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Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, MAY 20, 1886.

In connexion with the subject of teachers' salaries discussed in the last issue, the following information in regard to the salaries of United States, Swiss, and French school masters and mistresses will be of interest:—The average inclusive salaries paid to teachers in the different cantons of Switzerland are as follows.—In Basle: masters £128, mistresses £61; in Zurich: masters £89, mistresses £72; in Geneva: masters £87, mistresses £49; in Berne: masters £55, mistresses £41; and in Valais: masters £17, mistresses £13. There has been a sensible advance in the salaries of the mistresses during the ten years 1871-81. The increase of salaries for both men and women is given as: in Basle 30 per cent.; in Zurich 56 per cent.; in Geneva 68 per cent.; in Berne 29 per cent., and in Valais 75 per cent.; or

an average increase for the whole of Switzerland of 42 per cent. for men, and of 38 per cent. for women. The salaries paid at Paris are as follows:—Head Masters: Class 1, 10 at 4,500 fr. (£180), plus residence, etc.; Class 2, 20 at 4,200 fr., plus residence, etc.; Class 3, 30 teachers at 3,900 fr. (£156); Class 4, 40 at 3,600 fr. (£144); and Class 5, any number at 3,300 fr. (£132). Head Mistresses of Girls' Schools: Class 1, 15 teachers at 3,750 fr. (£150); class 2, 25 at 3,500 fr. (£140); class 3, 35 at 3,250 fr. (£130); class 4, 45 at 3,000 fr. (£120); and class 5, any number at 2,750 fr. (£110). Head Mistresses of Ecoles Maternelles (Infant Schools, 2-6 years): Class 1, 10 teachers at 3,750 fr.; class 2, 20 at 3,500 fr.; class 3, 30 at 3,250 fr.; class 4, 35 at 3,000 fr., and class 5, any number at 2,750 fr. Assistants, Boys: Class 1, 100 at 3,000 fr., class 2, 150 at 2,700 fr.; class 3, 200 at 2,400 fr.; class 4, 250 at 2,100 fr.; and class 5, any number at 1,800 fr. Girls: Class 1, 100 at 2,500 fr.; class 2, 150 at 2,250 fr.; class 3, 200 at 2,000 fr.; class 4, 250 at 1,750 fr.; class 5, any number at 1,500 fr. Infants: Class 1, 15 at 2,500 fr.; class 2, 30 at 2,250 fr.; class 3, 45 at 2,000 fr.; class 4, 60 at 1,750 fr.; and class 5, any number at 1,500 fr.

Each teacher has a residence or an allowance instead of it. Head Masters, 800 fr. (£32); assistants, 600 fr. (£24). In schools of over 500 children, boys or girls, there is a teacher who belongs to a class of chief assistants—for boys' schools there are 20, receiving 3,300 fr. (£132), for girls' there are 10, receiving 2,750 fr. (£110). Again, there are fifty men and fifty women employed as teachers "on supply" to replace those who are absent. These are paid—men, 1,200 fr.; women, 1,000 fr. for fixed salary, and five francs for each day of work as a supply.

In some of the States of the Union salaries are paid monthly according to the following table: Illinois—males, \$46.86; females, \$37.76; average number of days schools are open, 150. Maine—males, \$37.39; females, \$22.40; average number

of days schools are open, 117. Massachusetts—males, \$102.90; females, \$34.32; average number of days schools are open, 178. Michigan—males, \$41.56; females, 27.44; average number of days schools are open, 148. New York \$43.28, average number of days schools are open, 176. Ohio—males, \$39.00; females, 29.00; average number of days schools are open, 155. Pennsylvania—males, \$35.12, females, 28.89; average number of days schools are open, 154. Wisconsin—males, \$38.91; females, \$25.40; average number of days schools are open, 175.

With these figures may be compared the salaries of teachers in Canada. From the statistics of the Minister of Education (Ontario) for 1884, we find that the highest salary paid is \$1,200, an increase of 20 per cent. during the preceding nine years; the average Provincial salary for a male teacher \$426, an increase of 10 per cent. for the same period; the average (Provincial) salary for a female teacher \$279, an increase of 8 per cent., average salary for male teachers in counties \$404; female teachers \$264, with an increase of 10 per cent. in each case; in cities the average for males is \$791, for females \$364, with increase of 9 and 16 per cent. respectively; in towns the respective averages are \$612 and \$283, with 8 and 6 per cent. increase.

These figures should be considered in the light of the different conditions of life in the different countries mentioned. But it is improbable that the expense of food and clothing for the ordinary teacher vary sufficiently to invalidate any conclusions which may be drawn from the statistics given above.

One feature common to Switzerland and Canada is the rise in the average salaries during the past nine or ten years. The increase has been much greater in the former country—by many considered a model in its educational systems. The highest increase in Canada is twenty per cent. This is in the case of the highest salary paid. In Switzerland the increase has, in one instance, been as much as seventy-five per cent.

Contemporary Thought.

GREAT improvements have taken place during the past few years in methods of teaching industrial drawing. Interest in objective methods of teaching has had its effects on drawing as well as on other studies. It was seen that the printed examples were the result of other people's observation; that pupils were copying them blindly, often with but little knowledge of underlying principles. The whole subject is now regarded as based on the study of Form.—*Charles M. Carter, Boston.*

UPON what ground is Carlyle called a "great" historian? His much-lauded historical writings are to a great extent court-circulars. All his theories about hero-worship are vitiated by a toadish spirit. The idol-breaker is himself an idolator. He condemned all extremists, but is himself doggedly dogmatic. His thoughts may have run in deep grooves, but they were certainly narrow. He was indeed a great writer, but great principally as a translator. He was undoubtedly a master of languages, but the depth and soundness of his philosophy may well be questioned. Of all his writings only a few translations and one or two essays will survive. No empirical criticism, no amount of unreasonable eulogy can revivify a literary corpse. "*Sartor-Resartus, jr.*" in the *Halifax Critic*.

THE most readable articles in the two volumes (V. and VI. of the "Dictionary of National Biography") are those of Mr. (Leslie) Stephen on the Brontës and Boswell. The lives of the three Brontë sisters and their brother are so closely interwoven that Mr. Stephen has found it more convenient to deal with the whole family in a single article. The result is a most agreeable biographical sketch, which, short as it is, gives a tolerably complete summary of all that is to be known on the subject. Mr. Stephen evidently does not sympathize with recent attempts to whitewash Branwell Brontë, whom he describes as the worthless and degraded wretch he evidently was. Elaborate criticism and detailed analysis of character he carefully eschews; but as usual he contrives to interweave with his concise narrative a good many acute remarks on books and authors.

Mr. W. Hunt has contributed no better article to the "Dictionary" than his elaborate memoir of Lord Brougham. The biographer of Brougham, like the biographer of Pope, has to thread his way through a cloud of misrepresentations which the subject of his studies has raised round himself. Mr. Hunt has performed his task with care and discrimination, but it seems to have left in his mind a sensation of hearty dislike for the versatile Chancellor. The fact is, Brougham, as Mr. Hunt says, was "an unamiable man," and with all his wit, social talents, and surpassing intellectual vigour, he made few friends and many enemies. Mr. Hunt, however, while bringing out Brougham's vanity, selfishness, and lack of moral balance, does full justice to his extraordinary powers of mind, his tireless energy, and his almost miraculous capacity for hard work.—*The Athenæum.*

TEA exerts a powerful retarding influence on salivary digestion, coffee and cocoa a compara-

tively feeble one. Sir W. Roberts estimates the medium strength of the tea usually drunk at four to five per cent.; strong tea may contain as much as seven per cent., weak tea as little as two per cent. Medium coffee has a strength of about seven per cent., and strong coffee twelve to fifteen per cent.; cocoa, on the other hand, is generally weaker, not more than about two per cent., and this, he thinks, may be one reason why it is more suitable to persons with feeble digestions than tea or coffee. Tea exercises a powerful inhibitory effect on salivary digestion, and this appears to be entirely due to the large quantity of tannin it contains. It appears that tannin exists in two conditions in the tea-leaf. One, the larger portion, is in the free state, and is easily extracted by hot water; but about one-fourth is fixed and remains undissolved in the fully exhausted tea leaves. *Some persons have supposed that by infusing tea for a very short time—only two or three minutes—the passing of tannin into the infusion would be avoided. This is a delusion; you can no more have tea without tannin than you can have wine without alcohol.* Tannin, in the free state, is one of the most soluble substances known. If you pour hot water on a little heap of tannin it dissolves like so much pounded sugar. Tea infused for two minutes was not found sensibly inferior in its retarding power on salivary digestion to tea infused for thirty minutes. In order to diminish as far as possible the retarding influence of tea on salivary digestion, it should be made weak and used sparingly, and it should not be taken *with* but *after* the meal. There is another means, mentioned by Sir W. Roberts, of obviating the retarding effect of tea on salivary digestion, and commended by him to the dyspeptic: *it is to add a pinch of bicarbonate of soda to the tea when it is being infused in the tea-pot.* He found that ten grains of soda added to an ounce of dry tea almost entirely removed this retarding influence. The infusion thus made is darker than usual, but the flavour is not sensibly altered, nor is the infusion alkaline, for tea infusion is naturally slightly acid, and the soda, in the proportion mentioned, only just neutralizes this acidity.—*Nineteenth Century.*

THOUGH we think the plan of Mr. Longfellow's book a mistaken one, yet we may own to have read it with great interest and pleasure. It has been inexpressibly refreshing in these bustling, angry, many-sided times to read the story of this simple tranquil life, devoted to one aim, one business, one desire; of this good, sincere, gentle soul, who, as he was unstirred by any high imagining, so was unvexed by any dark distractions, doubts, or fears. And as we have compared him for his personal popularity to Sir Walter Scott, so in another way did he resemble him; he resembled him in his utter freedom from all the little jealousies and meannesses, the ignoble cares and humours which are so sadly apt to taint and hinder the literary life. He envied no man; he disparaged no man; if others spoke ill of him he never answered them. If he was destined to no great mastery in his art, at least none who ever practised it loved it with a more sincere, simple, disinterested love. Once more we may go back to his own verse to find a fit tribute to this fine side of his character. We may go back, as we have gone before, to his "Tales of a Wayside Inn," where the Poet is thus praised:—

A Poet, too, was there, whose verse
Was tender, musical, and terse;
The inspiration, the delight,
The gleam, the glory, the swift flight
Of thoughts so sudden, that they seem
The revelations of a dream.
All these were his; but with them came
No envy of another's fame;
He did not find his sleep less sweet
For music in some neighbouring street,
Nor rustling hear in every breeze
The laurels of Miltiades.
Honour and blessings on his head
While living, good report when dead,
Who, not too eager for renown,
Accepts, but does not clutch the crown!

If all the gifts of song this Poet owned were not Longfellow's the moral gifts were pre-eminently his among all poets. And as they brought him honour and blessings while he lived, so shall they bring him good report now that he is dead.—*Macmillan's Magazine.*

THOSE good people who are wont to take their opinions at secondhand, and hence have come to regard George Eliot as anything but a teacher of sound morals and orthodox dogmas, will doubtless be slightly startled at the discoveries of the late John Crombie Brown, as set forth in his little book, "The Ethics of George Eliot's Works." He examines in turn each of her novels, and her "Spanish Gipsy"—which, by the way, he places above every poetical or poetico-dramatic work of the day—and finds in all, as the central and vitalizing idea, "the doctrine of the Cross"; not indeed as theologically formulated, but "as the symbol of that spirit and law of self-sacrifice, or self-giving, which merges the individual life in universal ends." He finds, moreover, that this thought, and the specific purpose of this teaching, have never been absent from the writer's mind, and are evinced with continually increasing force throughout the whole series of her works. As Mr. Brown marshals before us character after character, and, with rare discernment and keen appreciation, points out traits, and motives and relations, it is quite impossible not to share in his enthusiasm, and agree, in the main, with his conclusions. One wonders that none of the novelist's many admirers has undertaken such a work before. Apart from its own intrinsic worth, the volume derives additional interest from the fact stated by Mr. C. G. Ames, in his pertinent introduction, that George Eliot herself more than once spoke in terms of commendation of the views here advanced. It was a matter of regret to her that she had never met the author, for it would have been a great benefit and stimulus to know that her work "was sanctioned by the sympathy of a mind endowed with so much insight and delicate sensibility." If, therefore, Mr. Brown's interpretation is the correct one, as both his thorough analysis and the author's own admission make evident, many of our self-assured critics must revise their opinions, at least, even if they hesitate to accept, in full, his conclusion, that, among all our fictionists, George Eliot "stands out as the deepest, broadest, and most catholic illustrator of the true ethics of Christianity; the most earnest and persistent expositor of the true doctrine of the Cross, that we are born and should live to something higher than the love of happiness; the most subtle and profound commentator on the solemn words, 'He that loveth his soul shall lose it; he that hateth his soul shall keep it unto life eternal.'"—*The Critic.*

Notes and Comments.

MR. ARTHUR J. READING is preparing a Graduation Diploma to be presented to those who pass the examinations prescribed for the different forms of high school and collegiate institutes by the Education Department.

OLIVER WENDELL HOLMES has been given a magnificent reception by the English papers. The London *Spectator* says Englishmen "have the feeling for him which they had for Charles Lamb, Charles Dickens and John Leech, in which admiration is somehow blended into and is indistinguishable from affection."

ON Easter Sunday Mr. Ruskin wrote concerning the Bible: "It is the grandest group of writings existent in the rational world, put into the grandest language of the rational world in the first strength of the Christian faith, by an entirely wise and kind saint, St. Jerome: translated afterwards with beauty and felicity into every language of the Christian world; and the guide, since so translated, of all the arts and acts of that world which have been noble, fortunate, and happy."

THERE is growing a powerful and beneficial influence on society, says the *Current*—namely, the profound feeling of relief which follows the end of a strike. If the populace continue thus to express its joy when a strike ceases, it will not be long ere a strike will be a thing so unwelcome that men will be slower to stop work. The shippers of Chicago are said to have put an end to the Lake Shore stoppage when the officers of the road and the chief of the unions could not do so. The effects of those shippers are worthy of all praise. That is public spirit, and it offers hope to the man who dislikes both Gould and anarchy.

"MR. RUSKIN'S undergraduate life," says the N. Y. *Tribune*, "was in one respect out of the common. He says in his autobiography that through all his three years of residence his mother lodged during term time in Oxford; on Saturdays his father came down, and they all three went in the old domestic way to St. Peter's for the Sunday morning service. 'Otherwise,' adds Mr. Ruskin, 'they never appeared with me in public, lest my companions should laugh at me, or any one else ask malicious questions concerning vintner papa and his old-fashioned wife.' Mr. Ruskin records to the credit of the undergraduates that 'none of them ever said one word in depreciation of either of them, or in sarcasm at my habitually spending my evenings with my mother.' But that was because Mr. Ruskin himself was never ashamed, but always pleased that his mother came to take such care of him as she could, and because his 'day was always

happier for telling her at tea whatever had pleased or profited him in it."

"I WENT to Cheyne-row the other night," writes a correspondent of the *Pall Mall*, "to revisit the old house at the steps of which I took leave of Mr. Carlyle some six or seven years ago. I found the medallion portrait stuck, not on No. 24, which has become one of the Meccas of the Old World and the New, but upon the house at the entry of the road fronting the ginshop which forms so undesirable a feature of the street in which the sage of Chelsea spent so much of his life. On inquiring as to why the portrait was not on the right house, I was told that its owner had fixed practically prohibitive terms for the liberty of affixing the memorial to his property. This was bad, but worse remained behind. On reaching the house itself I found it desolate, grimy, and untenanted, Dirty notices of "To Let" stared from the shuttered windows, the steps were foul, the area windows cracked, and the whole aspect of the front most depressing. In reply to inquiries on the spot, I was told that the owner of the house is so proud of the associations of genius which cluster round his bricks and mortar that he has fixed what is practically a prohibitive rent.

"A MOVEMENT having been started in England to commemorate the centenary of Lord Byron, which will occur in 1888. The poet's grandson, Baron Wentworth, writes," says the N. Y. *Tribune*, "that, in his opinion, such a demonstration is not to be approved. Nevertheless, he says: 'I feel that if the greatest poets and critics of our time were unanimous in wishing to accord recognition of some kind to the name of Byron, his family must respectfully acquiesce in any legitimate honours that were offered with such sanction. But I do not know how far such unanimity exists, or is likely to exist, and it is manifestly unfair that Byron should receive any of the ridicule which might attach to those who make inadmissible claims concerning him. I therefore think it my duty, as his descendant and in his name, to point out that no mere clique of unknown men without weight or authority would have the smallest right to possess themselves of Byron's memory as if it were their inheritance; and if real men of letters are divided in opinion as to his true place in English literature his representatives would ask that his grave may be left in peace.'"

MR. HENRY C. WHITE, of the University of Deseret, Utah, writes to the Chicago *Current* some three or four columns in defence of his opinions upon "The Purity of Language" criticised in the EDUCATIONAL WEEKLY of March 15th. "No single class of people," he says, "high or low, can wield such an influence over a language as to

shape it according to their own ideas or inclinations; the truth is, all classes have an equal share in the formation of a language which is used by them in common, or in other words, the rule of the majority is usage. The voice of the people is mighty and will prevail. *Vox populi, vox Dei*. There is no gainsaying this fact. As long as human nature is liable to imperfection and error in the cases of individuals, as long as one class of people will resist the dictation of another in matters pertaining to the mind, there can be no single criterion of usage, no one individual will be acknowledged by his fellow-men to possess a judgment superior to that of all the rest. Where, then, can we find the required standard? Nowhere but in the concurrent voice of the majority of mankind. A standard set up by one class will inevitably be pulled down and supplanted by another generation of men, *ad infinitum*."

THE Halifax *Critic* contains the following: "Much fault has been found with the appointment of Rev. Mr. Currie to the position of Provincial Examiner of intending teachers for Nova Scotia. The chief objection offered to this appointment, is that he is not a graduate or connected with the Provincial Normal School. It is our decided opinion that the 'prizes' of the teaching profession should, as a rule, be reserved for teachers. It is probably for the public good that our inspectors of schools ought to be not only men of superior scholarship but practical teachers—men that have had actual experience in teaching different grades of schools, and that are consequently able to sympathize with all the teachers under their supervision. But it is by no means clear that Provincial Examiners of this Province ought to be men fresh from a teacher's desk in the Normal School or elsewhere. In the first place their positions are not so remunerative as to be considered one of the prizes of the teaching profession. In the second place it would be questionable wisdom to appoint as a Provincial Examiner any man whose business is (and would continue to be) the preparing of candidates for teachers' examinations. And, thirdly, as a uniform teachers' examination is, to a great extent, regarded as a useful adjunct to the educational work being done by the important schools in the Province, it seems to us best to have as conductors of that examination men of broad views and of liberal education whose minds are not imbued with the peculiar ideas that are apt to be in the ascendancy in almost every institution of learning. It might, indeed, be to the public interest to have among our Provincial Examiners persons that live outside the Province. As, therefore, Rev. Mr. Currie has the required qualifications for his new position, we do not think there are good grounds for objection to his appointment."

Literature and Science.

LONGFELLOW.

(Concluded from page 293.)

THAT Longfellow was charged with sentiment is illustrated in a hundred incidental ways throughout these volumes, but it is equally clear that he shrank from making it the conduit of his personal experience. Dramatically, he used sentiment freely; personally, he was chary of displaying it. It is interesting to note how he insisted upon it as a quality in religion. He was a steady church-goer, and in his comments in his diary upon the sermons which he heard are frequently to the effect that if a sermon was mainly logical, and lacked unction it, failed of excellence. "Chandler Robbins preaches: a good discourse on the gospel and with unction, without which a sermon is not a sermon." It is when one reads the strong expression of his feeling for Sumner, and sees the unfading impression which the tragedy of his own life made upon him, that one discovers how far below this surface of sentiment flowed the deep current of his emotional nature.

The record of Longfellow's European life is filled with marks of his studiousness and sense of a literary vocation. Equally interesting in this regard is the narrative of his life in the Cragie house as it flows forth in verse and prose, and is set before the reader in its daily lines through the medium of the diary. Apparently the editor has selected the most interesting and salient passages from the regular journal of the poet, rather than taken certain portions from specific entries. At any rate, the impression given is of a somewhat faithfully kept diary, in which the incidents of each day are briefly noted. We are able to see pretty clearly how the poet passed his time, what books he read, what company he kept, how he set about his poems, what his plans were. Occasionally there is a shrewd bit of criticism or comment, but for the most part the entries are simple memoranda.

How full of interest is this stretch of twenty years! One is aware of a fine, fit temperature in which the poet works: his domestic life serene and yet stimulating, for his wife's companionship was intellectual as well as affectionate; his converse with friends full of the best wine; his fame growing with steady advance; the world coming to him with its homage, as he sits in his study looking westward, or paces his broad piazzas. Under these conditions the poet sends forth his songs, rejoicing in them, steadfast to his ideal, and unvexed by the anxieties which fret so many artists. We are told that he disliked everything violent, and that this hatred of noise was a trait of his character from earliest days. It is easy

to believe it, for it is impossible to read these volumes without being made aware of an atmosphere created by the poet himself. There was no mere avoidance of disturbing elements, nor was his serenity the result of favouring conditions; his nature asserted itself in a resolute compulsion of conditions,—

"Annihilating all that's made
To a green thought in a green shade."

His methods of composition are not very fully declared, yet what can be told of a poet's ways of work? One may be curious to know whether he uses scraps of paper, or is particular as to his stationery; whether he cons his lines until they are perfected, and then sets them down, or fishes them, with frequent blots, out of his inkstand; whether he works methodically, or by fits and starts; whether his rule is *nulla dies sine linea*, or *stans in uno pede*; whether he works in his garden or in his study. But after all, though one sees the alchemist surrounded by his vials and retorts, one misses the exact moment when the base metal is transmuted into gold. We see enough of Longfellow's modes to know that he worked with swiftness, and felt in some of his shorter lyrics the glow which runs through the veins as a molten thought flows into rich and beautiful form. The fac-simile of the manuscript of *Excelsior* offers an admirable opportunity for studying the poet's mood as he wrote that famous poem, and it discloses that interesting combination of poetic fire and scholarly thought so characteristic of Longfellow. The fire burned steadily and did not go out, though he wrote and rewrote, erased, studied, and finished. The little sentence at the close of the first draft, "Half-past three o'clock, morning. Now to bed," is a curious disclosure of the poet's triumphant, excited, and half-exhausted frame, at the end of his poetic vigil.

The sensitiveness to varying phases of nature which appears in Longfellow's poems recurs to one as he reads the frequent notes, in diary and letters, of the welcome which the poet gave the spring, the spirit with which he encountered the winter. It was his custom to walk before sunrise. "Resumed my morning walks," he says one 9th of January, "after the long snow blockade. Was out by half-past six, the moon shining; in the east just an explosion of light through broken clouds." And again: "A vigorous, cold day. Ah, how cold it is! My walk before sunrise I keep up very conscientiously, and because I really enjoy the fresh air. But to-day the wind scourged my ears sharply. These extremes of climate make me feel melancholy. Even when not cold myself, I cannot help thinking how many others are so." In another place he writes, "I get very tired of the routine of this life. The bright autumn weather draws me away

from study, and the brown branches of the leafless trees are more beautiful than books. We lead but one life here on earth. We must make that beautiful. And to do this health and elasticity of mind are needful; and whatever endangers or impedes these must be avoided." This last entry lets a little light into the poet's temperament. That calm sweetness of spirit which is so apparent in Longfellow was an acquisition as well as an endowment. He deliberately chose and refrained according to a law in his members, and took clear cognizance of his nature and its tendencies.

In a word, he was a sane man. There was a notable sanity about all his mode of life, and his attitude toward books and nature and men. It was the positive which attracted him, the achievement in literature, the large, seasonable gifts of the outer world, the men and women themselves who were behind the deeds and words which made them known. The books which he read, as noted in his journals, were the generous books; he wanted the best wine of thought, and he avoided criticism. "What is the use," he exclaims, "of writing books about books!—excepting so far as to give information to those who cannot get the books themselves." He basked in sunshine; he watched the sky, and was alive to the great sights and sounds and to all the tender influences of the seasons. "June is our month," he writes; "oh, perfect days, after the dreary, restless rain! The lilacs perfume the air. The horse-chestnuts light the landscape with their great taper-like blossoms." "A delicious day. Sat all the morning on a promontory covered with wild roses, looking seaward, with F. What a delightful morning!" In his intercourse with men this sanity appeared in the power which he showed of preserving his own individuality in the midst of constant pressure from all sides; he gave of himself freely to his intimate friends, as these volumes disclose, but he dwelt, nevertheless, in a charmed circle, beyond the lines of which men could not penetrate. Praise did not make him arrogant or vain; criticism, though it sometimes wounded him, did not deflect him from his course. It is rare that one in our time has been the centre of so much admiration, and still rarer that one has preserved in the midst of it all that integrity of nature which knows only the voice within. Yet we are touched quite as much by that patience and charity which the poet displayed when paying the penalty of his fame in receiving and answering the countless demands made by bores of all kinds. Mr. Norton says, "One day I ventured to remonstrate with him on his endurance of the persecutions of one of the worst of the class, who to lack of modesty added lack of honesty—a wretched creature; and when I had done, he looked

at me with an amused expression, and half deprecatingly replied, 'But Charles, who would be kind to him if I were not?' As early as 1856 he mentions in his diary that he has lying on his table more than sixty requests for autographs, and with his methodical habits this was probably not a long accumulation. Occasionally he bursts out with impatience at the imposition. "I am plagued to death," he writes, "with letters from all sorts of people—of course about their own affairs; no hesitation, no reserve, no consideration or delicacy. What people!" And his consternation takes a humorous turn as he considers the massive impertinence of a certain count who had been introduced to him:—

"15th. I was weak enough to ask the count to dine with us; and he came, and stayed all the afternoon, and to tea, and did not go away till eleven at night. We all feel as if a huge garden-roller had gone over us. He has a fifty-ogre power of devouring time. Woe worth the day when Felton introduced him to me!

"16th. 'The terrible count' called this morning before sunrise to leave a note on an unimportant subject, signed 'The homeless G.' I was breakfasting by candle-light. Luckily he did not demand admission.

"18th. Before I was dressed, this morning, a ring at the door-bell. It was the count again, come to know if I had received his note. The aspect of things grows serious. These early hours are precious. If they too are invaded, what will become of me?

"26th. After dinner *il terribile conte* came in; and the smokers turned my study into a village tavern with cigars and politics, much to my annoyance. The count stayed till ten o'clock, and expatiated amply on the corruption of European society—like an old rake who has lost all faith in virtue."

The humour which constantly peeps out of the brief entries in his diary was a delightful element in the poet's nature; an additional mark, if one needed it, of that sanity which seems to us the deepest note of this large nature. A sanity which could stand prosperity and not give way under the severest attack of adversity—this was the poet's sure foundation, and the art built upon it lasts because of this property which has thoroughly possessed it.

It would seem as if the editor, moving leisurely through the years, was overtaken when he had reached 1868 by the discovery that he had reached the proper mechanical limit of his work. The reader, who has sauntered with a delightful sense of ease up to this point, is suddenly hurried forward through the remaining years. It is true, undoubtedly, that the records and correspondence are less abundant during the

closing fifteen years, yet one is somewhat disturbed by the violent lack of proportion. Nothing is said of certain half-editorial work which the poet undertook in those years, and scarcely a glimpse is given of that beautiful old age which made Longfellow's presence a benediction to the world about him.

Of the mechanical execution of the work, high praise can be given, except that the index is exceedingly defective. A full index, where there is such a mass of fragmentary matter, is very desirable, and it is a pity that there should not have been added a chronological bibliography.

The work, however, is so great a gift to literature and literary history that we cannot spend much time in pointing out these obvious defects. It is too early to make a full survey of the immense importance to American literature of the work done by half a dozen great men in the middle of this century. This body of prose and verse is constituting the solid foundation upon which other structures are to rise; the humanity which it holds is entering into the life of the country, and no material invention, or scientific discovery, or institutional prosperity, or accumulation of wealth, will so powerfully affect the spiritual well-being of the nation for generations to come. The reason lies deep in the lives of the men who have wrought, independently, at laying this foundation; and the rich record of one of these lives, now so fully made the possession of the people, is of inestimable value. To the young man of letters it will be an inspiration and a star of hope; to the rank and file of readers it will give new dignity to the literary calling and a loftier conception of literature itself.—*Atlantic Monthly*.

Special Papers.

TACT.

A paper read by Miss Caldwell, of Cataragui Public School, before the Joint Convention of Frontenac Co. and Kingston Teachers' Associations, April 21st and 22nd, 1886, and published at their request.

IN choosing this subject I am well aware that I have chosen one that has been fully discussed by abler minds than mine, many times in the past; but as I have never heard it mentioned before this Association, except in a passing way, I have determined to offer a few humble suggestions trusting that, if nothing else, they may provoke a discussion from which we may derive benefit. My remarks will apply more particularly to country and village schools; my experience in teaching having been limited to these. Call this quality tact, policy, discretion—what you will. I believe many teachers desirous of doing their duty faithfully, have, from the lack of it, failed as teachers, or at least, have encountered many difficulties that would have, otherwise, been avoided.

Let us consider the subject first from a social point of view. All will agree with me in the statement, that a teacher supported with the sympathy, co-operation and goodwill of the parents, has a greater power for good in a school than one not so sustained. How to acquire and retain these agents of good, will be the first point I shall deal with. First impressions are lasting. A teacher is entering on duties in a new school. He is a "stranger in a strange land," and this fact will not serve as a soothing portion to the nervous feeling that always possesses a teacher when facing new scholars for the first time. He must bear himself valiantly. He is undergoing a most rigid examination, the result to be announced between the hours of four and five, to an interested audience at home. Not a particular in face, form, dress or demeanour, will escape notice. This first report at home will have an effect, slight perhaps, but still an effect on the opinions of parents and other interested parties. The plainest face is comely in the eyes of children, if it be a kindly one; the cheapest dress, elegant, if neat and tasteful; the most unassuming manners charming, if marred by no striking peculiarity. Let the teacher conduct himself accordingly, and good must result. Taking it for granted that he has succeeded in creating a favourable impression on the parents through the children, I now come to the most difficult part of my subject:—viz., how to secure the good-will and co-operation of the parents. There are so many plans that might be adopted to accomplish this with more or less success, that I can do little more than mention some I have tried, or seen tried. If the teacher can convince the parents that he has a personal interest in the advancement of each child, the difficulty is in a measure removed.

This incident came under my own observation. On a summer morning some years since, a farmer started for a neighbouring blacksmith shop, calling out to his fifteen year old son to rake hay till he came back. When nearly at his destination, he was accosted by a gentlemanly looking person with "Are you Mr. A?" "Yes," said the farmer. "Then it is your son Harry who comes to school to me. I thought I would just stop and tell you what a pleasing pupil I find him. He is well behaved and studious. It's a pity he cannot come more regularly, but it is your busy season I suppose." Two or three more sentences closed the conversation, and with mutual good mornings they parted, and, as it chanced, never exchanged words again. Yet in those few moments and through the instrumentality of a few courteous words, that boy's future education was determined. Ever after that he came regularly to school, and in time received a liberal education.

He is now a successful business man, and very thankful for his early advantages, secured by the thoughtful interest of his teacher.

I believe if possible the teacher should be on friendly footing with every person in his section. When I make this statement I do not mean to say he should resolve himself into a visiting committee and inflict his company on every family in the neighbourhood, nor yet that he should bring himself to the level of every individual with whom he may come in contact. There is a vast difference between friendliness and familiarity.

For example, a pupil is ill. I do not think it would be a derogation from the teacher's dignity, to step to the door, and inquire for the child, and express a hope to see him in school again soon, even though he should be unacquainted with any member of the household, except the child. Again, the teacher is invited out to tea, and to spend an evening with some family he has not yet met. It is his policy to make himself as agreeable as possible. By this I do not mean that he is not to have an opinion of his own, nor yet that he is to monopolize the conversation of the evening. The people who by general consent are most popular, are those who have the happy faculty of being interested in all they hear, and, in order to hear, it is necessary sometimes to listen. It is not considered in good taste to make our daily occupation the subject of conversation in company, and yet I cannot think that a few kindly words concerning Johnnie's or Mary's progress, would be out of place on such an occasion as this. In his social intercourse, I would advise the young teacher, or indeed any teacher, above all things to avoid gossip. I use the word in its widest sense, indeed I include many subjects of conversation not usually considered under this head. For example, there is no teacher who will find life in the school-room all sunshine. He will have lazy pupils, stupid pupils, obstinate pupils, simpering pupils, and many other classes that it would be superfluous for me to mention. With such combinations of character to train up morally, to govern physically, and to instruct mentally, he may expect difficulties. Now almost the first question each person with whom he may come in contact will ask him, will be, "How do you get on in school?" Indeed after the opening remark concerning the state of the weather, he may be prepared to answer this question. Will it lighten his load materially to unbosom himself to a listener, who, never having been in his position, can neither understand nor have any sympathy with the situation?

I believe such a relation will tend to create distrust of the teacher's governing powers, or other capabilities, and since it can neither comfort him in the present, nor help him in

the future, I would advise its suppression. Let everything inside the school-room as represented by the teacher to the outside world, be *couleur de rose*. It will neither add to his salary (an important point), to the world's sympathy, nor to his own relief, to represent it otherwise; the world will volunteer plenty of dark shades to tone down the representation to its proper tint. Lest I have not expressed myself clearly enough, I will repeat my meaning in other words. Let all difficulties general and particular, that the teacher may experience in school, be kept as far as possible from pupil and parent, for if the mischievous pupil realizes that he can easily trouble the teacher, he will, in nine cases out of ten, seize every opportunity of doing so, and if the parent be mistrustful of the teacher's ability in any line, he will be on the look-out for flaws, and will possibly find some that may not exist.

Confidence once gained is not easily lost. Let the teacher gain the esteem and confidence of the parents, and he will find that there will be little inclination among outsiders to meddle with affairs of the school-room. Many teachers claim that they dare not meddle with the usual school routine, as they would create trouble for themselves. On this principle a little child of five or six years is kept sitting upright as a grenadier, on a seat not too comfortable, for five and a half hours per day. Summer and winter, pleasant days and dark days, are all one to this little unfortunate, who would gain physically and mentally, if allowed to play half the school hours with others of his own age, in some assigned place at which the teacher could occasionally glance as the work went on indoors.

On this same illustrious principle, an hour's recreation in the way of songs and recitations on Friday afternoon is not to be thought of. Somebody might object. On similar grounds the timid, retiring scholar who occasionally and perhaps unintentionally commits a fault, must be punished equally with the vicious pupil who again and again, and "with malice aforethought," commits the same fault, lest the teacher should be accused of partiality. Now this is not as it should be. The teacher should be at liberty to use his judgment in such cases without a thought for outside opinion. Now I contend that if any teacher with ordinary tact, with ordinary honesty of purpose, with ordinary capabilities, does not enjoy this liberty of judgment, it is in a measure his own fault.

Closely allied to tact is the use of the rod of correction; indeed, by some teachers, the latter is made to supply the place of the former. I am happy to know the number of such is few, in these closing days of the nineteenth century. Let me not give the impression that I disapprove of corporal

punishment, on the contrary I have the greatest possible veneration for that time-honoured institution if discreetly used—but therein lies the point.

There exists a very nice distinction between the use and the abuse of that official instrument, the rod. I believe, indeed I know there are pupils, whose feelings can only be reached through the finger tips; but I am happy to believe that such are the exception. When compelled (I use the word significantly) to chastise a pupil, let the teacher be sure to do it, but let him be very sure not to overdo it. To give two blows when one would suffice, is simply barbarous. I have known teachers punish one pupil severely for a slight offence, that he might serve as an example to the rest. What a bright and shining example of brutality such a teacher is! For a teacher in the prime of manhood or womanhood to beat a little child, no matter how vicious, as a jockey would beat his horse, is monstrous. That such things have occurred we all know, that they do occasionally still occur, we also know. I tremble with indignation to remember that I once knew a teacher who beat a half-witted boy, day after day, week after week, for not knowing his spelling lesson in the Part Second Book. I am satisfied that the teachers of to-day, as a class, are an improvement in this respect on those of fifty years ago, and I am equally satisfied that there is still room for improvement. Young teachers are sometimes misled in the matter of punishing from the fact that they follow the example of their own early instructors, and mete out the evil to others as it was measured to themselves. Some again adopt corporal punishment as the surest and speediest method of quelling disturbance, without a thought as to whether it is the wisest course to pursue or not; while others, influenced by the atmosphere or other causes, punish as the feelings dictate. This is my eighth year of teaching, and with the experience I now have, if I could begin anew, I would adopt this as a principle, "To inflict no corporal punishment on a pupil until I had tried every other remedy." There are of course special faults, such as impertinence of address, that are demoralizing to the other scholars, that must be dealt with promptly, and crushed out of existence at the very first appearance, but I am referring more particularly to occurrences common to every school. I will briefly state some of its evil effects according to my experience. Firstly, it is the surest way of obtaining the ill will of the parents. It is human nature the world over that few parents can contemplate kindly the punishment of their child by a strange hand, no matter how unamiable the child may be. You who are parents, you who have young brothers and sisters, can understand this feeling. Secondly, in many

children it raises a spirit of defiance not easily held in check. Thirdly, punishment often resorted to, soon comes to be looked on as one of the necessary evils of the school-room, and is endured by the reckless and shirked by the weak as being merely a part of the daily programme. As continual dropping wears the stone, so does perpetual punishing weaken the impression it should have. Fourthly and lastly, it is degrading to the teacher and pupil.

These are only a few, a very few, of its evil effects, but I must hasten on.

As teachers, we often fail in not being as considerate and sympathetic as we should be. Should it be considered a heinous offence for a boy or girl with a superabundance of animal spirits to give way occasionally to an outburst of mirth in the school-room during work hours? I cannot think so. I have too lively a remembrance of some of my own youthful shortcomings to cherish such a thought for a moment. Teachers should always bear in mind that children, as a general thing, are not maliciously noisy, but that they require constant employment and if it be not furnished them, they will find it themselves. To sum up the whole matter, let the teacher while in the school-room be firm, patient, sympathetic, cautious. A few words on each of these.

Firmness.—Let the teacher make no promises that he cannot fulfil, no rules that he cannot enforce. Let him watch that his slightest command is obeyed at the time and in the manner he would wish. Let him allow no flagrant breach of discipline to pass by unnoted, and at all times let his words and actions be above reproach.

Patience.—Let him not expect the result of his labours to bud, blossom and bring forth fruit under his eyes, but let him improve the minutes and hours, and trust to the years for a result.

Is the road very dreary?
Patience yet;
The clouds have silver lining.
Dinna forget,
An over-anxious brooding
Doth beget
A host of fears and fantasies deluding;
Then, brother, lest these torments be intruding,
Just bide a wee and dinna fret.

Sympathy.—Let him not forget the days when he too was young, the days when he too had that same wild desire to laugh at the wrong time, the days when he cut the buttons from the back of his teacher's coat, and a thousand other similar days, and let him ask himself if his boys of to-day are any worse than he himself was; and more than this, let him not be too severe on his pupils for every bit of thoughtless fun in which they may indulge.

Caution.—The teacher who goes into his school-room in the morning with this thought, and keeps it there until he leaves at night,

rarely gets into trouble with parents or pupils. Why? He seldom or never punishes a pupil hastily or in the wrong. He does not often overpunish, he makes no rash speeches that may be commented on unfavourably at home; in short, he avoids many stumbling blocks. But I hear one explain, "Oh, I like people to be natural. I detest your cautious, politic person, who has an aim in view for every pleasant smile and agreeable word, and who never says an imprudent thing." Very well, my friend. How do you feel towards the crotchety, cantankerous individual, whose every word is a snarl, and every word a frown. Wouldn't it be a relief to your feelings to see him occasionally cloak his natural propensities even in the robes of policy and caution. Again, another says "It's impossible for any one teacher to possess all these qualities; it is expecting perfection from frail human nature." It may be impossible to be perfect, but it is not impossible to aim at perfection. I am not advancing all this as something delightful in theory and impossible in practice. Nor yet am I quoting something from the sage advice of the numerous school journals now issued. I am simply giving my experience, or a small part of it, for the benefit of some younger in the profession than I. I do not presume to advise or dictate to those older members of this honourable profession. With many thanks for your kind attention, I leave the subject with you to criticise as you think proper.

PRACTICAL CLASS METHODS.

(Read before the Elgin Teachers' Association, by Miss Watt, and published at the suggestion of the Association.)

"Come, bright Improvement, on the car of Time
And rule the spacious world from clime to clime.

Thy hand-maid, Art, shall every wild explore,
Trace every wave, and culture every shore."

THERE is progress in everything. The world does not stand still, matter is continually in a state of motion. In every department of life we find that man has sought out many inventions, and contrary to the declaration of the Wise Man, we are tempted to believe "There is something new under the sun." In the scientific world discoveries have been made of forces in nature hitherto unsuspected, and with the aid of the mechanical arts, these forces have revolutionized the condition of society. We find ocean linked to ocean by railways spanning the continents; continent connected to continent by the mighty Atlantic cable; the sound of the human voice, "a trifle light as air" rendered distinctly audible miles away by the invention of the telephone; and could Solomon stand and view the wondrous power of steam as applied in our factories, on our farms, and for locomotive purposes, he, himself, would certainly repeat with us, "This wisdom have I seen under the sun, and it seemed great unto me." (Ec. ix. 13.)

In the literary world, we find that many changes have occurred, and are daily occurring. The old learning is still the firm foundation on which is built the fair superstructure of elegance and culture; and advancement is chiefly noticeable in the methods employed in training, and in the free diffusion of this culture, which was formerly the prerogative of the rich and talented only. Now, it is noticeable that the great men of the present, and those who promise well for the future, are they who began their education in a public school, and struggled up the road to learning and fame. The dark background of poverty and toil only serve to show to advantage the ornaments of education and polish they now possess.

In our public schools we believe we find signs of advanced thought, and more of practical methods, owing to a better conception of the structure of the mind, its faculties and necessities. Our medical men of the present use totally different treatment for diseases to which the physical system is subject, and would scout the idea of using the old-time methods of healing. We read in the history of the middle ages of a body of men who paraded the streets, and by flagellation of their backs with whips, and by muttered prayers and incantations, attempted to stop the ravages of a dreadful plague which was afflicting the country. Compare with them a physician of the present, with a thorough knowledge of anatomy, physiology, and the diseases to which this wonderful conglomeration of flesh, bone and nerves is subject, as he makes a careful diagnosis of the case, and then compounds the medicine which is to restore health and vigour to the patient.

Is there not an analogy here which will suggest the past and present of our educational system? In the dark ages of teaching, the school-room was a place of torture, ruled over by an empiric, who professed to cure all mental weaknesses and diseases which affected the helpless morials consigned to his tender mercies. He also practised flagellation, though he applied it to his patient, not to himself, and there was also a monotonous repetition of certain long sentences which the victim was required to recite an indefinite number of times, and by these means it was supposed the evil spirit of ignorance would be cast out, and the mind become healthful and vigorous. This resembles the "faith cures" we read of; it is true that some may be cured in this way, but there is danger of failure in most cases. It will not do for teachers in this enlightened age to keep up with the times, the teacher must imitate the physician, and as he studies the physical man, so the teacher must study the construction and capabilities of the mental organization, and having obtained a fair

(Continued on page 314.)

TORONTO:

THURSDAY, MAY 20, 1886.

CAPITAL AND LABOUR.

II.

It is not, of course, the duty of an educational periodical to occupy itself with the quarrels of employer and employed, the problem of wages and profit, or the discussions on the curtailment of the hours of labour; but the principles which underlie these come within its scope. Every pupil in every school in Canada will one day belong either to the class of employers or to the class of employed. They will have theoretical questions to answer and practical difficulties to overcome. And if anything can be done by means of the educational system now at our command to enable these pupils in the future to solve the first without prejudice and to grapple with the second without malice it should by all means be done.

Many speak of the advantages of a "practical education." To us it seems that the most practical education is that which enables the learner to put into practical use all that he is taught. And if he can be taught such facts and such principles as will make him fitted in after life to cope with these so pressing sociological and economic problems he is perhaps gaining the most practical education which it is possible for the State to bestow upon him.

Are there, then, any facts or principles which can be instilled into the minds of boys and girls at school which will have this tendency: which will prepare them to regard the arguments of the employe and the complaints of the employed without bias; to look with calm judgment upon strikes, unions, riots, lockouts, and so forth? We hold that much, very much, can be done tending to this consummation so devoutly to be wished; that we can inculcate into the minds of our children high principles of justice and equity, and lofty ideals of co-operation between man and his fellow-man.

For example: The true relationship of capital to labour could without much difficulty be pointed out. They are not antagonistic; they are interdependent. The battle is not between capital and labour; it is between monopolies and unions. If this fact could once for all be brought home to many who are already far past the age of schooldays, countries would

perhaps see less of such disturbances as have of late so seriously interfered with trade. The true meaning of the word capital; the value of labour; the impotence of one without the other; the necessity that each should consider minutely the character of the other; the importance of sacrificing everything to their mutual good will;—such things masters might with great profit touch upon and seriously teach. There need be no special hours devoted to the study of political economy. The very phrase "political economy" may terrify many of our educators. But none can deny that there are, in the usual curriculum of school studies, abundant materials from which lessons such as these may be drawn. And more especially from history. The imposition of tonnage and poundage; the bestowal of patents; the levying of ship-money; and many other such well-known facts could without much difficulty be used as pegs upon which to hang many a sound lesson on the laws of production and profit. So in geography: the one word "commerce" will open limitless fields through which to lead our pupils.

Again: By no means an unimportant factor in the problems lately brought before the eyes of all Europe is the extent to which force should be brought to bear upon open and rebellious attempts to obtain concessions by means which are subversive of law and order. This, indeed, to judge by the light of recent occurrences at Chicago, Milwaukee, Liège, and elsewhere, is becoming the chief ingredient of the question. And this phase of the contest should on no account be lost sight of in our attempts at instructing our pupils in the laws which bind society and protect trade.

This, perhaps, is the most difficult phase of the antagonism between capital and labour—certainly the most difficult one to touch on in the schoolroom. Only one suggestion may be hazarded: Let us one and all insist on the necessity of the preservation of order, the enforcement of law, the submission to rightful authority, the protection of the community. Too great a reverence for law is impossible. Authority, in these days, and in new countries, seems to be a word which is gradually losing all significance. But without authority no nation could exist, much less progress. Anarchy means retrogression. A house divided

against itself cannot stand. By innumerable examples could this be taught our children. And they cannot learn it too young.

But with this inculcation of the importance of submission to rightful authority should be taught the necessity of listening to grievances; of hearing complaints; of taking into full consideration everything that is properly urged by opposing classes. Some of our pupils will some day be our legislators. If in their school days they commence the science of government—even in this crude form—we may hope that a peaceful solution of capital and labour difficulties may be arrived at.

These few suggestions have been thrown out, not by any means as pretending to cover the whole ground of the enormous and intricate problem with which they deal, but rather to serve as hints to our school-masters and mistresses.

OUR EXCHANGES.

THE numbers of the *Living Age* for May 8th and 15th contain Lloyd's, Artist Life in Rome, Past and Present, and Society in Paris, *Fortnightly*; The Cuckoo, *National Review*; Principal Tulloch, and Moss from a Rolling Stone, *Blackwood*; An Old School-book, and German Readers, by One of Them, *Macmillan*; Soldiering in Jamaica, *Army and Navy Magazine*; Frederick the Great, *Temple Bar*; Agressive Irreligion in France, and The German Peasantry, *Spectator*; The Close of the Culturkampf, *Saturday Review*; The Lesson of 1686, Paddy and his Landlord, and Fashion and Flowers, *St. James' Gazette*; and instalments of "By the Post Tonga," "This Man's Wife," and "A Diplomatic Victory," and poetry.

REVIEWS AND NOTICES OF BOOKS.

Charles Darwin: His Life and Work. By Grant Allen. "Humboldt Library." New York: J. Fitzgerald.

Anything Mr. Grant Allen writes is sure to be well written, and in writing a life of Darwin he is in his element. With mental habits possessing a strong scientific bent; with his whole-hearted faith and zeal in the theory of evolution; and with his thorough grasp of the history of scientific thought during its recent rapid growth, few men were more competent to undertake a popular exposition of the work done by the greatest scientific genius the world has seen since the time of Newton.

The beauty of Mr. Allen's little book consists in the fact that it explains simply and interestingly to the ordinary reader the scope of the theories put forward by Charles Darwin. But few outside the small circle of readers to whom the "Origin of Species," the "Descent of Man," and the other epoch-making works of the great exponent of evolution are familiar friends, have any conception of the wealth of facts upon which this theory has been based. To such Mr. Allen's "Life" will be

a great boon. The ordinary conception of the doctrine of natural selection is a very crude one, and not many have the time or the inclination to expand or elaborate it by going to the fountain-head. Mr. Allen does this for them.

The very cheap form in which it is published makes it accessible to all. We strongly recommend all to become possessors and readers of it.

Business Forms for Schools and Academies. No. I., Letters and Bills; No. II., Letters, Receipts, Accounts, etc.; No. III., Notes, Drafts, and Letters; No. IV., Business Correspondence, Review of Business Forms. New York: A. S. Barnes & Co.

To those who desire to make use of business forms we can, on the whole, recommend these books. But they are by no means free from inaccuracies. To some of these attention may be drawn.

The types of receipted bills in Vol. I., pages 4, 12, and 18 are undated. The contraction St. for Street is hardly permissible in a formal note accepting an invitation (*vide* Vol. II., page 8). In promissory notes "after date" is of more general use than "from date," and the town in which the bank at which the note is payable should not be omitted (*ibid.*). In a joint note the words "jointly and severally" should be inserted after "promise to pay" (*ibid.*). The "principal and surety note" given in Vol. III., page 10, is one which, in this form, would scarcely be considered "negotiable" though it is asserted to be so. In the "set of exchange" the words "of the same tenour and date" are omitted (Vol. III., page 30). The phrase "please to receipt" (Vol. IV., page 3) is not grammatical. It should be simply "please receipt." The use of the word "footed" (Vol. IV., page 11) should be decried. "Totalled" is the correct form.

They contain a great deal of information and people unacquainted with the machinery by which money changes hands should avail themselves of Messrs. Barnes' Business Forms.

A NEW illustrated "French Book for Beginners," by Sophie D'Oriot, is announced for early publication by Messrs. Ginn & Co.

D. APPLETON & Co. have published, in the "International Scientific" series, a work on "Comparative Literature," by Prof. H. M. Posnett, which is an attempt to follow the effects of social and individual evolution on literature, from its rudest beginnings of song down to the present time.

G. P. PUTNAM'S SONS have just ready the first volume in their "Scriptures for Young People," comprising the Hebrew story from the creation to the times of Nehemiah. This work will be edited by Rev. Edward T. Bartlett, D.D., Dean of the P. E. Divinity School of Philadelphia, and will be complete in three volumes, two devoted to the Old and one to the New Testament. The clergymen of various denominations have written to the publishers of their sympathy in the undertaking.

GINN & Co. announce as forthcoming in their "Library of Anglo-Saxon Poetry," *Cynewulf's "Phœnix,"* edited by Prof. W. S. Currell, of Hampden-Sydney College, Virginia; "Maldon

Fight," edited by Prof. Thomas R. Price, of Columbia College; and "The Riddles of Cynewulf," by Dr. B. W. Wells, of the Friends' School at Providence, Rhode Island. "Caesar's Army: a Study of the Military Art of the Romans in the Last Days of the Republic," by H. P. Judson, Professor of History in the University of Minnesota, is also to be brought out by this firm.

HOUGHTON, MIFFLIN & Co. announce that the biography of Longfellow for the "American Men of Letters" series will be written by W. D. Howells. The volume on Hawthorne in the same series is still in the hands of Mr. Lowell. The eleventh volume in the "Riverside Aldine" series will be "Democracy and Other Addresses," by James Russell Lowell. It will comprise seven addresses, all of which except one, "Book and Reading," were delivered in England. The others are "Democracy," "Garfield," "Dean Stanley," "Fielding," "Coleridge," and "Don Quixote."

"I HAVE finished my book ('Middlemarch')," wrote George Eliot to Alexander Main, "and am thoroughly at peace about it—not because I am convinced of its perfection, but because I have lived to give out what it was in me to give, and have not been hindered by illness or death from making my work a whole, such as it is. When a subject has begun to grow in me I suffer terribly until it has wrought itself out—become a complete organism; and then it seems to take wing and go away from me. That thing is not to be done again—that life has been lived. I could not rest with a number of unfinished works on my mind. When they—or, rather, when a conception has begun to shape itself in written words, I find that it must go on to the end before I can be happy about it. Then I move away, and look at it from a distance without any agitations."

HARPER & BROS. have in press a volume on "Manual Training," by Charles H. Ham, which has special reference to industrial education as carried on in the Chicago Manual Training School, and other like institutions. They have just issued an important monograph by the historian, George Bancroft, entitled "A Plea for the Constitution, Wounded in the House of its Guardians," said to be an elaborate argument against the legal-tender discussion expressed by the Supreme Court on March 3, 1884, in the case of *Julliard vs. Greenman*. They have also just ready a new edition of Cross's "Life of George Eliot," containing new and important information concerning the novelist's change of religious belief in 1841-1842, and recollections of her life at Coventry. They will soon publish an important historical work on the Indians, entitled "The Massacres of the Mountains." The author is Mr. J. P. Dunn, Jr., of Indianapolis, who has given a large amount of time and labour to the study of the subject. The book will be profusely illustrated.

JOHN G. WHITTIER has written the following appreciative letter to Messrs. Lee & Shepard, in reference to one of their recent publications: "I have been reading the new book by Jane Andrews, 'Ten Boys who Lived on the Road from Long Ago to Now,' which you have published, and cannot forbear saying that in all my acquaintance with juvenile literature I know of nothing in many respects equal to this remarkable book, which contains in its small compass the concentrated know-

ledge of vast libraries. It is the admirably-told story of past centuries of the world's progress, and the amount of study and labour required in its preparation seems almost appalling to contemplate. One is struck with the peculiar excellence of its style, clear, easy, graceful and picturesque, which a child cannot fail to comprehend, and in which 'children of a larger growth' will find an irresistible charm. That it will prove a favourite with old and young I have no doubt. It seems to me that nothing could be more enjoyable to the boy of our period than the story of how the boys of all ages lived and acted."

It is well known that Richard Wagner was immensely affected, and that Alexander Dumas *frère* was a great wag. The following story of the two is at least well invented (says the *New York Examiner*), if not absolutely true: "Wagner generally received his visitors in mediæval costumes, such as he always wore when composing. Dumas, calling on him one day, was highly amused at the masquerade. 'You are all dressed up to play *Gessler*,' said Dumas, with his good-natured laugh, which rather hurt the feelings of the author of 'Tannhäuser,' who, nevertheless, returned M. Dumas' visit when next he was at Paris. After some considerable delay, M. Dumas appeared at last dressed magnificently in a dressing-gown with a large flower pattern, a helmet with flying plumes, a life-belt around his waist, and enormous riding boots. 'Pardon me,' said he, majestically, 'for appearing in my working costume. I can do nothing without being dressed in this manner: half of my ideas live in this helmet and the other half are lodged in my boots, which are indispensable to me when I write my love scenes.'

"THREE miles away from the village of Coniston, and on the opposite side of the lake, lies Brantwood, the home of Professor Ruskin—a large, beautiful, rambling house, with spacious rooms and low ceilings, commanding a view which," says the *Pall Mall Gazette*, "is certainly unsurpassed in England for picturesqueness and poetic beauty. Down the grassy slopes and across the placid mirror-like lake the spectator looks up at the Old Man of Coniston, rising majestically from among the lesser hills which form the middle distance. The village lies away to the right on the opposite shore; to the left no habitation interrupts the view for four miles and more, save the ivy-grown Coniston Hall. On such a picture, rich with ever-varying colour, fascinating and peaceful, the great art critic loves to gaze throughout the summer twenty times a day. Mr. Ruskin was walking in the extensive grounds adjoining the house when I arrived, and pending the announcement of my visit I was shown into the drawing-room to await his coming. Dwarf and other book cases stood against the walls, which, moreover, were adorned with beautiful examples of Prout, D. G. Rossetti, and others, as well as Mr. Ruskin's well-known drawing of the interior of St. Mark's, at Venice, one of his most important efforts. Cases of shells, in infinite variety, and of minerals revealed another and less generally known phase of Mr. Ruskin's taste, and a volume of 'Art in England'—his last series of Oxford lectures—lay upon the table. I was still examining the handsome bindings upon the shelves (for the professor delights in worthy examples of the bookbinder's art), when the door opened and he entered the room."

(Continued from page 311.)

knowledge, proceed to cure the weaknesses of the mind, or assist in its fullest development. This will require study, thought, and practical experiment, and then we shall still find worlds to conquer. We are always learning, and this from our failures as well as from our successes. Experience is an impartial friend who chastens us for our future good. She gave me a lesson which I shall never forget. This was, to find out how much my pupil knew before trying to teach him any more. A little lad came to school, bright and intelligent, and seemingly able to read fluently. I anticipated pleasure in teaching him. For several days, being busied with a large class of dull beginners, I listened with enjoyment to his free-and-easy reading, but then I began to notice a certain peculiarity, and asked him to point out several isolated words. He failed to do this, and several questions soon elicited the amazing fact that he did not know one word from another—had been reciting his lessons which his sister had taught him, parrot-fashion, while learning them herself. The necessity now lay before me of breaking up this habit, and this was an extremely difficult and wearisome task, necessitating the use of different readers, reading from right to left, and every possible plan for learning the shapes of the words, for his memory was trained to catch the *trick* of the sentences, while his eye utterly failed to recognize the word-signs. I am careful now to get a thorough idea of the material I have to work upon, and then, by the use of the blackboard, make a further impression of new words and the parts of these words upon the pupil's mind. To do this, let me illustrate by a class beginning a lesson on the sounds of *c* and *n* in combination with the sounds of *th*, *wh*, or *m*, or *p*. I write the letter *n* on the board, and speak of the name of this being so like the sound, and ask the pupils what it says. The sound of *n* is given. Then *c* is joined, and *cn* is said by the class. I tell them of a goose, who always talks crossly to those it meets, by saying "*th, th, th,*" and placing the *t* and *h* on the beard, the sound is joined to *cn*, and the word *then* is uttered. The *wh* is the first sound of a whistle, and so on with the rest. Then we say something about the words, that is, we make a sentence containing them. Language lessons are an indispensable accompaniment of the reading lesson; and a talk on the lesson, and the picture will train the pupil to think, to express his thought, and to express that thought logically and clearly. A knowledge of child-nature will be acquired by the teacher as the mind exhibits its working, and it is wonderful the strange ideas that are lurking in its still recesses, which will be revealed only to the teacher who has tact to educate and elicit the best

feelings of the child. How pitiful a sight is the proud, reserved child, who fears to express his thoughts for fear of the laughter or the cross snub of his teacher, and who looks helplessly forth on the many wonders surrounding him, and dares not ask, "Why is this?" Carlyle, the philosopher, seems to have had such an experience, for he speaks of his teachers in "Sartor Resartus," as a "set of hide-bound pedants, without knowledge of man's nature or of boy's; or of aught save their lexicons and quarterly account books. Innumerable dead vocables (not dead languages, for they knew no languages) they crammed into us, and called it 'fostering the mind.' How can an inanimate, mechanical word-grinder, such as, in a subsequent century, will be manufactured of wood and leather, foster the growth of anything? much more of mind which grows, not like a vegetable (by having its roots littered by etymological compost), but like a spirit, by mysterious contact of spirit, Thought kindling itself at the fire of living Thought. How shall he give kindling in whose inward man is no live coal, but all is burned out to a dead grammatical cinder? My professors knew syntax enough, and of the human soul, thus much, that it had a faculty called memory, and could be acted on through the muscular integument by the appliance of birch rods." This is Carlyle's strongly expressed opinion of the teachers of the past, and it is more than probable some of their disciples are still practising their methods. Let us teachers of the latter part of the nineteenth century be careful lest some of the young philosophers of the future may hold us up to the gaze of succeeding generations as specimens of "word-grinders," using birch rods as tools for opening the youthful treasury of thought.

As Reading is the vehicle by which knowledge is acquired, it follows that we should pay much attention to this branch in our schools. We are not striving to make elocutionists and orators, but to get a well-articulated, intelligent, and spirited rendering of the thought expressed in the selections they use as reading lessons. If this be attained, the elocution will follow, and those who have a fancy for oratory will have an impetus in that direction. The thing needful is to get a good idea of what is meant, first in its outward or surface meaning, and then in its moral or allegorical sense; and to do this it is necessary to appeal to the child's ideas by its powers of seeing, feeling, hearing, and by gesture or emphasis, get the pupil to imagine the scene. I have found that to impress anything on a child's mind, it is necessary to be somewhat exaggerated in emphasis, rather than to undervalue the force. I give thorough explanation and examples in teaching of the selections, in reading, then the pupils read, and answer

and ask questions. I find the value of this especially in my second and third classes, and occasionally find an unexpected instance of well-understood explanations. One day at recess, a little six-year old girl, in the second class, evidenced her power of comprehension in an unexpected manner. Her sister, to the amusement of all, was playing on a Jew's harp, her music eliciting many derisive remarks. The little sister looked gravely up, and said, "It makes me think of the second last verse of Sheilah." This coming from such a source caused me to ask her, "What do you mean, Lily?" She was very bashful, but at last said, "It was where he played a *lament* for his poor dog, Tray," and I explained that a lament was a sad song for the dead. This compliment to the elder girl's music was greatly appreciated by the other pupils.

A good plan for teaching language is to ask the class to say something about some object or word, then select one pupil from those standing, to write his sentence on the board. I say to them first, "Now, say something which will be worth hearing, not what every one else would say." Then the pupils, with my assistance, correct any errors in spelling, grammar or punctuation. Language lessons orally on the parts of speech are practised by using objects, and entering into conversation about them. Credit is given for the quality of the sentence as well as for the correctness of form. Our methods of teaching composition are especially improved since the time when I first began to write. Children were not taught that subject at all, but were required to write "Compositions" occasionally, and if we did well, we got more marks than if we did ill, and there the matter ended. It was supposed that when the necessity came, the power would be given. Again, we learn from past failures, to train better our pupils so that the distressing wail of—"I fairly *hate* to write a letter," may be an unheard sound.

(To be continued.)

LIKE most busy men, Archbishop Trench was a great reader of the books of the day, not neglecting even the lighter sort. To a young man, a few years since, who admitted he had not read "Sylvia's Lovers," the archbishop said, "Then go to Mudie's for it at once, and do not consider your education complete till you have read and mastered it." Had any one asked Dr. Trench for a list of the "Best Hundred Books," he would probably have replied with a list of the best thousand, and then have declared that his list was sadly incomplete. It should be noted with deep thankfulness by those who love our language, that the pestilent heresy of phonetic spelling had no more orthodox opponent than the author of the "Study of Words," and this though Julius Hare had put himself under bondage to such horrid forms as "pluckt" and "walkt."—*Academy*.

Mathematics.

SOLUTIONS TO FIRST CLASS "A" AND "B" ALGEBRA PAPERS FOR 1885.

13. Determine the coefficient of x^r in the expansion of $(1+x)(1+cx)(1+c^2x) \dots$ the number of factors being unlimited, and c less than unity.

Let $(1+x)(1+cx)(1+c^2x) \dots = 1 + p_1x + p_2x^2 + \dots$

where p_1, p_2 , etc., do not contain x . Change x into cx

Then $(1+cx) \{ 1 + p_1cx + p_2c^2x^2 + \dots \} = 1 + p_1cx + p_2c^2x^2 + \dots$

$\therefore 1 + p_1cx + p_2c^2x^2 + \dots + p_1cx + p_2c^2x^2 + \dots = 1 + p_1cx + p_2c^2x^2 + \dots$

Equate coefficients of x^r

Then $p_r c^r + p_{r-1} c^{r-1} = p_r$

To find p_1, p_2, p_3 , etc., put r in succession equal to 1, 2, 3, \dots, n

Then $p_1 = 1; p_1 c^1 = p_1; p_2 c^2 + p_1 c^1 = p_2; p_3 c^3 + p_2 c^2 = p_3$.

$\therefore c^1 = 1$

And $p_1(1 - c^1) = p_1 c^0$.

$$\therefore p_1 = \frac{c^0}{1 - c}$$

Also $p_2 c^2 + p_1 c^1 = p_2$

$\therefore p_2(1 - c^2) = p_1 c^1$

$$\therefore p_2 = \frac{p_1 c^1}{1 - c^2} = \frac{c^0 c^1}{(1 - c)(1 - c^2)}$$

Similarly $p_3 = \frac{c^0 c^1 c^2}{(1 - c)(1 - c^2)(1 - c^3)} = \frac{c^3}{(1 - c)(1 - c^2)(1 - c^3)}$

$$\therefore p_r = \frac{c^{\frac{r(r-1)}{2}}}{(1 - c)(1 - c^2)(1 - c^3) \dots (1 - c^r)}$$

14. Shew that $1 + \frac{2^2}{|2} + \frac{3^2}{|3} + \frac{4^2}{|4} + \dots = 5c$.

The n th term equal $\frac{n^2}{|n}$

$$= \frac{n(n-1)(n-2) + 3n(n-1) + n}{|n}$$

$$= \frac{n(n-1)(n-2)}{|n} + \frac{3n(n-1)}{|n} + \frac{n}{|n}$$

$$= \frac{n(n-1)(n-2)}{n(n-1)(n-2)|n-3} + \frac{3n(n-1)}{n(n-1)|n-2} + \frac{n}{n|n-1}$$

$$= \frac{1}{|n-3} + \frac{3}{|n-2} + \frac{1}{|n-1}$$

Change each term after the third into this form :

First term = 1

Second " = 4

Third " = $\frac{9}{2} = 4 + \frac{1}{2} = 4 + \frac{1}{|2}$

Fourth " = $1 + \frac{3}{|2} + \frac{1}{|3}$

Fifth " = $\frac{1}{|2} + \frac{3}{|3} + \frac{1}{|4}$

Sixth " = $\frac{1}{|3} + \frac{3}{|4} + \frac{1}{|5}$

Seventh " = $\frac{1}{|4} + \frac{3}{|5} + \frac{1}{|6}$ etc., etc.,

$$\therefore 1 + \frac{2^2}{|2} + \frac{3^2}{|3} + \dots = 1 + 4 + 4 + 1 \left\{ \frac{5}{|2} + \frac{5}{|3} + \frac{5}{|4} + \dots \right\}$$

$$\begin{aligned} \therefore 1 + \frac{2^2}{|2} + \frac{3^2}{|3} + \dots &= 5 + 5 + 5 \left\{ \frac{1}{|2} + \frac{1}{|3} + \frac{1}{|4} + \dots \right\} \\ &= 5 \left\{ 1 + 1 + \frac{1}{|2} + \frac{1}{|3} + \frac{1}{|4} + \dots \right\} \\ &= 5c. \end{aligned}$$

(To be continued.)

A NEW DEMONSTRATION.

We take the following from the *School Bulletin* :

ORCHARD PARK, April 3rd, 1886.

Mr. C. W. Bardeen, Editor of *School Bulletin* .

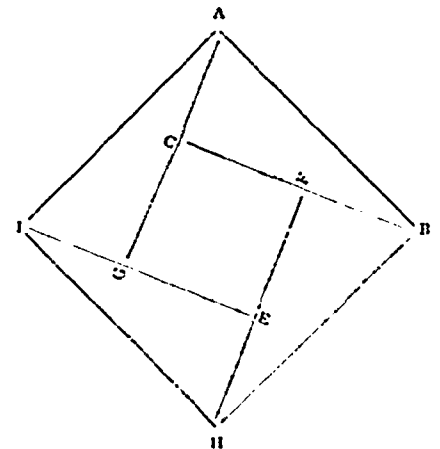
DEAR SIR,—I don't know that the world needs any more demonstrations of the fact that the square of the hypotenuse of a right angled triangle is equal to the sum of the squares of the other two sides : nor, if it does, am I at all certain that you will care to publish one. But having discovered a very simple demonstration, simpler than any that I know, and hoping that the world and the *School Bulletin* have never heard of it, I venture to send it to you.

This demonstration, as I have given it on the accompanying slip, is not exactly as I would give it to a class of course, but sufficient for you to judge of its merits if it have any.

Respectfully,

FANNY M. SHERMAN.

Principal Public School, Orchard Park, N.Y.



Let ABC be a right-angled triangle ; describe square on hypotenuse AB ; from H let fall perpendicular upon CH, and from I one upon HF ; prolong AC to G. The four triangles in the figure have the sides of each respectively perpendicular to the sides of those connected with them. The triangles are therefore mutually equiangular, the corresponding sides of the four being sides of the same square they are consequently equal, the area of each is equal to half the product (or rectangle) of the base and perpendicular : hence the area of the four is equal to twice the rectangle of AC and CH. The square in the centre is the square on the difference of AC and CH. Now as the square on the difference of two lines, plus twice the rectangle of the lines, equals the sum of the squares described on the lines, the square on AB, or the whole figure = $AC^2 + CH^2$.— Q. E. D.

S. C. GRIGGS & Co. have published, in their "Philosophical Classics," President Noah Porter's volume on Kant's "Ethics." The theme of the book is, as we have already said, Kant's ethical theory as contrasted with his practical teachings. It is expository and critical, stating the points largely in Kant's own language, and offering such comments as may be helpful to a more complete understanding and appreciation of the great German thinker.

MILES FERGUSON.

Educational Opinion.

WOMEN'S EDUCATION AND HEALTH.

THE question of how collegiate training affects the health of women which for the last fifteen years has been bandied about among medical men and laymen, has at last received one definite answer. The Association of Collegiate Alumnae, an organization which had its origin in Boston but has become well-nigh National, has collected the facts of that answer, and the Massachusetts Bureau of Labour Statistics has tabulated them and picked from them every important conclusion which they could furnish. The statistics are gathered from the graduates of a dozen colleges, all co-educational except Smith, Vassar and Wellesley, and including all those of high standard and exacting course to which women have been admitted. It was the aim of the Association not only to collect data sufficient to settle this mooted question one way or the other, but also to gather information that would give a better understanding of woman's physical ability. To serve this purpose a schedule of questions was sent out to each of 1,300 alumnae. The questions covered the physical condition and nativity of parents, the surrounding influences, conditions, physical exercise, mental labour, of the alumna from childhood until graduation and her health and occupation since that time. To these 1,300 circulars 705 answers were received, a sufficient number to make deductions worthy of trust. The fact that these papers were all turned over to the Bureau of Labour Statistics frees the conclusion, arrived at from suspicion of special pleading, or of being twisted and coloured to suit a special purpose.

The first and most striking fact elicited is that during the college life of these 705 women 60 per cent. felt no change in health; 20 per cent. felt an improvement, and 20 per cent. a deterioration. The average age at the time of entering college was 18.35 years, but for those who entered at sixteen years or under there was an increase in deterioration in health of a little more than 10 per cent. as compared with those who entered at a later age. Much of this decline in health appears to be the result of inherited tendencies rather than of college life, for 20 per cent. of those showing a decline in health inherited a tendency to disease from their parents, but where there has been no such inherited tendency the figures show that there has been an increase in good health of nearly 3 per cent. But this decline in health is not as serious as it appears. The grades of health are classified under the heads of "excellent," "good," "fair," "indifferent," "poor," and one-third of the deterioration was only from "excellent" to "good." Those

who studied moderately during the college course appear to have been benefitted by college life, but about 7 per cent. of those who studied severely suffered in consequence. Worry seems to have been a more prolific cause of physical trouble than severe study, for those who worried over their studies and personal affairs show a decline in health of 15 per cent., while those who were free from this kind of care gained 10 per cent. in health. It is also noteworthy that nearly all of those who suffered in consequence of severe study report that since graduation they have recovered their normal condition. Over 78 per cent. of the whole number report their present health as either excellent or good. In comparison with this showing it is worth while to notice, in passing, the fact that Dr. Mary Putnam Jacobi a few years ago obtained answers from nearly 250 women of all classes and conditions on the question of general health. Only 56 per cent. of those were in good health, a gain of 22 per cent. in favour of the college graduates. Of the 417 who report themselves as having some sort of ailment, only 81 consider their disorders to be the result of intellectual overwork, the same number, by the way, as say they have been injured by bad sanitary regulations.

The theories by which Dr. Clark put back the movement for collegiate training for women at least a dozen years, and the arguments which medical men have usually set against its course, receive a blow from the facts here brought together. The average age at which these women began to study is less than six years—many of them began at three—and they entered college at the average age of 18.35, leaving it at 22.39, thus bringing the period of preparation for college from the fifteenth to the eighteenth year. Of the entire 705 and out of the 417 having some kind of ailment, only 112 have had any kind of trouble peculiar to the female sex. There are not many disorders of either eye or brain among them, only 12 of the former and 30 of the latter being reported. The nervous system seems to have suffered most, there being 137 such disorders reported. But evidently not a great deal of this should be laid at the college door, for nearly one-third the entire number say they are naturally of nervous disposition and were nervous before entering college.

Those who have doubted concerning the physical results of collegiate training should turn a glance at the conditions after marriage. The percentage of marriages is rather smaller than usual, being only 27.8 per cent., although the average present age is 28.5 years. These have been married a little less, on the average, than seven years, and have had 265 children. The number of children's deaths has been less than one in ten, a much better showing than the average

of mortality among children. From which it appears that though college-bred women may give birth to fewer children than others, those children are stronger and more likely to live.—*New York Tribune.*

INFUDICIOUS PUNISHMENTS.

1. *Scolding.*—This is never a proper punishment. Indeed, a scolding teacher soon loses the respect of his pupils. The less the teacher scolds and the less he threatens, the greater the number of friends he will have.

2. *Ridicule.*—The teacher has no right to ridicule either the defects or the mistakes of the child. Such conduct makes a teacher deserving of all the contempt that pupils can heap upon him. Sarcastic remarks, such as calling him a dunce, a numbskull, an ignoramus, etc., is contemptible conduct in the teacher.

3. *Confinement.*—Solitary confinement is not only injurious as a school punishment, but it is also unwise.

4. *Personal Indignities.*—All those annoying punishments which, though not severe, serve to irritate the child, such as pulling the ears, snapping the head, pulling the hair, compelling the child to wear a dunce-cap, and the like, are all improper.

5. *Personal Torture.*—Such punishments as compelling a child to stand on one foot, hold a book at arm's-length, kneel on a sharp edge of a piece of wood, walk barefooted on peas, hold a nail in the floor without bending the knee, etc., ought to belong to the dark ages.

6. *Performances of Tasks for Misconduct.*—No pupil should ever be asked to study a lesson for misconduct. There is no connection between the two, and the love for learning is defeated in this way.

7. *Worrying a Pupil.*—Vexatious talk should never be indulged in. The kind of grumbling in which some teachers indulge hardly rises above the dignity of scolding. If the child makes a mistake, the teacher is sure to complain. If the child is guilty of some trivial offence, the teacher has an unkind remark to thrust at him.

Cautions.—1. Do not make threats of punishment in advance.

2. Do not try to make pupils learn by whipping for unlearned lessons.

3. Adapt the punishment to the offence.

4. Be patient with the shortcomings of your pupils.

5. Do your utmost to prevent faults, so as to avoid the necessity of punishment.

6. Punish only for wilful misconduct.

7. Do not reprove those who try but fail.

8. Do not expect perfect order in the school-room; rather seek to find the hum of industry.—*Public School Manual.*

Methods and Illustrations

PRACTICAL ENGLISH.

SUITABLE FOR AN EXAMINATION FOR THIRD OR SECOND CLASS TEACHERS.

I.

1. (a) WRITE a letter to the mayor of your town, complaining of a nuisance in the neighbourhood of your house, and asking that the same be abated or removed. State all necessary particulars.

(b) Write an acknowledgement of this letter, as by the mayor's secretary.

(c) Write a further reply to this letter (in the name of the mayor) stating what steps will be taken to remove the nuisance.

(d) Write a second letter to the mayor in regard to this matter, complaining that the nuisance has not yet been removed.

(e) Write a reply to this letter (in the name of the mayor) giving reasons for previous apparent forgetfulness, and promising immediate attention.

(f) Write your note of thanks to the mayor for attending to the matter of which you had complained.

2. (a) Endorse properly all the letters in the previous correspondence.

(b) Write a *précis* of this correspondence.

3. (a) Write down the heads of an argument in favour of *Temperance*.

(b) Expand these heads into the continuous argument, giving to each head a separate paragraph.

4. (a) Write down the heads of an argument in favour of *Prohibition*.

(b) Write down the heads of possible objections.

(c) From the heads in (a) and (b) form a continuous statement, with suitable introductions and in proper order, of the arguments that may be advanced for and against prohibition. The arguments need not be expanded.

5. Write down as many synonyms as you can of "colour" (noun), and give sentences showing that you understand their distinctions. (If preferred the noun "grant" may be taken.)

6. Indicate by phonetic spelling and by accents the proper pronunciation of "prelacy," "exemplary," "matricidal," "menace," "deacon."

7. Indicate by marks, and illustrate by common words the elementary sounds which the symbol *a* is made to represent. Do the same for *e* and *i*.

EMERITUS.

SYSTEMATIC PRONUNCIATION.

VI.

DURING the past fifty years, doubtless through the wide diffusion of learning that has taken place in that period, the spelling of the words that end in *aunt* and *aunch* has been constantly undermining their pronunciation, until our latest lexicographer gives the Italian *a* sound to but two of them, *aunt* and *staunch*, the verb (which is now commonly written *stanch*), and also to one more, *staunch*, the adjective. The gradual character of the change will be seen by reading the following table, wherein the pronunciation given to each word by one of four lexicographers chosen at the initial, final, and two intermediate points of the said period, is written under his name; the words dealt with being *aunt*, *daunt*, *flaunt*, *gaunt*, *gauntlet*, *haunch*, *haunt*, *jaundice*, *jaunt*, *launch*, *laundry*, *paunch*, *saunter*, *staunch* or *stanch*, the verb (1, 2), *staunch* or *stanch*, the adjective (3, 4), *taunt* and *vaunt*.

	Worcester. 1873.	Nuttall. 1884.	Stormonth.
<i>aunt</i>	id.	id.	id.
<i>daunt</i>	id. or dawnt	dawnt	dawnt
<i>flaunt</i>	id.	flawnt	flawnt
<i>gaunt</i>	id.	id.	gawnt
<i>gauntlet</i>	id.	id.	gäntlet or gawntlet
<i>hänsh</i>	id.	hawنش	hawنش
<i>hänt</i>	hawnt	hawnt	hawnt
<i>jäundis</i>	id.	id.	jawndis
<i>jänt</i>	id.	id.	jawnt
<i>läunch</i>	id.	id.	lawنش
<i>ländri</i>	id.	id.	laundri
<i>pänsh</i> or <i>pawنش</i>	id. or pawنش	pawنش	pawنش
<i>santer</i> or <i>sawnter</i>	id. or sawnter	sänter	sawnter
1. <i>stäunch</i>	id.	id.	id.
2. <i>stäunch</i>	id.	id.	id.
3. <i>stansh</i>	id.	id.	stawnش
4. <i>stäunch</i>	id.	id.	id.
<i>tänt</i> or <i>tawnt</i>	id. or tawnt	tänt	tawnt
<i>vänt</i> or <i>vawnt</i>	id. or vawnt	vawnt	vaunt

We wish we could have found a dictionary that covered a period a little earlier than Nuttall's first one; but nowhere in the Queen city could we obtain the Imperial, or other such authority. But it must be borne in mind that dictionaries always refer to a period a little earlier than their own; since they do not hastily accept innovations, for fear that these may afterwards be deemed vulgarisms. We did not cite the opinion of the People's Dictionary, because it is essentially an American work, and would not have given a fair view of the change taking place in England. On the other hand, though Stormonth's book is published in Scotland, it certainly shows the reverse of a Scotch bias in preferring the *aw* to the *a* sound, while that the Scotch people as well as the English gave the *a* sound to our words fifty years ago is proved by Reid's Dictionary, published in Glasgow in 1841, which follows Worcester in every word but *laundry*, *paunch*,

saunter, *taunt* and *vaunt*, in which it also gives the same preponderance to the *a* sound. Now it is true that well nigh every one of our words is derived from a French word containing the long foreign *a* sound, and therefore that we ought from the first to have given that sound to them, if the foreign spelling was not inconsistent therewith (as the pronunciation of such words as *stander* and *stant*, and of such abbreviations as *can't* and *shan't*, shows that it was not). But, on the other hand, we have ceased for ages past to spell them in the foreign way, employing, to represent the foreign sound, no longer a simple *a* but a pair of symbols that most closely resembles *aw*, the recognized mark for the innovating sound, and that itself in the vast majority of cases stands for the innovating sound. If we wish to return to the original foreign pronunciation, we ought in consistency to return to the foreign spelling. But to change both pronunciation and spelling in so many common terms, and thus to upset at once our world-covering speech and colossal literature, would be a stupendous task.

Our aim, therefore, should be to get rid of any anomalies that persist, pronouncing the whole catalogue with the *aw* sound, except the too familiar *launch* and *aunt*, and the verb *staunch* (so often written *stanch*), and spelling *launch* and *staunch* uniformly *lunch* and *stanch*. *Staunch* the adjective, although doubtless similar in origin to *staunch* the verb, has a meaning so remotely related that it is not naturally treated on the same footing; and it would be great gain to have it spelt as well as uniformly pronounced in a different way. As for *aunt*, it cannot be written like the name of the insect, but must just continue to be an anomaly, unless, indeed, we resort for it and all other such words to the un-English but very intelligible spelling, *ahnt*, *lahنش*, *stahنش*, and so-forth.

M. L. ROUSE.

THE Science and Art Department, London, England, through their organizing master, Mr. T. C. Buckmaster, has commenced a sort of mission in some of the agricultural counties for the purpose of making their scheme for the establishment of night classes for instruction in the principles of agriculture better known. The clergy in the diocese of Oxford are favourably impressed with the idea as a means of profitably occupying the leisure of lads who have left school, of whom not one per cent. continue their education beyond the day school. The great difficulty is not so much the want of pupils, but the want of qualified science teachers in rural districts. Considerable interest has been excited in some parishes by Mr. Buckmaster's lectures. In one village he was escorted to the school room by the drum and fife band of the Labourers' Union, in another the Salvation Army attended his meeting, and expressed its approval with frequent Amens. Altogether an interest is gravitating towards a much neglected subject, the better technical education of farmers and farm-labourers.

Educational Intelligence.

ARBOUR DAY AT LONDON.

A SPECIAL meeting of teachers under the auspices of the East Middlesex Association was held on Saturday. The chief subjects discussed were connected with the observance of Arbour Day, which came this year on Friday, May 7.

Mr. Liddicoatt occupied the chair. The proceedings commenced with singing "May Morning" by the pupils of the London South school.

Mr. Dearness, in explaining the object of the meeting, said that the opinion prevails in certain quarters that as soon as a row of trees is planted round the school yard the usefulness of Arbour Day in that section ceases. This is a mistake. Even after a row of trees is planted and rooted, and the row doubled on the street sides, the yard yet needs clumps of evergreens on the side exposed to the prevailing winds and around the latrines, and there will still be room for many flowering and fragrant shrubs, and for borders of perennial flowers. When the yard is fully occupied the concession near the school will afford "lesson ground." But even though no more tree or shrub planting can be done, the usefulness of Arbour Day has not ceased. The trees protect and beautify the school grounds, make them cooler in summer and warmer in winter, render them more wholesome and attractive, and yet all these benefits are surpassed by the value of the education in forestry that the proper observance of Arbour Day teaches. In an agricultural community the more opportunities the school life has of touching the life of the husbandman the better. It is no small thing that a sentiment can be planted in the minds of the youth that in their adult years will result in bordering the long lines of bare roads with avenues of beautiful and sheltering trees, that will turn waste corners of fields into shady clumps of cool green. The advocate of tree-planting can appeal to all classes. To him who possesses no sense of beauty he can show that the woodland must be protected around the sources of our streams. Colonel Ludlow, the chief engineer of the Philadelphia water department, pointed out that the cutting down of the forest around the head waters of the Schuylkill has largely deprived the river of that power of conservation which is given by woodland, whereby the rainfall is held back and checked in its passage to the stream, and the flow is more nearly equalized and prevented from dashing down and passing out in freshets. Sixty years ago the Schuylkill's summer flow of water was estimated at 500,000,000 gallons per day. Successive measurements have shown a gradual diminution until in 1874 it was only 250,000,000 gallons per day. Philadelphia fears its water supply may become insufficient. Cincinnati dreads its terrible annual flooding, both arising chiefly from the same cause—the cutting away of the forests around the sources of their respective rivers. Trees exercise a very beneficial effect on the climate, and to a large extent regulate the rainfall. Clumps of trees near the farm buildings not only shelter and protect them from wind storms and cold, but act as electric rod conductors, and so to some extent perform the duty of the lightning rod. Any one who needs more substantial

reasons for tree-planting than the few here given out of the many possible, should examine Prof. Brown's pamphlet on "The Application of Scientific and Practical Arbouriculture in Canada." In that the Professor shows that the gross revenue from a mixed plantation of 100 acres for 50 years would be about \$80,000, the gross expenditure would probably be \$20,225, leaving a clear profit to the owner for the period mentioned of \$60,565. It is not too much to hope that a few years will see every schoolhouse in East Middlesex and in the Province festooned with attractive climbers, and embowered summer and winter in a close cordon of green, and the yards tastily ornamented, so far as possible to preserve the boys' playing area, with beautiful flower and shrub and tree.

Mr. Liddicoatt testified that tree planting and flower planting in the school grounds has been in his case a most effective means of making school interesting. Last year in and about the Thorndale school-yard they planted 88 trees. Nearly every pupil has some personal property in these, and all take the very best care of them. He could not overestimate the value that Arbour Day has been to his school.

Mr. C. B. Edwards recommended the plan of having each child bring one or more trees. Directions should be given to them as to the selection, so that the size will be nearly uniform.

The secretary, Mr. Copeland, read a letter from Mr. Phipps recommending the planting of lines of evergreens for shelter on the north, either white pine, Norway spruce, or cedar, the last preferable if the ground be low. Spruce or cedar is better than pine to conceal offices, as it stands cutting down to hedge form better. Avoid planting trees to shade houses from the southern sun; let them have all the sunlight from the south and east; shelter on the north and west. Let the evergreens branch down to the ground: plant them small; they will not need pruning. Prune deciduous trees in proportion to the root. A tree the size of one's finger with a good root well planted and milched will out-grow one as thick as the wrist with a poor root. Plant them the depth they stood, and where the wind can take hold of them, stake and tie them firmly so that the roots cannot shake in the ground. Watch that the bindings do not in-grow. Keep evergreen roots from the sun and air every moment until they are planted. In sandy places they grow so deep and hair-like that when large they do not transplant well, therefore, if from sandy ground they must be transplanted small, if from the nursery they should have been previously twice transplanted. A good plan is to take small ones—say six inches—from the bush, fill a bed with them until next spring and then transplant them in the first week in June or the first week in August, the former is preferable.

Mr. Copeland described the method of planting and naming the trees in S. S. No. 10, Westminster.

Mr. Honner advised against too much watering of newly-planted trees.

Mr. C. Baker, London, a practical arbouriculturalist, spoke of the kind of trees that should be planted. Besides the usual deciduous tree, he recommended the Siberian crab, mountain ash, horse chestnut, and some of the nut-bearing trees. He brought a young maple tree, and showed in a most practical manner how trees should be dug out

of the woods. They should be taken from the edges of the bush. He showed practically how a tree ought to be pruned and planted. Make a wide but not deep hole, cut off the tap root, line the hole for the tree in the bottom with inverted sods, make the middle higher than the edges. Do not pour water about the roots when planting. He showed how to train vines, and repeated an offer to make a present to every school of two climbers—a grape and a Virginia creeper, or a Virgin's bower clematis.

Then followed the singing of "Woodman, Spare that Tree" by all present.

Afternoon Session—Mr. R. H. Honner in the chair.

Mr. Forsyth, gardener at the Experimental Farm, in a letter recommended the following perennials and annual flowers for beds and borders in the school-yards:

Perennials—Aquilegia (columbine) different sorts, campanula (harebell or Canterbury bell), delphinium (larkspur), lathyrus latifolius (perennial pea), phlox subulata (moss pink), phlox decussata (large phlox), lychnis chalcidonica (scarlet)—the above are most conveniently obtained by sowing the seed in the spring, they will blossom the following year—dicentra spectabilis (bleeding heart), dictamnus flaxinella, iris or fleur de luce, lilium tigrinum (tiger and other hardy lilies), peony, spirea palmata (large crimson), tradescantia virginica (spider wort).

Annuals—Balsams, coreopsis, candytuft, centaurea moschato, clarkia pulchella, convolvulus minor (dwarf morning glory), dianthus chinensis (Indian pink), escholtzia cal, gillia rosea, jacobea, rocket larkspur, linum coccineum (scarlet flax), malope, marigold, mignonnette, phlox drummondii, portulaca, salpiglossis, scabiosa, viscaria, whitlavia.

Climbers' Annual—Convolvulus major (morning glory), nasturtium, sweet pea.

Mr. Dearness thought the aster, antirrhinum (snap dragon), nigella, dwarf troxolum and zinnia might be added to the annuals. If the closets are not concealed in a clump of cedars, sunflower seeds should be planted near them. The best way to raise biennials and perennials, such as the first seven mentioned by Mr. Forsyth, is to sow the seeds in a border at the back of the yard, and transplant the plants the following spring into the beds where they are to blossom. Hanging baskets are difficult to keep in good order in the schoolroom. Those who wish to try them may sow seeds of clintonia, ice-plant, and lobelia, and plant bulbs of the madeira vine and roots or cuttings of the drooping sedum. Among hardy climbers the Virginia creeper gives the least trouble; Veitch's ampelopsis and the hardy varieties of climbing roses, grapes, clematis, wistarias and honeysuckles will do well with a little attention. The chief trouble with roses is in keeping insects off them. He recommended every school to plant some hardy flowering shrubs. Prof. Brown has mentioned the hardiest; to the list might be added the golden-leaved and other spiraea, the weigeleas and purple fringe, and for hedge shrubs flowering the deutzias, spiraea prunifolia (bride's wreath), the variegated weigelia and the purple-leaved berberry. Hydrangea grandiflora makes a grand show and is very hardy. For edging walks use (perennials) phlox subulata

(moss pink), and the old-fashioned garden pink—annuals, mignonette, candytuft, lobelia paxtonia is pretty but rather tender. In addition to the perennial plants mentioned by Mr. Forsyth, some of the hardy bulbs may be planted, such as narcissi, including jonquils and daffodils, grape hyacinths and tulips. In a somewhat shady corner a bed of sweet violets, pansies and forget-me-nots will afford much pleasure. Every school might have planted on the north side of a fence a few of our prettiest wild flowers. If the grass is kept in check about them the following will do well: Hepatica, spring beauty, violets, adder's tongue, sanguinaria, jack-in-the-pulpit and asarum. The chief cause of failure in window gardening in schools is that the pots are watered too much. The easiest way to success is to have wooden boxes which may be papered on the outside, made to fit nicely on the window sill; put broken moss or sand (the former is better) in the box and pack the flower pots in it. Water carefully. The school flower garden makes a pleasant, healthful and instructive recreation for the pupils at play time. All the attention required can be given it without encroaching one minute on school hours. Its influence is not confined to the school yard, but blossoms out more or less by the door of almost home in the section to cheer and brighten the daily round of life.

Miss Peacocke said her pupils wheeled black earth to mix with the clay soil for the beds, and stones to make a pretty rockery.

Miss Geeson showed how to make "hanging baskets" of cut carrots—scooped out, inverted and filled with sand. A sponge pushed into a bottle of water and having the protruding part sown with flax makes a pretty and curious ornament.

The offer made by Mr. Dearness to give a short course in practical botany was discussed, and the teachers decided to form a class. — *London Advertiser.*

ARBOUR DAY IN SMITHVILLE.

FRIDAY last dawned fair and bright on eagerly expectant pupils and enthusiastic teachers—all inspired with the desire of celebrating in a worthy manner this now legally appointed holiday. The trustees had gladly offered to expend whatever was necessary in the purchase of trees to replace any that had failed and to increase the number of trees for shade and screen, and of soil for the adornment of the grounds with flower beds, etc. Messrs. Crosby and Cullen, at the head respectively of detachments of high and public school pupils, hied them to the woods in search of trees, while Mr. Somerville remained to superintend the preparation and planting of flower beds. Messrs. A. Morse, chairman, and R. Murgatroyd, treasurer of the high school board, were on hand and lent their willing hands and valued experience in the work of pruning and arrangement.

As the desired kinds of trees were not easily obtainable and this the first "upturning" of the sod, the work was not completed till four o'clock, although all had laboured faithfully and well. At that hour all the available trees had been planted and mulched, the flower beds filled with the liberal contributions of seeds, plants, and shrubs from the pupils of both schools and their friends.

Now the entire four sides of the grounds, the dividing line fence and the space before the out-

buildings, which have also been rebuilt, are planted with maples, pines, and horse chestnuts, while the northeast corner of the front is adorned with tastefully designed beds containing rich variety and profusion of flowering plants and shrubs.

All who took part are deserving of the highest praise for rendering this first Arbour Day in Smithville a success. — *Smithville Advertiser.*

Correspondence.

A SCHOOLROOM MISNOMER.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—Permit me to present the exposition of an error which, it seems to me, is becoming quite common to English-speaking Canadians, and which is especially noticeable and objectionable to persons of the teaching profession of Ontario. I refer to the use, in a wide national sense, of the word English for British; in a sense that emphasizes an unwarranted sectional superiority, and consequently conveys to the young hearer a wrong idea.

There is a saying, the truth of which is undoubted by most people, that first impressions are lasting. Now for this reason, the teacher, in all matters of schoolroom statement, should endeavour to be the ideal of exactness. That such is not the chief endeavour it has been my unpleasant privilege to observe.

Why pedagogues should call the eminently British military exploits of the Indian mutiny English ones, and England the first empire in the world, on the accession of Chatham to the chief control, is a puzzle to one who deems them students of history that belies the statements. If they be not students of such, let them refer at once and become persuaded of the honorable conditions of Scottish union, of the predominance of Scottish and Irish participants in all great military, political, literary, scientific, and other undertakings that have added to the lustre of the British name.

That persons ignorant of the facts might be led to believe in the ascendancy of the part, from the writings of a certain present-day historian of the empire, we can understand. But on such grounds only should blunders of the kind be borne with.

Perhaps the most lenient way to proclaim the cause of these mistakes, is to say that those who made them were thoughtless. Leaving out of consideration this possibility, and believing that they must have had some knowledge of the events referred to, we are constrained to pronounce them bigots, too prejudiced to be entrusted with the government of children who are hot for impress, alike, of right and wrong.

Hoping that those of the profession who read may take heed and guard against misstatement, I am, yours truly,

EPSON, ONT.

MARS MORTON.

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TORONTO.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, 29th April, 1886.

SIR, I have been informed that many High School Masters and Assistants would gladly avail themselves of a course of lessons in Botany during the summer vacation, provided arrangements were made by the Education Department for that purpose.

It has occurred to me that a series of lectures by some competent teacher each forenoon for three weeks, with field work in the afternoons, would be such a happy combination of both theory and practice as would secure the best results, and at the same time prove the least irksome to many who could not very well dispense with the relaxation which the summer vacation is intended to provide. The lectures would be given in the Public Hall of the Education Department by Mr. Spotton, M.A., and the field work directed according to his instructions.

As it is desirable to ascertain the number likely to take this course in order to complete arrangements, would you kindly let me know, at your earliest convenience, how many of your staff are prepared to join this class.

Yours truly,

GEO. W. ROSS.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 1st, 1886.

SIR,—The Drawing Classes conducted at the Education Department, Toronto, during the last two summers will not be continued during the current year. It is nevertheless desirable in order still further to qualify teachers in this subject, that facilities of some kind should be offered for their self-improvement. Instead of the classes formerly taught at the Department it is now proposed to give a grant to each Inspectorial Division in which a class is formed for instruction in elementary drawing.

The conditions on which such classes may be formed are:—

1. The class must consist of at least ten persons holding a Public School Teacher's Certificate.
2. The teacher in charge must possess a legal certificate to teach drawing, or be approved of by the Education Department.
3. At least 30 lessons of two hours each must be given.
4. Teachers who attend this course will be allowed to write at the Departmental Examination in Drawing in April, 1887.
5. The Primary Drawing Course only shall be taught.
6. A grant of \$20 will be made for each class of ten pupils, but only one class will be paid for in any Inspectorial Division.

Will you be good enough to inform the teachers of your Inspectorate of these proposals in order that they may make the necessary arrangements for organizing classes.

Yours truly,

GEO. W. ROSS.

Minister of Education.

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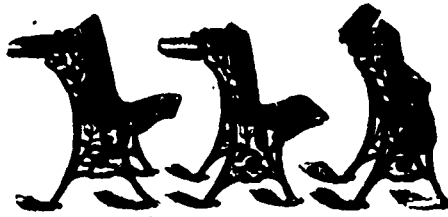
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IMPORTANT ANNOUNCEMENT.

TEACHERS' EXCURSION

TO THE

COLONIAL AND INDIAN EXHIBITION,

IN LONDON, ENGLAND, 1886.

At the request of several School Inspectors and Teachers, DR. MAY, the representative of the EDUCATION DEPARTMENT at the Colonial Exhibition, has applied for Excursion Rates from the principal Ocean Steamship Companies.

The lowest rates offered are from Niagara Falls to London, *via* New York and Glasgow, for \$100, including first-class to New York and return; first-class Ocean Steamship passage from New York to Glasgow and return; and third-class from Glasgow to London and return.

MR. C. F. BELDON, TICKET AGENT, NEW YORK CENTRAL R. R., NIAGARA FALLS, N.Y., will give further particulars as to Tickets, etc.

DR. S. P. MAY, COMMISSIONER of the EDUCATION DEPARTMENT for Ontario, at the Colonial and Indian Exhibition, London, England, will make arrangements on due notice, for Teachers to visit Educational Institutions and other places of interest in London.

Horton Chas. May, 54
Massouville