought of penalties, her power as a character builder is inestimable.

3. The calling of the teacher is exalted when he ceases to be regarded as the "apostle of the birch." These little allusions to the teacher's occupation, though made in pleasantry, are a disgrace to our profession. Why should the teacher alone of all persons who deal with children, be expected to flog the incorrigible? Our vocation will be held in higher esteem when we are not subjected to this indignity.

4. And, lastly, the abolition of the rod would adapt the practices of the schools to the most enlightened public opinion of the day. There is a strong sentiment among the better classes of society that insists that parents alone should be allowed to inflict corporal punishment on their children. This prejudice is so strong that the teacher who uses the rod is liable to be involved in frequent wranglings and difficulties with parents. He is less likely to secure the sympathy and support of the school, and the co-operation of the parents, than the one who can govern a school without resorting to corporal punishment.—*Western School Journal*.

Educational Intelligence.

PROCEEDINGS OF THE OXFORD TEACHERS' INSTITUTE.

Reported for the EDUCATIONAL WEEKLY by Mr. T. J. Parr, Secretary.

THE sixteenth semi-annual session of the Oxford Teachers' Institute was held in the town of Ingersoll on Thursday and Friday, Oct. 8th and 9th. There was an unusually large and representative gathering of teachers and friends of education. The exercises were under the direction of a government "Director of Institutes," Mr. J. J. Tilley, and the County Inspector, Wm. Carlyle, Esq. Mr. Tilley was well received by the teachers, and delivered some very practical addresses. His lecture on Thursday evening in St. Andrew's church, "A Plea for National Education," was a quiet but forceful exposition of the necessity and benefits of national education. At the close of the session a resolution was unanimously adopted tendering the thanks of the institute to the Hon. the Minister of Education for appointing as Directors of Teachers Institutes such able and eloquent educators as Dr. McLellan and Mr. Tilley. The following officers were elected:

President—D. H. Hunter, B.A., Head Master H. S., Woodstock.

Vice-president—Wm. Copeland, Principal P.S., Otterville.

Secretary-treasurer—T. J. Parr, Department Master High School, Woodstock.

Committee—Misses Cummings and Stinson, and Messrs. Carlyle, Oliver, and Taylor.

Mr. Carlyle, Inspector of Public Schools, gave a clear explanation of "Picture Numbers"—their design, and a method of teaching numbers by them. The inspector, by his eloquent remarks upon different topics, and by his warm interest in the session, contributed greatly to its success.

D. H. Hunter, B.A., ably discussed the subject of "Arithmetic—does it merit the relative importance given to it in our high and public schools?" The speaker favored the negative of the question. "Decimals," by Mr. Oliver; "Geography," by Mr. Wilson, of Tilsonburg; and "Elocution," by Mr. Parr, of Woodstock, were exercises full of practical interest to every member of the profession.

In fine, this session, with its attendance of 140 teachers, is considered by many to be the most successful yet held.

In was decided to hold township institutes in place of the next semi-annual session.

Woodstock was selected as the place of meeting for the next annual convention.

WEST MIDDLESEX TEACHERS' ASSOCIATION.

THE West Middlesex Teachers' Association met in Strathroy, Thursday and Friday, October 15th and 16th, the President, Mr. Parkinson, in the chair. Mr. Carson, Inspector, called attention to the duties of the inspectors and teachers under the new regulations in reference to teachers' associations. Mr. T. J. Murphy was elected Recording Secretary.

The President then delivered his opening address on "Mind and Its Development." He referred to the manner in which ideas are produced by impressions through the senses, and traced all mental operations to three sources, the intellect, the sensibilities and the will. He showed the importance of reaching and gaining the pupil's will, and specified incentives and motives to be used in fixing attention and arousing interest.

The address was able. Messrs. Ranton, Carson and Wetherell took part in the discussion which followed. A vote of thanks was also tendered Mr. Parkinson for his address.

Dr. J. A. McLellan followed with an able and interesting dissertation on "The A B C of Arithmetic." He pointed out the use of arithmetic to develop the thinking faculties: 1. Start by intuitive teaching, or learning by a careful inspection of objects. 2. Arrange in groups these sensible objects to form a perfect picture of things represented. 3. Repeat the intuitions, thus forming lasting impressions on the mind. Throughout he would proceed from the known to the unknown and from the simple to the complex.

In the afternoon Miss Althouse gave an able review of the books of the Ontario drawing course. She advocated the use of models when necessary, and also the use of crayons of different colors in drawing difficult forms, to arouse interest in the class.

Messrs. Johnston, Currie, Tom, Carson and Dr. McLellan took part in the discussion which followed.

Mr. James Sutherland next took up the subject of "Typical Solutions in Arithmetic." He treated his subject in a very interesting manner, and showed the importance of training the pupils in all their exercises to use correct solutions.

The discussion following was ably carried on by Messrs. Johnston, Althouse, McVicar, Tom, Kanton, Carson, Densmore and Parkinson.

Mr. T. J. Murphy then took up the subject of "Literature, Second-class," in his usual instructive manner. He illustrated his method of arousing interest in a class, and showed how he would teach a lesson from the Second Reader. Miss Edwards

and Messrs. Amos, Price and Rogers took part in the discussion following.

At 8 p.m. the Association met to hear Dr. McLellan's lecture on "Education." Dr. McLellan, continuing over two hours, spoke in his usual able manner on a variety of topics included within his subject. He showed the great value of education as a factor in national prosperity. He showed the importance of each part of our educational system from the lowest or common school to the highest or university, and the connection existing between them. He showed that both the primary and secondary parts of the system should be under the care of the state, advancing numerous illustrations. To get such a system it was necessary to have good schools and teachers, and the teachers should have both a professional and academic training. He spoke in high terms of the educational system of Ontario, indicating its points of excellence. He also showed the need of a thorough supervision of the whole work by the state. He compared our system with the systems of England, France, Germany and the different States of the American Union, claiming that Ontario held the palm for having the most usefully constructed and best graded system. He showed the need of liberality and energy to continue and increase its efficiency. The lecture was heard with great attention throughout and warmly applauded.

The sessions were largely attended, very few teachers of the inspectorate being absent, and at the lecture the spacious audience room was filled with teachers and the people of the town generally.—*London Advertiser.*

KINGSTON WOMEN'S MEDICAL COLLEGE.

OPENING OF THE THIRD SESSION.

ON Friday, October 9, the third session of the Women's Medical College was formally opened. This college, it will be remembered, was established three years ago, after a lengthy and heated discussion as to the rights of women to study medicine. Canadians were aroused, and the establishment of the college opened a new field for ladies. The graduates who have been sent out have won success both at home and abroad, out of them, Miss Beatty, late of Lansdowne, doing a noble work in India in the Presbyterian cause. The college has prospered, and it opens now with a fine class of thirteen, six of whom are beginning. Dr. Alice McGillivray, a graduate, holds the position of professor of midwifery and diseases of women and children, while two senior students act as demonstrators of practical anatomy. The intention is to give the leading positions in the college to women as soon as they are qualified to fill them. Great interest is taken in the college by the ladies,

and a full house greeted the speakers yesterday. Five ladies trustees occupied the platform. Dr. M. Lovell, the Dean, occupied the chair. Dr. W. G. Anglin, the newly-elected professor of surgery, delivered a pleasing address, reviewing the work of women in medical circles and the great success attending their efforts and pointing out the great field for their operations. Mrs. Prof. McGillivray announced that the graduates and students proposed forming an alumni association, each graduate pledging \$10 per year to the college, and more when their practice allowed it; and each student pledging to do likewise when they become graduates. The gifts of the graduates were received with applause. They also asserted that their Alma Mater was the foundation of what will become an extensive institution, made up of a college, a woman's hospital and in connection a training school for nurses. It was further announced that the graduates would confine their practice to women and children, thus settling a much disputed question, a thing that many felt the good taste and refined feelings of educated women would readily settle. Mrs. Dr. Trout, Toronto, wrote an encouraging letter as she sent her annual scholarship of \$50. Principal Grant, of Queen's University, and Rev. LeRoy Hooker, President of the Montreal Methodist Conference, made remarks, the latter intimating that he hoped to see women filling every position which the Creator gave them faculties to occupy, even to entering the ministry. The Women's Medical College for 1885-86 opened auspiciously.—*Peterboro' Review*.

WOODSTOCK High School has organized a football club.

WOODSTOCK High School has a special class in Elocution.

TRENTON High School passed four students into the university this year.

THERE are 101 pupils enrolled at the Walkerton High School.—*Paisley Advocate*.

AMONG the alumni of Yale are the two great lexicographers, Webster and Worcester.

HEBREW is the most popular language at Dickinson; Spanish at Columbia; German at Yale.

WE regret to learn of the illness of Mr. John Alexander, principal of the Port Rowan Schools.

PETROLEA High School has an athletic association. An athletic competition is to be held soon.

THE High School Board in Kincardine are fitting up an apartment for drill and calisthenics.—*Paisley Advocate*.

MR. A. B. MCCALLUM, M.A., head master of the high school, Listowel, has been seriously ill. He is now recovered.

THE Harvard authorities have decided against the proposition to make attendance at morning prayers purely voluntary.

THE honorary degree of LL. D. has been conferred by Laval University upon the Hon. G. Ouimet, superintendent of education.

WOODSTOCK High School claims the largest number of Second "A" certificates obtained by any school in the Province.

ROBERT TREAT PAINE bequeathes \$50,000 in his will, for the maintenance of a professorship of astronomy in Harvard College.

COLLINGWOOD Collegiate Institute has a library and a debating society. The opening meeting had an attendance of two hundred.

THE Chautauqua University, which is conducted on the correspondence plan, has now 60,000 students.—*Penman's Art Journal*.

PRESIDENT McCOSH of Princeton has been investigating the relations of college athletics to scholarship. He finds the leading athletes the poorest scholars.

IN February, 1869, the first lady was admitted to the classical course of the Michigan University at Ann Arbor. In 1884-5 there were 196 women students enrolled.

PUPILS in Chicago public schools are taught practical monetary transactions in a practical way, real greenbacks and silver coin being provided by the city for their use.

EVERY scholar in the public schools of Ottawa has been vaccinated. There was not a single objection raised. Medical men attended every school and saw that no scholar was overlooked.

THE Teachers' Association of West Bruce will be held at Kincardine on Thursday and Friday, Oct. 22nd and 23rd. The programme is full and varied. Miss F. H. Churchill, of Toronto, will be present.

THE teachers of South Essex will hold their annual convention at Essex Centre on Monday and Tuesday, October the 26th and 27th. The programme is now in the hands of the printer.—*Essex Centre Argus*.

THE high school reading room is now in full blast, and the large number of periodicals and publications on the tables is very convincing that the people take the greatest interest in the school.—*Petrolea Advertiser*.

MISS CATHARINE CAMPBELL, teacher at Olinda, has been offered \$420 to return to the school in Tilbury she taught in 1883. But she has been offered her present school at a good salary for 1886.—*Essex Centre Argus*.

THE North York Teachers' Association convention will be held at Newmarket on Thursday and Friday, October 29th and 30th. Mr. Hughes, of Toronto, and Miss Marean, of the Toronto Kindergarten, are to be present.

REV. J. O'BANYOUN will teach the school in Pleasant Valley, Colchester South, but will still retain charge of the A. M. E. churches at Amherstburg, Harrow, Gilgal, New Canaan and Pleasant Valley.—*Essex Centre Argus*.

LINEAR drawing has been introduced, by recent enactment, into all the elementary schools of England. The theory is that a knowledge of this kind of drawing is useful in almost every kind of trade or handicraft.—*Chicago Current*.

SENATOR GOWAN, of Barrie, an LL. D. of Queen's College, has given \$436 of his extra seasonal allowance to the college to be applied to the foundation of a scholarship for excellence in some department of Natural Science.—*Brockville Recorder*.

MR. MILES FERGUSON from Ottawa took his place as assistant master at the Drummondville High School on October 1st. Mr. F. was at the head of the Model School at Forest for five years and has experience in high school work. He is an excellent teacher of the mathematical branches.—*Niagara Falls Review*.

As a sequel to the open letter which appeared in last week's issue from the teachers of the town schools, a half holiday is offered to the division that has the best average in attendance and punctuality for the month of October. This division will be known as the "Banner Room" and will hold the school flag.—*Norfolk Reformer, Simcoe*.

THE County of Huron may well feel proud of her students and of her high school. The Seaforth High School was represented, at the senior matriculation examination of the University of Toronto, by two candidates, T. H. Higgins and W. Prendergast, and Goderich High School by J. D. Swanson, and these three young men carried off all the honors between them, T. H. Higgins securing first class honors in Classics and first-class honors in English; W. Prendergast first-class honors in Mathematics; J. D. Swanson first-class honors in Classics. Prendergast in addition to the honors he has won has secured a scholarship, valued at \$120.—*Seaforth Sun*.

HAS the school (collegiate institute) been a failure under the present principal? Let us see. Mr. Rothwell took charge of the school in 1882. At the first examination in July, 26 passed the Intermediate, one took a scholarship at Queen's University and one at Cobourg—total, 28. In 1883, 45 passed the Intermediate, one passed in Queen's and one in Toronto University—total, 47. In 1884, 43 passed the Intermediate and 3 at Toronto—total, 46. In 1885 the Intermediate examination was done away with and one for teachers' certificates substituted, thus reducing the number able to pass in this year. Ten passed at this examination, 4 at Toronto, 1 at Queen's and 1 at McGill. This high record was attained under very discouraging circumstances.—*Letter in Perth Courier*.

PARDALE School Board has the honor of bringing forth the most curious case yet reported bearing on the vaccination law. It appears that the board has refused permission to the children of a certain ratepayer to attend the school because they bore no signs of vaccination, and the health officer reported that they had been vaccinated by a homeopathic physician internally, and not externally as is the general custom. The health officer said "he was not going to crawl into their stomachs to find out whether it had taken or not," so he suspended the children from school. The board has so far sustained this action, but the ratepayer refuses to have the children vaccinated on the arm, and threatens to sue the corporation if they are not admitted to school. And in this position the matter remains at present.—*Galt Reporter*.

Correspondence.

REYNOLDS' EXPERIMENTAL CHEMISTRY.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—The Department of Education has been criticised concerning the working of the late examinations. There is no doubt a good deal of truth exists in the charges.

Your correspondent wishes to draw attention to one of the changes in the work of the next examination.

The University of Toronto has taken a praiseworthy step in requiring chemistry or biology from pass men of the first year. It is to be hoped that chemistry may soon be necessary for matriculation.

The Department has conformed its examinations to those of the University. In the subject of chemistry it has made a very unfortunate selection of a text-book, to which I wish to make especial reference in this communication. This book, termed *Reynolds' Experimental Chemistry*, is full of mistakes, and is thus quite unfit as a text-book.

What sense, at any rate, is there in putting on a text-book and then saying that the student is not to get it? Who is to prevent him if he so desires? Why not use one of the books mentioned in the university curriculum? Reynolds' book would not be recognized by competent chemists. Science is not yet so far advanced that every high school can have a science master. It is to be feared that a mistake has been made in putting this work on, even for the use of the teacher.

It is necessary to know the meaning and use of the molecular and atomic structure of matter—although Reynolds states the theory correctly, he makes an unfortunate application of it, and the result is, numerous mistakes. The definition of a molecule is "the smallest quantity of an element or compound that can exist in the free state." Now there are good reasons, which are accepted by chemists, why there are in the case of the majority of the elements, two atoms in the molecule, an atom being the smallest quantity of an element that can enter into chemical combination.

Reynolds pays no attention to this received view, and hence a great many equations which he uses to explain reactions are entirely wrong.

What are the equations intended to show but what takes place when one element or compound acts on another element or compound?

Now, when we take an element or compound, it is in the free state. The equation should be constructed accordingly. It must consist of the smallest amount of each element or compound found in the free state, or some multiple of this smallest amount. That is, there must not be less than a molecule of each, though there may be any number.

For example, on page 87 of his treatise Reynolds has $\text{Na} + \text{H}_2\text{O} = \text{NaOH} + \text{H}$. As we have said, an equation should represent exactly what takes place. This equation is intended to mean that water is acted upon by sodium in the free state. Now Na stands for an atom of sodium, which does not exist as such in the free state, hence the equation is incorrect, and should be represented thus: $\text{Na}_2 + 2\text{H}_2\text{O} = 2\text{NaOH} + \text{H}_2$, in which we have the action of molecules on molecules,

giving molecules as a result. There are a hundred or more of such mistakes in the book. Unless a person understands the theory of chemistry it would be advisable to consult a more reliable work than *Reynolds' Experimental Chemistry*.

Yours truly,
SCIENCE MASTER.

October 15th, 1885.

Examination Papers.

INGERSOLL HIGH SCHOOL PROMOTION EXAMINATIONS.

BOTANY.

Draw diagrams of:

1. Determinate inflorescence.
2. Spike.
3. Raceme.
4. Peduncle, ovary, style, stigma.
5. Peduncle, pistil, hypogynous stamens.
6. Peduncle, pistil, perigynous stamens.
7. Syngenesious stamens.
8. Monadelphous stamens.
9. Polysepalous calyx and gamosepalous.
10. Syncarpous pistil.
11. Describe the *flower* of the pansy.
12. Describe the *flower* of the mullein.
13. Describe and classify the *plants* mullein, garden pea, mallow.

PHYSICS.

1. "Motion and rest are 'relative,' not 'absolute' terms." Explain this statement, and give a definition of these terms in accordance with it.
2. Define velocity. State and define the various kinds of velocity.
3. Define mass and weight. Why, and on what condition is mass measured by weight?
4. Define attraction. State the different kinds of attraction, and define and give two examples of each.
5. Explain the following: (1) How the oil rises in the wick of a lamp; (2) how it is possible to make a 'delible' mark with a slate pencil on slate; (3) why water will wet wood while mercury will not.
6. Define centre of gravity. Describe an experimental method of finding the centre of gravity of a body.
7. State and give experimental verifications of the Laws of Motion. Define the terms 'force,' 'motion,' 'action,' and 're-action,' as used in these laws.
8. Investigate formulas for giving the relations among: (1) s, f, t ; (2) v, f, s ; (3) v, u, f, t .
9. A body is fired vertically with an initial velocity of 2,000 feet per second; find (1) where it will be at the end of the 120th second; (2) how far it will rise; (3) in what time it will reach the ground; (4) its terminal velocity; (5) in what other moment of its flight its velocity will be the same as at the 49th second.
10. A body having an initial velocity of 10 feet per second is acted upon by a force in the same direction, which gives it an acceleration of 30 feet per second; find the velocity of the body when it has passed over 200 feet.

COMPOSITION.

1. Write sentences to illustrate clearly the difference in meaning of: ability, capacity; aggravate, irritate; bring, fetch, carry; vice, crime; continual, continuous, perpetual; condign, severe; character, reputation; hope, expect; likely, liable, apt; contemptible, contemptuous.

2. Improve where necessary the following sentences:

The lawyer answered the charges made against his client. Be sure and come and see me. An amount of perfection has been reached. It is clear that a language like the French and German should be studied. That is a much better statement of the case than yours. He was interrogated relative to that circumstance. The measures adopted by Parliament will be productive of good. Scarcely had she gone than the roof fell. When preparing for his examination, I had sometimes to raise from my bed to urge him to retire to his. John tried to see Thomas in the crowd, but could not because he was so short. Neither will he be persuaded, though one rose from the dead. On going to bed we feel the blankets warm, on a winter night, and the sheets cold. I anticipate fine weather next week.

LITERATURE.

1. Give a description of the Mariner.
2. "There is no proportion between the Mariner's crime and his punishment." Explain what is his crime and his punishment.
3. "And now the storm-blast came, and he
Was tyrannous and strong;
He struck with his o'ertaking wings,
And chased us south along.

"With sloping masts and dipping prow,
As who, pursued with yell and blow,
Still treads the shadow of his foe,
And forward bends his head,
The ship drove fast, loud roared the blast,
And southward aye we fled.

"And now there came both mist and snow,
And it grew wondrous cold:
And ice, mast high, came floating by,
As green as emerald.

"And through the drifts the snowy clifts
Did send a dismal sheen:
Nor shapes of men nor beasts we ken—
The ice was all between."

(a) Give the connection of these stanzas in the poem.
(b) Explain, 'tyrannous,' 'o'ertaking wings,' 'dismal sheen,' 'shapes of men,' 'ken.'
(c) Explain fully all the points of comparison in the similes in ll. 5, 12.
(d) "Treads the shadow of his foe." Explain. Why is this touch added?
(e) "Roared"—What figure? Show that it adds force and beauty to the sentence.
(f) Distinguish 'aye' and 'ay' in respect of both meaning and pronunciation.
(g) "And through the drifts . . . sheen." Explain fully.
(h) What do you consider the fine strokes in the extract? State why you consider them so.
(i) Write elocutionary notes bringing out the spirit of the passage.
4. What are the chief characteristics of Coleridge's diction which you have noticed in reading the "Ancient Mariner"?

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