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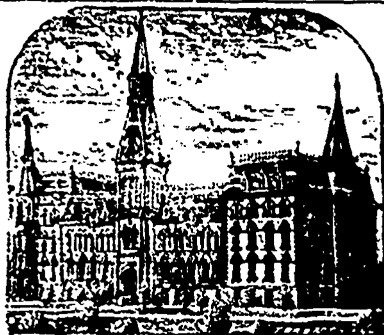
Educational Weekly

VOL. II. THURSDAY, AUGUST 27, 1885. Number 35.

SCHOOLS.



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The Educational Weekly.

TORONTO, AUGUST 27, 1885.

THE *Dominion Churchman* contains in its last issue an article headed "What Reading shall we Choose?" It complains that "the kind of literature that prevails in the comparatively small book shops, in Toronto and other towns of Ontario, is in its judgment neither the best nor the safest literature. Many of the country weekly newspapers often devote several columns to lightest fiction, romance, sensational stories of an unhealthy moral tone, thus proving what is the taste and patronage in this respect, which it believes is found to be more on the part of our youth than on the part of the advanced in years. Can we not," it proceeds, "as we ought, do something to raise the standard of choice reading? May we not strive to make reading not only amusement for the time, but also improvement of our minds, of strengthening our faith, and warming our love as children of God? We would gladly strive to promote a high, healthful standard of reading as Church people of Canada. We would gladly assist, as is done by associations, to promote the fine arts. Perhaps, in our towns and cities, the choice of books might be cultivated, *e.g.*, by a general committee yearly adopting certain authors for reading, and *by some means*, encouraging their attentive perusal by those who have expressed themselves as members of such association." The aim the *Churchman* puts before it is laudable, but we fear the means it suggests for the attainment of that aim are impracticable. Had such an association as the *Churchman* recommends existed in Edinburgh in Carlyle's or Wordsworth's earlier days, certainly Jeffrey would have been a member, and certainly Carlyle and Wordsworth would have been ostracised. For how long did the "Sartor Resartus" remain unpublished, hidden away in the author's drawer till the "poor beast," as they called it, became an object of jocularity to the great seer and his talented wife? And to how many has it now become a sort of second prayer-book? Was not this sort of ostracism also the fate of Keats, of Shelley, of Galileo? And now to the first is traced the chief source of the most characteristic tendency of modern verse; the second stands first amongst English lyricists; the third is the father of modern astronomy. How many of Charles the First's courtiers read Milton or Cowley? And when the royalists lost their ascendancy what member of a puritan association but would have placed Suckling, Waller, Lovelace on the *Index Expurgatorius?* Again, who would for a moment listen to the advice of such an association? Were Zola to publish another "Nana" we all know—especially after the recent experiences of the *Pall Mall Gazette*—how it would be received by the masses.

Yet this question, What shall we read? if we look at it from another aspect, must assuredly be one which many of those who sincerely desire to read all that is best in literature find it difficult to answer. Those who from their youth up have been made conversant with all that is now called classical in the ancient and modern languages will, of course, find little or no difficulty in knowing a good book when they see it. But by those without such advantages no such critical taste is obtainable. And yet without such critical taste there is no safeguard against pernicious literature and no guarantee that healthy literature will produce beneficial results. Each of us, we fear, as far as contemporaneous literature is concerned, must be a "general committee" to himself, but, happily, as regards all other literature, there is an association whose mandates are irrevocable, and that is posterity, and beside this we know of no other rightful *arbiter legendi*—to coin a phrase. The only remedy is to encourage the study of those authors upon whose works posterity has passed its favorable judgment.

THE initial stages of a new career of prosperity and success in the public schools were marked, and to a large extent caused, by the abolition of township superintendents and the substitution of county inspectors some fourteen years ago. The influence which these gentlemen have exerted on the intelligence of the country has been in the main wise and wholesome. That the work of inspection could be more thoroughly done by men specially trained in the art of teaching, possessed of a fair amount of scholarship, and devoting their whole time to the work, than by men largely devoid of these special qualifications, and occupied most of the time with other employments, will now be universally acknowledged. It speaks well for the progress made in these years, that while at first there was some difficulty in finding men whose scholarship was sufficiently extensive and thorough to entitle them to inspectors' certificates, that difficulty is no longer experienced. For some time the opinion has begun to prevail that the standard of qualification for inspectors' certificates might very properly be raised. The influence exerted by these gentlemen in their respective counties makes it very necessary that they should be men of broad and liberal culture. The Minister of Education, in his recent address to the teachers, announces that after 1888 these certificates will be granted only on a degree in arts with honors. The long notice given will enable all those who are now preparing for first class certificates of the highest grade, to secure the coveted prize before the higher standard is enacted. This will prevent injustice being done to any of those who have begun a course of study under the present regulations.

THE success of the annual meeting of the Ontario Teachers' Association is to a considerable extent due to the energy and courtesy of the secretary, Mr. Doan, whose labors for the comfort of the teachers and the prosperity of the association are fully appreciated by those interested. The executive ability and kindness of Dr. Purslow in the chair made those in attendance regret less the absence of the president, Dr. McLellan, than would otherwise have been the case. Teachers generally were anxious in their inquiries concerning the health of the last named gentleman.

CHANGE and uncertainty have been the predominant traits of our educational machinery and regulations for a number of years. Everything seems to have been tentative and experimental; each new departure appeared to be made, not as the natural outcome of an exact deduction from rigorous principles, but as a sort of happy guess, the success or failure of which in actual operation was to justify or condemn it. Until recently the wisdom which is born of practical experience has too often been lacking in the enactments of our educational guides. In one thing the present Minister of Education has shown more wisdom than any of his predecessors; he announced to the Provincial Association his expectation that when the new regulations, now under consideration, are brought into operation, no further changes will be necessary either in the school law or the departmental regulations for at least five years to come. Five years of peace and quiet, *without the turmoil and disquiet which* extensive alterations always make, would be as enjoyable and conducive to prosperity as novel and unexpected. Variety may be the spice of life, but it should be only a condiment and not a dietary article.

THE *Atlantic Monthly* for September fully maintains the high reputation which this valuable magazine has acquired with the reading public. Among the many well-known names which one meets in the list of contributors, those of W. D. Howells, M. O. U. Oliphant, and Charles Dudley Warner, will at once attract the attention of the student of current literature.

Contemporary Thought.

THE laboring classes expect to impress their views upon society by means of reason and moral suasion. A poor way to make progr ss is that which challenges every tenet of society. If the present social compact have any redeeming feature, it is the giving of one day in seven to rest. A reform that shall tear out the good with the bad will not recommend itself to humanity, if successful, and can gain as converts only those who espouse it because of the harm it will do to labor. The radical section of the organized social agitators, composed largely of orators, has refused to join the coming national labor holiday of the first Monday in September, and will celebrate the pre ceding Sunday. This will probably be the first nationally organized secular demonstration which ever desecrated the Sabbath in America. It will be significant and no doubt eventful. New ideas more often fall into disgrace for the evils they condone than for their own intrinsic qualities. Thus labor may have wrongs, but Sunday is not one of them. The men who wish the American journeymen and helpers well should not recruit anti-Christian forces from among them.—*The Current.*

THE evolution of grammar is a type for every known subject. The reason is not difficult of apprehension. Sciences and subjects do not exist in and of themselves. The undisciplined thinker is prone to make science exist independent of mind, of which they are directly a product and of whose peculiarities they partake. Observation is the occasion and basis of every subject because it is the occasion and basis of all mental action. *Nihil est in intellectu quod non prius fuerit in sensu*—(Nothing is in the understanding which has not first been in the senses)—was the scholastic motto of Ratisch and Comenius. A fixed terminology is as much a necessity as a fixed language, of which it is only a special form. Precise definition is not merely a verbal requirement. It calls for an exercise of judgment based on an intelligent observation. Those teachers who persist in giving definitions already made to their pupils, take away all opportunity for gaining strength by making the definition for one's self. A practical suggestion dependent on this fact is that our pupils have no need of definitions, except possibly in mathematics, any faster than they can develop them for themselves. Classification is a process that involves enlightened judgment and observation. As many as possible should be made by the pupil for himself. This is the true "Learn to do by doing," which has been so grievously traduced of late years.—*Indianapolis Educational Weekly.*

DR. ANDREW WILSON'S "Health" has been struck with some of the answers in the school-children's examination-papers in popular science, and gives a few specimens of them. Among them are—"the humerus (or upper arm-bone) is known as the 'humerous,' and is often called 'the funny-bone.'" "The sweet-bread is otherwise called the pancras (for pancreas), which is so named from the Midland Railway Station in London." "A thermometer is an instrument used to let out the heat when it is going to be cold." "When roasting a piece of beef, put it in front of a brisk fire, so as to congratulate the outside." "Sugar is an amyloid. If you were to eat much sugar and nothing else you would not live, because sugar has not got no carbon, hydrogen, oxygen, nitrogen. Potatoes is another amyloids." Very interesting is the description of digestion given by one of the pupils: "Food is digested by the action of the lungs; digestion is brought on by the lungs having something the matter with them. The food then passes through your windpipe into the pores, and thus passes off you by evaporation, through a lot of little holes in your skin called capillaries. The food is nourished in the stomach. If you were to eat anything hard you would not be able to digest it, and the consequence would be you would have indigestion. The gall-bladder throws off juice from the food which passes through it. We call the kidneys the bread-basket, because it is where all the bread goes to. They lay concealed up by the heart."—*From Popular Miscellany, in Popular Science Monthly for September.*

IDLENESS is a curse which teachers are not likely to have to suffer. It is true that our hours are short compared with those of many other toilers; but as men "live in deeds not years, in thoughts not breaths," so our work is to be measured, not alone by figures on a clock, but also by the demands which it makes upon our nervous energy, and, measured thus, our hours are as long as a mortal of ordinary strength can endure. Without actual experience of teaching, one cannot form a just idea of the drain it makes upon the teacher's vitality. We have to attract and fix the attention of children, whose attention naturally wanders; we have to restrain within the bounds of order spirits naturally extravagant; we have to guide the willing, urge on the unwilling, and to assist the dull; we have to undergo a drudgery even greater than "that dry drudgery at the desk's dead wood," to which Lamb was condemned; so that those of us are to be envied who do not at the close of each afternoon feel limp and invertebrate. Our work is rendered doubly exhausting by the incessant worry which accompanies it. We have not only to carry on the education of undisciplined children—itself an arduous labor—but we have also to please parents who are sometimes exacting, managers who are sometimes ignorant or unsympathetic, inspectors who are sometimes overbearing and unreasonable, and theorists

"Who know more of our trade by a hint,
Than we who have been bred up in't";

and failure to satisfy any of our many taskmasters is likely to entail loss of reputation, and, consequently, of income. Could our pupils, therefore, bear an extension of hours without danger of overpressure it is quite certain that teachers could not. —*The Schoolmaster, London, England.*

THE theory of state education is that the State is bound to see that its juvenile members do not grow up ignorant, and, as a result of ignorance, prone to vice. It is also held that the State owes it to every youthful citizen to furnish him or her with such elements of education as may be needed to fit them for employments requiring a knowledge of reading and writing. From the latter point of view reading and writing are looked upon in the light of tools; but why the State should be required to furnish mental tools rather than material ones—to furnish the child's head with the multiplication table, but not to provide his hands with saw, axe, or hammer—has never, to our mind, been entirely evident. It seems to us that if the State is to educate, the whole strain and stress of its efforts should be to produce good citizens; not to fit this boy for a counting-house or that girl for a position as "sales-lady," but to impart to both that knowledge and imbue both with those principles that make for the right ordering of life and for the good of society The multiplication-table and the rules of grammar may be found valuable aids to these all-important objects—we do not say they are not—but we insist that they should be looked upon and treated as means always, as ends never; and as means to no other objects than the ones mentioned. It should be distinctly understood and continually repeated that the State has nothing to do with this or that individual's *success in life*, so far as that may be a matter of competition; that the only "success" the State can undertake to prepare any one for is the success of good conduct and of social adaptation.—*From "Science versus Immorality," in Popular Science Monthly for September.*

IN America, in the colonies, and, finally, in our own country also the tendency will rather be, it seems to me, to strengthen and enlarge more or less the instruction given in the schools which we call elementary—schools for the mass of the community—to say that that instruction, indeed, is indispensable for every citizen, that it is all the instruction which is strictly necessary, and that whoever wants more instruction than that must get it at his own expense as he can. Under these circumstances, the future of high culture and high studies must depend most upon the love of individuals for them and the faith of individuals in them. Perhaps this has always been their best support, and it is a support which, happily for mankind, will, I believe, never fail. In communities where there are no endowments these will be the only support of high studies and fine culture. But human nature is weak, and I prefer, I confess, that these supports, however strong and staunch they may be, of high studies and fine culture should not have the whole weight thrown upon them, should not be the only supports. Here is the great advantage of endowments. Endowments and public foundations fix and fortify our profession of faith and love towards high studies and serious culture. But endowments are sporadic; they alight here, and they do not alight there. Dulwich is no part, alas! of a complete public school system. Dulwich itself, like Eton and Winchester and Harrow, is but a lucky accident; but in the absence of any complete system of higher schools, and in the growing improbability of this want being made good, the value, the importance, the responsibility of lucky accidents like Dulwich increases, let me tell you, a thousand fold. More particularly is this the case with regard to the great school where I have just had the honor today of distributing the prizes. Dulwich is the very type of the schools which the English middle classes, had they and their politicians been wise, would, I think, in their day of power, which is now, perhaps, passing from them, have endeavored to institute for themselves everywhere. Something at least you do here to remedy their grave omission. May you prosper in the future as in the past you have prospered. May you shine forth as a bright example of what a school for the English middle classes should be, and may you do what a single school can to repair, so far as in you lies, the intellectual poverty and effacement to which in general those classes have through their own neglect, condemned themselves.—*Matthew Arnold at Dulwich College.*

Notes and Comments.

OUR more pretentious exchanges, including such magazines as *The Atlantic Monthly*, *The Popular Science Monthly*, *The Magazine of Art*, etc., are always very welcome, and those for the month of September are particularly so, being, as they all are, without exception, excellent numbers. *The Popular Science Monthly* is especially interesting—and not only to lovers of science. Its articles cover a large area of thought, from pure science, such as M. E. Mascart's "Physiology of Colors" or Professor Ray Lankester's "Recent Progress in Biology," to the realms of history, sociology, economics, biography, literature and education. A translation of Dr. W. J. Behrens' "Insect Fertilization of Flowers" will interest all lovers of zoölogy and botany from their Darwinian aspects, more particularly as it is admirably illustrated. To the same class of readers Professor Cope's "Origin of Man and the Other Vertebrates" will be equally attractive. Professor Cope adheres, of course, to the theory of evolution, and embellishes his article with many good drawings of fossils. His closing paragraphs are worthy of quotation:

"In view of the results obtained from the recent study of vertebrate paleontology, certain principles may be clearly discerned. These are as follows: 1. The earlier types were more generalized, the later ones more specialized. 2. The specialization is sometimes upward or progressive, and sometimes downward or retrogressive. 3. The retrogressive development has been more general in early geological periods, the progressive more general in the later geological periods.

"It is not my intention in this article to do more than to display the facts of the case. The exposition of the hypotheses of evolution which explain these facts must be reserved for another article. Suffice it to say here, that the study of the changes of structure displayed by the lines of evolution, has brought to light some very definite exhibitions of the application of energy. The illustration of the *modus operandi* of this creative energy is a very important chapter of evolution, and one that interests mankind practically, even more than as food for his intellectual activity."

The articles referring more particularly to education are highly original. We hope to cull largely from them in a future issue. The first is Dr. Mary Putnam-Jacobi's second paper on "An Experiment in Primary Education." The principle carried out was that the child should be made conversant with the phenomena with which it is surrounded in their purely concrete aspects. This is carried out in its entirety, and the results obtained seem wonderful. The following will give a good idea of the method employed:

"One other study during the year was made upon the intrinsic meaning of words. In the course of some observations on plants the child had learned to recognize the ovary and ovule, and to herself dissect them out of a flower. When this had been done, the analogy between the vegetable ovule and chicken-egg or ovum was easily pointed out, and the relation of the latter to the geometric ovoid. The four objects were then placed in a row on the table, the names of each spelled with movable letters, and then the common root described and taken out. The important and fundamental idea was thus grasped that there was an intrinsic meaning to at least some words, and also that objects associated by a common name whose specific variations were of subordinate importance, must be classed together as deeply related, notwithstanding superficial difference of aspect. But this idea, once distinctly enunciated and understood, was then set aside for a season. That the idea was understood, I tested in the following way: At table the child remarked that a particular potato was 'shaped like an egg.' 'What shall we then call it?' I asked. 'An ovoid,' was the reply. 'Very good. Do you know what I thought you might call it?' 'An ovum,' she answered, with an air of mischievous triumph. 'And why did you not?' 'Because it is not an egg, but only shaped like an egg.' I tempted the child with the suggestion that she should tease the waiter by asking him to bring us some ovules instead of eggs; but the instinctive modesty of childhood recoiled from the pedantic proposition."

Another paper devoted to educational theories is that entitled "How Spelling Damages the Mind," by Frederik A. Fernald. He commences his diatribe thus:

"Learning to read the English language is one of the worst mind-stunning processes that has formed a part of the general education of any people. Its evil influence arises from the partly phonetic, partly lawless character of English spelling. Although each letter represents some sound oftener than any other, there is hardly a letter in the alphabet that does not represent more than one sound, and hardly a sound in the language that is not represented in several ways, while many words are written with as many silent letters as significant ones. There is nothing in any word to indicate in which of these ways its component sounds are represented, nothing in the written group of letters to show which sounds they stand for, and which of them, if any, are silent, so that a learner can never be sure of pronouncing rightly an English word that he has not heard spoken, nor of spelling correctly one that he has never seen written. The spelling of each word must be learned by sheer force of memory. In this work the pupil's reasoning powers cannot be utilized, but must be subdued, while his memory is sadly overworked."

After showing what he thinks the absurdity of forcing children to learn a system of spelling in which there is truly no system, Mr. Fernald proceeds:

"Here is a chief source of the incapacity for thinking which academy and college students bring into the science laboratories. This irrational process, taken up when the child enters school, occupying a large share of his time, and continued for six or eight years, has a powerful influence in shaping his plastic mind. When at last he is allowed to take up the study of nature, at the wrong end of his school course, what wonder that he sits with folded hands, waiting to be told facts to commit to memory, that he cannot realize what a law is, and does not know how to use his reason in obtaining knowledge? Rational education will never flourish as it should till a reformation in the teaching of reading and spelling has been accomplished. Further, Mr. J. H. Gladstone, member of the English School Board for London, has computed the number of hours spent by children in learning to read and spell English to be 2,320, while, in gaining an equal knowledge of their native language, Italian children spend only 945 hours. The difference amounts to nearly two school years, and shows under what a disadvantage English-speaking children labor. Can any one believe that 4,923,451, or 13.4 per cent, of our population over ten years of age would be illiterate if learning to read were not so formidable an undertaking? In Norway, Sweden, Denmark, Switzerland, and some German States, there are hardly any illiterates."

Devotees of phonetics will be pleased to see that the remedy proposed is a phonetic system of spelling. The writer goes on thus:

"'But what can be done?' will be asked; 'shall children grow up without learning to spell?' No; but the memorizing of these anomalies and contradictions can be, at least, put off till the pupils' minds are in little danger of being perverted by it. Enough of the enormous amount of time spent in this drudgery can be saved to make possible the introduction of the study of *things* into the primary schools, and many of the one hundred millions of dollars which we spend each year for public education can be turned to imparting real knowledge instead of the mere tools of knowledge. These ends may be attained by the use of phonetic spelling as an introduction to the customary spelling. Children can and do learn to read English spelled phonetically in a very few lessons, and learn the traditional spelling so quickly afterward that much less time is required for the whole process than is commonly devoted to memorizing the current spelling alone. Classes taught to read in this way, in Massachusetts, so early as 1851, proved the advantage of the method to the satisfaction of that able educator, Horace Mann, and the method has been successfully employed in many places in this country and in the British Isles."

The "Editor's Table" also contains several good remarks on educational topics. From these we shall quote more freely in a future issue. One topic may be here touched upon, inasmuch as it refers to a subject to which we have already adverted, viz.: the relationships of conduct and education. Speaking of the facts brought to light by the recent so-called *Pall Mall Gazette* revelations, the writer says:

"There is, however, another aspect to the question with which we are now specially concerned. What shall be said of the 'education' of the men of wealth and leisure, who find their highest pleasure in the most criminal and ruthless forms of vice? These men have passed through public schools, perchance through universities; some are said to be doctors of medicine; others to be eminent at the bar or on the bench; and some even to wear the livery of the Church. In what shape can life have been presented to such men? What sense can they ever have gained of the organic unity of society? What respect can they ever have been taught for the temple of their bodies, or for the cardinal institutes of nature and of society? What regard for others can ever have been inculcated upon them when they think that *money* can atone for the utter degradation of a fellow-creature? Surely it is time to cry aloud and spare not, when men can pass for 'educated' to whom the very elements of a true science of life are unknown, and who, with all their literary, professional, and social acquirements, are willing to descend in their daily practice to the lowest depths of infamy. Think of the two things—'education' and brutal, merciless vice—going hand in hand? Alas! it is not education; it is that wretched, sophistical veneering of accomplishments which usurps the name of education. It may embrace—in the case of medical men must embrace—a certain amount of scientific instruction; but what it lacks is the true scientific grasp of life as a whole. We are no fanatical believers in the saving efficacy of a little smattering, nor even of much special knowledge, of physics and chemistry; but we are firm believers in the moralizing effects of a true philosophy of life, supported and illustrated by constant reference to verifiable facts. All sciences are but parts of one great science, and the highest function of universal science is to teach us how to live."

Literature and Science.

TO LYDIA.

HORACE, BOOK III., ODE IX.

Hor.—

WHILE I was pleasing still to thee,
While no one more beloved than me
His arms around thy white neck threw,
I lived in joy no Persian knew!

Lyd.—

While thee no other more inflamed,
Nor Lydia a position claimed
Beneath *that* Chloe's in thy breast,
Not Roman Ilia was more blest!

Hor.—

O'er me *now* Thracian Chloe reigns
Expert on lyre with dulcet strains;
To die for *her* I would not dread,
Should Fate but spare her in my stead.

Lyd.—

A mutual torch is kindling us—
I love the son of Ornytus;
For him my life I twice would give
Would Fate allow the boy to live.

Hor.—

But what if truant Love returned,
If Chloe's auburn locks I spurned,
If love enforce her yoke once more
And I should ope a long-closed door?

Lyd.—

Though *he* be fairer than a star,
Though *thou* than cork be lighter far,
And ruder than the Hadria—why—
With thee I'd live—I'd gladly die.

R. W. WILSON, LL.B.

THE GOLDEN FLEECE.

[*From Nathaniel Hawthorne's "Tanglewood Tales."*]
(*Continued from a previous issue.*)

ANOTHER strange adventure happened when the voyagers came to Thrace, where they found a poor blind king, named Phineus, deserted by his subjects, and living in a very sorrowful way, all by himself. On Jason's inquiring whether they could do him any service, the king answered that he was terribly tormented by three great winged creatures, called Harpies, who had the faces of women, and the wings, bodies, and claws of vultures. These ugly wretches were in the habit of snatching away his dinner, and allowed him no peace of his life. Upon hearing this, the Argonauts spread a plentiful feast on the sea-shore, well knowing, from what the blind king said of their greediness, that the Harpies would snuff up the scent of the victuals, and quickly come to steal them away. And so it turned out; for hardly was the table set, before the three hideous vulture-women came flapping their wings, seized the food in their talons, and flew off as fast as they could. But the two sons of the North Wind drew their swords, spread their pinions, and set off through the air in pursuit of the thieves, whom they at last overtook among some islands, after a chase of some hundreds of miles. The two winged youths blustered terribly at the Harpies (for they had the rough temper of their father), and so frightened them with their drawn swords, that they solemnly promised never to trouble King Phineus again.

Then the Argonauts sailed onward, and met with many other marvellous incidents, any one of which would make a story by itself. At one time they landed on an island, and were reposing on the grass, when they suddenly found themselves assailed by what seemed a shower of steel-headed arrows. Some of them stuck in the ground, while others hit against their shields, and several penetrated their flesh. The fifty heroes started up, and looked about them for the hidden enemy, but could find none, nor see any spot, on the whole island, where even a single archer could lie concealed. Still, however, the steel-headed arrows came whizzing among them; and at last, happening to look upward, they beheld a large flock of birds, hovering and wheeling aloft, and shooting their feathers down upon the Argonauts. These feathers were the steel-headed arrows that had so tormented them. There was no possibility of making any resistance; and the fifty heroic Argonauts might all have been killed or wounded by a flock of troublesome birds, without ever setting eyes on the Golden Fleece, if Jason had not thought of asking the advice of the oaken image.

"O daughter of the Speaking Oak," cried he, "we need your wisdom more than ever before! We are in great peril from a flock of birds, who are shooting us with their steel-pointed feathers. What can we do to drive them away?"

"Make a clatter on your shields," said the image.

On receiving this excellent counsel, Jason hurried back to his companions (who were far more dismayed than when they fought with the six-armed giants), and bade them strike with their swords upon their brazen shields. Forthwith the fifty heroes set heartily to work, and raised such a terrible clatter, that the birds made what haste they could to get away; and though they had shot half the feathers out of their wings, they were soon seen skimming among the clouds, a long distance off, and looking like a flock of wild geese. Orpheus celebrated this victory by playing a triumphant anthem on his harp, and sang so melodiously that Jason begged him to desist, lest, as the steel-feathered birds had been driven away by an ugly sound, they might be enticed back again by a sweet one.

While the Argonauts remained on this island, they saw a small vessel approaching the shore, in which were two young men of princely demeanor, and exceedingly handsome. Now, who do you imagine these two voyagers turned out to be? Why, if you will believe me, they were the sons of that very Phrixus, who, in his childhood, had been carried to Colchis on the back of the golden-fleeced ram. Since that time, Phrixus had married the king's daughter; and the two young princes had been born and brought up at Colchis, and had spent their play-days in the outskirts of the grove, in the centre of which the Golden Fleece was hanging upon a tree. They were now on their way to Greece, in hopes of getting back a kingdom, that had been wrongfully taken from their father.

When the princes understood whither the Argonauts were going, they offered to turn back, and guide them to Colchis. At the same time, however, they spoke as if it were very doubtful whether Jason would succeed in getting the Golden Fleece. According to their account, the tree on which it hung was guarded by a terrible dragon, who never failed to devour, at one mouthful, every person who might venture within his reach.

"There are other difficulties in the way," continued the young princes. "But is not this enough? Ah, brave Jason, turn back before it is too late! It would grieve us to the heart, if you and your nine-and-forty brave companions should be eaten up by this hateful dragon."

"My young friends," quietly replied Jason, "I do not wonder that you think the dragon very terrible. You have grown up from infancy in the fear of this monster, and therefore still regard him with the awe that children feel for the bugbears and hobgoblins which their nurses have talked to them about. But, in my view of the matter, the dragon is merely a pretty large serpent, who is not half so likely to snap me up at one mouthful as I am to cut off his ugly head, and strip the skin from his body. At all events, turn back who may, I will never see Greece again unless I carry with me the Golden Fleece."

"We will none of us turn back!" cried his nine-and-forty brave comrades. "Let us get on board the galley this instant and set out!"

And Orpheus (whose custom it was to set everything to music) began to harp and sing most gloriously, and made every one of them feel as if nothing in this world were so delightful as to fight dragons.

After this (being now under the guidance of the two princes, who were well acquainted with the way), they quickly sailed to Colchis. When the king of the country, whose name was Æetes, heard of their arrival, he instantly summoned Jason to court. The king was a stern and cruel-looking potentate; and though he put on as polite and hospi-

table an expression as he could, Jason did not like his face a whit better than that of the wicked King Pelias, who had dethroned his father.

"You are welcome, brave Jason," said King Æetes. "Pray, are you on a pleasure voyage?—or do you meditate the discovery of unknown islands?—or what other cause has procured me the happiness of seeing you at my court?"

"Great sir," replied Jason, with an obeisance, "I have come hither with a purpose which I now beg your majesty's permission to ◦v◦ ite. King Pelias, who sits on my father' throne, has engaged to come down from it, and to give me his crown and sceptre, provided I bring him the Golden Fleece. This, as your majesty is aware, is now hanging on a tree here at Colchis; and I humbly solicit your gracious leave to take it away."

In spite of himself, the king's face twisted itself into an angry frown; for, above all things else in the world, he prized the Golden Fleece, and was even suspected of having done a very wicked act, in order to get it into his own possession. It put him into the worst possible humor, therefore, to hear that the gallant Prince Jason and forty-nine of the bravest young warriors of Greece, had come to Colchis with the sole purpose of taking away his chief treasure.

"Do you know," asked King Æetes, eyeing Jason very sternly, "what are the conditions which you must fulfil before getting possession of the Golden Fleece?"

"I have heard," rejoined the youth, "that a dragon lies beneath the tree on which the prize hangs, and that whoever approaches him runs the risk of being devoured at a mouthful."

"True," said the king, with a smile that did not look particularly good-natured; "very true, young man. But there are other things as hard, or perhaps a little harder, to be done before you can have the privilege of being devoured by the dragon. For example, you must first tame my two brazen-footed and brazen-lunged bulls, which Vulcan, the wonderful blacksmith, made for me. There is a furnace in each of their stomachs; and they breathe such hot fire out of their mouths and nostrils, that nobody has hitherto gone nigh them without being instantly burned to a small black cinder. What do you think of this, my brave Jason?"

"I must encounter the peril," answered Jason, composedly, "since it stands in the way of my purpose."

"After taming the fiery bulls," continued King Æetes, who was determined to scare Jason if possible, "you must yoke them to a plough, and must plough the sacred earth in the grove of Mars, and sow some of the same dragon's teeth from which Cadmus raised a crop of armed men. They are an unruly set of reprobates, those sons of the dragon's teeth; and unless you treat them suitably, they will fall upon you sword in hand. You and your nine-and-forty Argonauts, my bold Jason, are hardly numerous or strong enough to fight with such a host as will spring up."

"My master, Chiron," replied Jason, "taught me, long ago, the story of Cadmus. Perhaps I can manage the quarrelsome sons of the dragon's teeth as well as Cadmus did."

"I wish the dragon had him," muttered King Æetes to himself, "and the four-footed pedant, his schoolmaster, into the bargain. Why, what a foolhardy, self-conceited coxcomb he is? We'll see what my fire-breathing bulls will do for him. Well, Prince Jason," he continued aloud, and as pleasantly as he could, "make yourself comfortable for to-day, and to-morrow morning, since you insist upon it, you shall try your skill at the plough."

While the king talked with Jason, a beautiful young woman was standing behind the throne. She fixed her eyes earnestly upon the youthful stranger, and listened attentively to every word that was spoken; and when Jason withdrew from the king's presence, this young woman followed him out of the room.

"I am the king's daughter," she said to him, "and my name is Medea. I know a great deal of which other young princesses are ignorant, and can do many things which they would be afraid so much as to dream of. If you will trust to me, I can instruct you how to tame the fiery bulls, and sow the dragon's teeth, and get the Golden Fleece."

"Indeed, beautiful princess," answered Jason, "if you will do me this service, I promise to be grateful to you my whole life long."

Gazing at Medea, he beheld a wonderful intelligence in her face. She was one of those persons whose eyes are full of mystery; so that, while looking into them, you seem to see a very great way, as into a deep well, yet can never be certain whether you see into the farthest depths, or whether there be not something else hidden at the bottom. If Jason had been capable of fearing anything, he would have been afraid of making this young princess his enemy; for beautiful as she now looked, she might, the very next instant, become as terrible as the dragon that kept watch over the Golden Fleece.

"Princess!" he exclaimed, "you seem indeed very wise and very powerful. But how can you help me to do the things of which you speak? Are you an enchantress?"

"Yes, Prince Jason," answered Medea, with a smile, "you have hit upon the truth; I am an enchantress. Circe, my father's sister, taught me to be one, and I could tell you, if I pleased, who was the old woman with the peacock, the pomegranate, and the cuckoo staff, whom you carried over the river; and likewise, who it is that speaks through the lips of the oaken image that stands in the prow of your galley. I am acquainted with some of your secrets, you perceive. It is well for you that I am favorably inclined; for otherwise, you would hardly escape being devoured by the dragon."

"I should not so much care for the dragon," replied Jason, "if I only knew how to manage the brazen-footed and fiery-lunged bulls."

"If you are as brave as I think you, and as you have need to be," said Medea, "your own bold heart will teach you that there is but one way of dealing with a mad bull. What it is I leave you to find out in the moment of peril. As for the fiery breath of these animals, I have a charmed ointment here, which will prevent you from being burned up, and cure you if you chance to be a little scorched."

So she put a golden box into his hand, and directed him how to apply the perfumed unguent which it contained, and where to meet her at midnight.

"Only be brave," added she, "and before daybreak the brazen bulls shall be tamed."

The young man assured her that his heart would not fail him. He then rejoined his comrades, and told them what had passed between the princess and himself, and warned them to be in readiness in case there might be need of their help.

At the appointed hour he met the beautiful Medea on the marble steps of the king's palace. She gave him a basket, in which were the dragon's teeth, just as they had been pulled out of the monster's jaws by Cadmus, long ago. Medea then led Jason down the palace-steps, and through the silent streets of the city, and into the royal pasture-ground, where the two brazen-footed bulls were kept. It was a starry night, with a bright gleam along the eastern edge of the sky, where the moon was soon going to show herself. After entering the pasture, the princess paused and looked around.

"There they are," said she, "resting themselves and chewing their fiery cuds in that farthest corner of the field. It will be excellent sport, I assure you, when they catch a glimpse of your figure. My father and all his court delight in nothing so much as to see a stranger trying to yoke them, in order to come at the Golden Fleece. It makes a holiday in Colchis whenever such a thing happens. For my part, I enjoy nothing so much. You cannot imagine in what a mere twinkling of an eye their hot breath shrivels a young man into a black cinder."

"Are you sure, beautiful Medea," asked Jason, "quite sure, that the unguent in the gold box will prove a remedy against those terrible burns?"

(To be continued.)

Educational Opinion.

[WE were unable in our Special Number to insert all the papers read before the Ontario Teachers' Convention, owing to the late date on which some of them reached our office. We continue the list in this issue, and shall complete it in that of the following week.]

THE TRUE POSITION OF THE HIGH SCHOOLS OF ONTARIO.

GENTLEMEN,—The subject which has been allotted to me, to speak or write on, as might to me seem best, is expressed in the words, "The True Position of the High Schools of Ontario." I have chosen the latter mode of treatment, as I think I can in that way most concisely and most pointedly say what I have to say without running the risk of wandering from my subject or of indulging in wordy generalities.

You will observe that the title of my paper is "the *true* position," etc. This would imply that at least there is a doubt in the minds of some as to whether they *do* at present occupy their proper position. It would seem to suggest, further, that some attempt should be made to define that position if at all possible.

Perhaps it may help us to understand more clearly the present aim of the high schools if we glance briefly at their past history. Without entering too much into detail, let us notice for a few moments the old "grammar schools," the name by which our present high schools were originally known, and which they bore for many years.

These were established to form a link between the common or public schools and the university; their chief function was to give a knowledge of classics and mathematics, including any English that might be picked up by the way. The characteristic test that was to distinguish them from other schools, and constitute the ground for the Government grant, was the learning of Latin on the part of the pupils. They were decidedly exclusive in their terms of admission—only boys being entitled to a place therein. To all of the weaker sex they bore upon their portals, "Ye cannot enter here." Most of them possessed but one master. The introduction of assistants was a matter of very gradual growth. In the larger centres of population, however, these schools were already entering upon that career of development that has issued in their present form.

Some of these schools, even at an early period, did good work, and gave indications of their becoming, at no distant day, the equals and rivals of Upper Canada College itself. I speak of this institution in this manner, as being at that time almost the sole feeder of Toronto University. Now it is but one among many, some of which both equal and eclipse it. As already stated, Latin was the great essential, so far as Government support was concerned. Whatever else might or might not be required, there must be at least ten boys studying Latin to enable the school to draw the grant of public money given for the support of these predecessors of our high schools. For a number of years they were free from the superintendence of any higher officials than the trustees, their masters having no fear of the inspector before their eyes.

I have thus briefly sketched the first high schools, their position and working. It was plain, however, that such a condition of things could not last. The fundamental idea of their establishment, while plausible in theory, was very far from being carried out in practice. According to this idea, the ten boys in Latin were supposed to be preparing for a course in the provincial or other university. In a very large number of cases, not one of them had any intention of taking, or really did take, such a course. In short, the Latin requirement was a failure; and the condition of matters, generally, demanded that the Government should have some closer connection with the schools; and as it furnished a large portion of the support, should have some better means of knowing how to guide their course. Hence the introduction of inspectors into the system. This, of itself, may be said to have led to almost all of the changes that have since taken place—most of them no doubt for the better, some, perhaps, of which it might be difficult to predicate so much. Without adhering to mere chronological order, one of the earliest and most important changes was the admission of girls to share in the privileges of these schools.

At first, however, they were not allowed to count in drawing the grant, and even when this privilege was accorded, the authorities were so ungallant as to ask that two girls should only be equal to one boy. Following, perhaps, English precedent, and having as their only model in this country, Upper Canada College, they set out with the idea that the chief, if not the only aim of these schools, was to prepare pupils for the university. We must remember that this was at a time when the inhabitants of Ontario were much more concerned to obtain bread and butter for their families than to educate their sons for a university career. Large portions of the Province were yet covered with their primeval forests, and the connection between university and backwoods is not quite clear. Still we must not blame the authorities. The intention was good, and in some few favored localities was to some extent carried out. The mistake lay in not taking sufficiently into account the state of advancement of the Province, and in not knowing, or finding out, what the people really required in the way of higher education. However, the latter settled the matter for themselves; and, as in so many other instances, the last was first and the first last. Quietly accepting the Government grant, the schools set their ten pupils at work, declining *penna*, construing the Latin Delectus or reading Cæsar, as the case might be; thus faithfully observing the letter of the "law." Meanwhile a student required mathematics or English for law or medicine, and they gave it to him. Some pupils required more of a business training, and it was afforded them. When the girls were admitted, they wished for moderate doses of French among other things, nor was it denied them. In short, the schools, while accepting the conditions of support laid down by the Government, and nominally adhering to them, set themselves to the work of prescribing higher education of such quality and in such quantity as the varying circumstances of different localities demanded; and they did it well or ill according to the qualifications, scholarly and otherwise, of those who presided over them. For years large numbers of these schools did not send up a candidate to the university, and many do not now; yet we cannot doubt the fact that even the poorest of these schools furnish in the irrespective localities a degree of higher education it would be impossible to obtain in the public schools, and have marked out for themselves a well-defined sphere of action.

The very great difference between the practical working of the schools and the original intentions of the founders, has necessarily involved a change in the conditions of governmental support. This change, however, has been one of slow growth. Bit by bit our lawmakers have been obliged to accept the logic of facts, and change their theories in accordance with them. Prejudice, or rather preconceived opinion, dies hard. Girls, when first admitted, were not only not allowed to count in drawing the money grant, but even when allowed to do so, it was on condition of their taking Latin and submitting to be reckoned each equal to half a boy. What was the idea in compelling *them* to study Latin? Was it that they should prepare for a university whose doors were closed to them, and to whose very examination they would not at that time have been admitted? What a blind inconsistency seems at times to be inseparably connected with all human effort when we either cannot or will not see the straightforward course! A yielding to a popular demand for higher education in the admission of girls, and a blind adherence to the idea of "the grammar schools as training schools for the university," by requiring them to take Latin, which they could never use for the purpose intended! But the progress of opinion was

mightier than the "powers that be." The time came when our young Miss was restored to her rights, and could take her place as the equal of her irrepressible brother. A little longer and she was not required to take Latin at all unless in accordance with her own sweet will, and the "ten boys in Latin" regulation took its place among the things that were. The step is important, as marking the change of opinion on the part of our educational lawmakers, and the recognition of the fact that the great majority of our high schools must be schools for the obtaining of a higher general education in the more or less varying popular sense of that term, able, if called upon, to train for the university on the one hand, and on the other to give a good general business education with whatever additional may be required.

This, however, was not the end of the struggle, if such it may be called. Having regard, perhaps, to the great English public schools, it was thought that a small number of similar institutions might be established throughout the Province, in which, as in the case of the grammar schools before them, classics and mathematics should be the foundation of all learning. These were to be established in suitable localities, such as the larger centres of population. Again, the Latin requirement was to be put in force and strengthened six-fold. This time sixty boys must be found studying Latin, with what end was not said, nor to what extent. These schools, moreover, were to have a higher rank, and even to bear a more honorable name, that of "collegiate institutes." Once more the process of declining *penna* was entered upon, and in quite a number of the cities and towns it was found no more difficult to get sixty boys for the study of Latin in this day than it had been to obtain ten before. But matters had changed somewhat in these later days. In the early grammar schools, for a number of years there were only boys in attendance; while in the collegiate institutes the young lady had entered and had come to stay. Nor, in spite of the "sixty boys in Latin" regulation, was she disposed to have her rights overlooked. She, or her parents for her, demanded that she be taught subjects such as it behoved a young lady to learn. Modern languages and English, therefore, even in the institutes, received an ever-increasing amount of attention. Necessarily, also, in large business centres, more time had to be given to those subjects required for a plain business education. So that we have the old disintegrating process again at work, and what at first promised to be large schools for the purpose of training boys for the university, and that under exceptionally favorable circumstances, have become simply a higher grade of high schools; and, like their brethren, afford to all who desire it a general purpose education as well as a classical one. We hear nothing now of the sixty boys in Latin as a *sine qua non* for recognition as institutes. Little by little those who have made and administered the laws in educational matters, have wheeled into line not so much with public opinion as with the pressure of circumstances and the degree of advancement in natural prosperity existing in our Province. As, however, already hinted, we have no right to blame those who have done so much for higher education. Their aim was good, though limited. It is easy for us from the vantage ground of thirty or forty years experience in the working of the laws they made, to say what should have been; but had some of us at this period been called upon to propose and carry out a system of high school education, I much fear our efforts would not have been remarkable. Nor have these men failed, in the proper sense of the word. They furnished the means, and put the machinery in motion, and if the wheels have turned in a somewhat different direction from that originally intended, yet the end in view, that of a higher education, has been substantially, nay, splendidly, attained. Witness the present network of collegiate institutes and high schools all over Ontario.

In the preceding brief sketch I have not thought it necessary to go into the history of higher education in our Province any further than it bore upon the question under discussion. My design has been to lead up to what seemed to me the proper sphere of the high schools, by placing before you what they were intended to be originally and what they have developed into. In determining what ought to be the position of the high schools in the system of education, we cannot ignore the condition of things among us, otherwise, as in the case of Mrs. Partington in her attempt to keep out the Atlantic Ocean, we may be swept before the drift of public opinion, formed by the necessities of the case; instead of, as opportunity offers, taking advantage of its flow, and helping to guide its direction. We must never forget that we are not England, with a numerous wealthy and cultured class, wedded to a system of education that has come down through a thousand years. We are a young, vigorous, and independent people, too much engaged in the pursuit of material prosperity to give as yet much attention to the education, the culture, the polish that belong to an older state of society. But, even in the formation of a system of education for ourselves, we exhibit the same independence that we have exercised in the pursuit of wealth. Instead of adopting wholesale what has satisfied our mother England, for many centuries, we select from every source that which we think will be best adapted to our circumstances as a people. Our national university, originally, perhaps, a miniature edition of Oxford or Cambridge, has been broadened in aim and liberalised in the direction of affording to her students every possible variety of scholarship required. All the changes made in it from time to time are of the same nature. In short, like our high schools, but in a different way the university has been compelled to adapt itself to the demands of the people, the demands themselves being but the outcome of their circumstances.

In determining, therefore, the true position of the high schools, we must remember that they stand not only between the public schools and the university, but also between the public schools and that class somewhat limited in number, but steadily increasing, that require a more advanced education than it is possible to give them in the lower schools. Moreover, the Government, recognizing the large support afforded them by the people in the way of annual grant, has thought it only a fair return for this support, that they should afford the non-professional training for the teachers of the Province. Nor can we object to this arrangement. It affords the *best* means of doing what is required, and in thus educating the educators of our youth, we are making the largest return possible for the support afforded, and removing all objections that might otherwise lie against the high schools as merely class schools, and therefore such as should be wholly supported by a class.

Bearing in mind the considerations I have thus brought before you, the work of the high schools and collegiate institutes seems to be: (1) To educate candidates for the university; (2) to give the non-professional training to the teachers of Ontario; and (3) to afford general higher education to all who have leisure to wait for it. The order in which I have enumerated these objects does not necessarily express their relative importance. Remembering the fact that the average number of university candidates does not amount to more than four or five candidates per annum to each school throughout the Province, it would be difficult to show that the education of this class either is or ought to be the highest aim of the schools. It forms a part of a most important part of the work, and this is the utmost that we can say of it. Nor is it necessary that we should determine the exact relative value of each portion of the work. I merely wish to guard against the too ready assumption that university work is really the *raison d'etre* of the high schools.

It does not, however, follow that the whole work thus marked out shall be done by all of the schools. Practically it is not. Taking the results of the present year's matriculation examination at the

(*Continued on page 556.*)

TORONTO:

THURSDAY, AUGUST 27, 1885.

EDUCATION AND CONDUCT.

Two weeks ago we attempted to show that if to the word "culture" an ethical meaning was attached, culture in its totality could not be induced by education alone. But that education should on no account ever relax its exertions on behalf of culture in this wider sense, we also attempted to point out. This latter phase of the question is, perhaps, the more important of the two.

The scope of the science of tuition probably no one will limit to the intellectual powers alone. Even if it is with these that it is chiefly concerned, it cannot leave altogether out of view that part of our nature which has to do with right and wrong. An ideal education no doubt would undertake the development of all parts of our nature—physical, intellectual, æsthetical, and moral—*together*, treating them as parts of a unit. But from this ideal we are at the present day very far indeed. Nevertheless, if we recognize such an ideal, we must grant that conduct as well as intellect must come under the influence of the teacher.

Conduct, we have been told, is three fourths of life—perhaps five sixths, and even this is a low computation. What is it that in all ages commands and fascinates the thoughts of men? Is it not views of life? Regard literature in its broadest sense, what is it after all but a philosophy of life—now in prose, now in verse? Not the laws of nature, not the principles of art, not the abstractions of philosophy, not anything to do only with the external world and our thoughts concerning it, so universally captivates the attention of men as views of life—what we ought to do, and what will help us to do it. True views, perhaps, on this subject it is that is the real source of permanent popularity. And our greatest men have all recognized this—or rather, it is safer to say, that our greatest men have been great simply because they have come nearest to the truth on these matters. "These supreme presentations of life," says Mr. Mallock, referring to "Macbeth," "Hamlet," "Measure for Measure," "Faust," etc., "are presentations of men struggling, or failing to struggle, not after natural happiness, but after supernatural right; and it is always presupposed on our part that we admit this struggle to be the one important thing." "All poetry is the praise of the gods," says Strabo. "The noble and profound application of ideas to life," says Matthew Arnold, "is the most essential part of poetic greatness." "A good work of art may and will have good moral results," says Goethe. "Beautiful idealisms of moral excellence," Shelley asserts he aimed at depicting. "Enforcing the religion, and perfecting the ethical state" of men Ruskin declares to be the direction of purpose of the great arts. And to sum up, is there not a deeper meaning than at first sight appears to be attached to that old Greek phrase which described the poet as ἔνθεος even if he were ἔκφρων?

If, then, in the highest flights of human effort, conduct occupies the chief place; if, that is, human effort is high only as it has more and more to do with conduct, then conduct can never and by no possible means be considered to be outside the scope of education. That this is tacitly accepted is obvious. Otherwise why the great stress laid upon character in the teacher, on the value of example, on the ethical teachings of text-books, on all that influences the child?

All this, without doubt, will be on all hands readily granted. The difficulty lies in determining how so to teach in order that with mental development moral training may go hand in hand. Perhaps the first lesson to learn is that abstract principles of right and wrong are useless. Especially are they so to children. To the child all things are concrete, and if we wish to put right and wrong before him we must put them in concrete form. And not only is this the simplest but it is also at the same the easiest method. Examples from real life, interesting tales, true stories from history, anecdotes of great and good men—it is by such means that a child's moral faculties are quickened. And it is these examples that are most easily incorporated with such lessons as are set with the object of developing the intellectual faculties. What beautiful lessons for example, can be learned from the lives of such men as Palissy, Bruce, Washington, Franklin, Gordon! One should be careful, we think, not to take examples that are likely to be beyond children; such, for instance, as Damon and Phintias, Napoleon, Francis d'Assisi, Joan of Arc.

The next fact to learn is that such moral lessons need by no means be confined to the schoolroom. The playground is, perhaps, the best of all places in which to teach right and wrong. Forbearance, pluck, humility, brotherly kindness, fairness—many such virtues by being practised in games can be strengthened. In the playground, too, kindness to animals might be enforced. Few traits give a better clue to some parts of character than this, and kindness to animals is largely the outcome of early training. Excellent advantage might also be taken of boys and girls being thrown together in the schoolroom to teach each sex habits of politeness towards one another.

These are but a few suggestions thrown out rather to point the way than to exhaust the subject. Our chief care has been to show the relations which should exist between education and conduct.

BOOK REVIEW.

Six Lectures Upon School Hygiene; delivered under the auspices of the Massachusetts Emergency and Hygiene Association to Teachers in the Public Schools. Boston: Ginn & Co. 1885.

This is an excellent book on a subject which deserves a greater share of attention from everybody connected with school work than it generally receives. In the struggle to make a creditable record at examinations, and to promote as many pupils as possible, teachers, and parents too, are apt to remember only the intellectual side of education, overlooking the importance of vigilant and systematic physical care and training. The six lectures which comprise the present book are full of practical suggestions, and contain valuable information on many hygienic topics. The first lecture is more general in the subjects of which it treats than those which follow. The second treats of heating and ventilation. Its usefulness need not be restricted to schools; everybody would be profited by a perusal of it. For, in the words of the lecturer: "Scarcely anybody will demur when you tell him how necessary it is to health to have clean, unpolluted air in his house. He will say that ventilation is very desirable as a matter of course; but if you go with him to his house, you will generally find that he, by implication, makes reference to his neighbor's premises, not to his own. In the great majority of modern meeting-houses and public buildings, it would seem that particular pains had been taken to defeat ventilation, not to promote it."

Among the other topics which are fully treated are the use and care of the eyes, especially during school years; epidemics and disinfection; drainage; and the relation of our public schools to the disorders of the nervous system. The lecturers are all medical men, and each has had some special opportunity for observation and practice in the class of disorders related to the hygienic subject which he considers.

Theory and Practice of Teaching. By the Rev. Edward Thring, M.A., head master of Uppingham School, late Fellow of King's College, Cambridge. New and revised edition. Cambridge: at the University Press. 1885. From Williamson & Co., publishers, booksellers, etc., Toronto.

The title indicates the way in which the author develops his subject. The first 140 pages are taken up with the consideration of the theory of teaching, the remaining 122 are devoted to the consideration of the practice of teaching. There is much of practical wisdom in both parts, tersely and strikingly expressed. In his language, and in his thought, too, the author has a horror of ruts. Nothing in the whole treatise is more fascinating than the author's development of his conception of the teacher's true function. He says: "Teachers are a very artistic product. They do not grow, like mustard and cress on a bottle by just sprinkling a few Minutes of Council by authority over the land. A teacher is a combination of heart, head, artistic training, and favoring circumstances. Like all other high arts life must have free play in the exercise of teaching, or teaching cannot be. Mechanic work can be ordered by the foot, and measured, and paid for, by the foot rule; teaching work cannot. No true schoolmaster can produce the minds of his class as specimens on a board, with a pin stuck through them, like a collection of beetles. Shoving in the regulation quantity into the pupils, to be pulled out again on demand, is one thing; clearing the bewildered brain, and strengthening the mind is another." To the young teacher this treatise is almost indispensable; to all teachers it will prove the source of valuable suggestions.

Table Talk.

It is widely believed in Paris that the stories of Olivier Pain's death are all wilful fabrications, designed to advertise him and herald his return home.

The *Academy* reports that 100,000 copies of Ouida's new novelette, *A Rainy June*, have been subscribed for before publication, and that the demand is still pressing.

Patti receives $2,500 per night for her London performances, and Mme. Scalchi $400. At the Parisian Grand Opera, Patti is to receive 14,000 francs per evening, and Masini, the tenor, 5,000.

Mr. Herbert Spencer, overburdened with the demands of correspondents, has adopted the plan of mailing lithographed circulars explaining why he does not answer the letters received by him.

A new Shakespeare Opera is in prospect. Richard Heuberger, a young composer, said to be extremely talented, is at work upon a new opera whose libretto, "Viola," is founded upon "As You Like It."

London, England, has had a series of historical concerts, with instruments of various epochs, that began on July 1st. It was organized by the same Artists' Society that had aroused so deep an interest in Brussels last season.

The secret of the authorship of the best anonymous novel of the year, *Across the Chasm*, has leaked out. Miss Julia Magruder, daughter of General Magruder, it may be stated with certainty, is responsible for the story.

A new edition of Mr. Matthew Arnold's poems, in three volumes, containing (1) *Early Poems, Narrative Poems and Sonnets*; (2) *Lyric and Elegiac Poems*; and (3) *Dramatic and Later Poems*, have been issued by Messrs. Macmillan & Co.

The French Society of Authors, Composers and Editors of Music has decided to found retiring pensions for those of its members who, without attaining fortune, have reached the age of sixty years. There are 1,158 members, the addresses of 201 of whom are unknown.

At the request of the Queen, Edward Strauss and his band will be the musicians at the approaching court ball, in London. The band as well as its leader will wear the English court uniform, the latter with the especial consent of the Austrian Court Master of Ceremonies.

Prof. Erich Schmidt, of the University of Vienna, has resigned his professorship in order to accept the position of Director of the Goethe Archives in Weimar, under an appointment from the Grand Duchess of Weimar. He is the author of an admirable work upon Goethe's relation to French and English literature, called "Richardson, Rousseau, und Goethe."

Messrs. G. P. Putnam's Sons will have ready shortly *The Origin of the Republican Form of Government in the United States of America*, by Mr. Oscar S. Straus. The subjects considered include *Colonial Government, Political Causes of the Revolution, Religious Causes, Monarchy and the Church, Genesis of the Republic, The Hebrew Commonwealth*, and *The First Democratic Republic.*

The orchestra for the bi-centenary celebration of Handel's birth at the Crystal Palace, London, numbering 469 performers, was made up of 100 first violins, 102 second violins, 61 violas, 60 violoncellos and 53 double basses, making a grand total of 376 "strings." The wind band contained 4 piccolos, 11 flutes, 16 oboes, 10 clarionets, 8 bassoons, 2 double bassoons, 6 trumpets, 4 cornets, 14 horns, 9 trombones, 3 ophicleides and 6 drums of various kinds. The chorus comprised an army of 2,782 voices.

Macmillan & Co. have in press, and will shortly publish in London and New York, "The Light of Asia and the Light of the World," by Prof. S. H. Kellogg, D.D., of the Western Theological Seminary, Allegheny, Pa., formerly for many years missionary to India. The work is a careful comparison of the legend, the doctrines and the ethics of Buddhism with the Gospel history and the doctrine and the ethics of Christ.

At the concerts of ancient music, given at the London Inventions Exhibition, the Boccherini minuet was to be played on a viol da gamba, a 16th century regal, and a double harpsichord by Haas. A fragment of a concerto by Frederick II.'s master, Quantz, was to be played on a single-keyed ivory flute of the period; and some harpsichord pieces by De Chambonnières, Rameau, J. S. Bach and Couperin, a viol da gamba sonata by Tartini and music written for the band of Lasquan three and a half centuries ago, on nine flauti dolci and a drum.

The interest in seismology continues unabated, and the frequency of earthquake tremors of late is such as to lead in the direction of the accumulation of observational data of great importance. Cashmere was a favored locality in the early part of the past month, shocks continuing to be felt at intervals of two or three days; and in Calcutta a severe earthquake lasted for some time, being felt with varying intensity over the whole province, and some of the shocks being very serious. At the Meudon Observatory, Paris, an apparatus for registering electrically the propagation of earthquakes in underground strata has been set up by M. Fouqué, with the assistance of the director. M. Janssen; and a series of experiments are now under way, the effect of the fall of weights of 600 to 900 kilogrammes from heights of 7 to 9 metres being satisfactorily registered by the new apparatus.

The recent retirement of the Rev. James Martineau from the principalship of the Manchester New College prompts *The Christian Union* to pay the following graceful tribute to his genius: "Those who differ widely from some of Dr. Martineau's positions and among such we certainly count ourselves--do not lose sight for a moment of the rare qualities of mind and spirit which have placed him among the foremost religious thinkers in an age which has been rich in religious thought. With Coleridge, Maurice and Newman, Dr. Martineau takes his place as one of the great religious influences of the century. It goes without saying that he is a man of deep and sincere spiritual convictions and of profound and genuine spiritual insight. A great, catholic nature like his enriches, elevates and sets in motion noble influences and tendencies, even when it makes serious mistakes. Dr. Martineau sees into the heart of religious problems and mysteries, and it is this quality of insight which lifts him and a few others like him above the great mass of writers on religious topics, and makes clear the broad gulf which separates the logical and the spiritual faculties when one comes to search for the highest spiritual verities."

On the 4th of January last the students of Paris made a manifestation before M. Chevreul's house, with their flags flying, in honour—anticipating the day by a few months—of the one hundredth anniversary of his birth. Twenty delegates from the body were received in person by M. Chevreul, when M. Delcambre, President of the Association of Students, spoke in eulogy of the great *savant* by whom France is honored, and who, reaching his hundredth year, still remained robust and valiant, and preserved all the force of his genius and his old energy in work. In concluding his address, M. Delcambre said: "Illustrious and beloved master, the students of all the schools have joined in this manifestation because you are to us all—I say it with full assurance—a dean, and, I hope I may be permitted to add, a comrade. As a *savant*, you have contributed to the progress of humanity; as a Frenchman, you have added to the grandeur of France. The students by my lips transmit to you their good wishes and felicitations." M. Chevreul appeared much touched by this demonstration, and thanked the students with a voice marked by emotion. M. Delcambre then presented him a register containing the signatures of all the participants.—*From "Sketch of M. Chevreul," in Popular Science Monthly for August.*

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University of Toronto, we find that barely one half of the schools sent up candidates; and though some more may have contributed to other universities, yet by no means the whole of them can be regarded as doing university work. This fact at once makes a distinction among the schools, and leads us to ask what may be the different classes existing, and what work should be done by each. It goes without saying that the institutes must be prepared to cover the whole ground. The mere fact of their being established in the larger centres of population and possessing more masters, is sufficient reason for us to expect that whatever is required in the way of higher education must be done by them at least, by whomsoever else it may be attempted. Then, again, there are schools with four masters, not institutes, to which the same reasoning may apply. These all probably look forward to being made institutes, and in proportion to the number of pupils attending them, should do equally good work with those that have already attained the rank. Some schools also with only three masters, situated in the larger towns, may do as well in university work as any of their more pretentious rivals. In numbers they will not be able to compete with them, nor perhaps will the supply of candidates be so steady; yet ever and anon these will be able to make their mark in the university record, and take a high position among the high schools. It all depends upon the qualifications of those who conduct them. These three classes may be counted upon, in proportion to their attendance, to do the whole work as laid down above.

There is, however, a fourth class, how numerous I do not know, with only two teachers. These will probably be compelled to confine themselves largely to the teaching of English subjects, affording a general higher education to those who may ask for it, and having perhaps a very few in Latin, the sons of professional men or others interested.

Thus briefly I have indicated what seems to me the true position of the high schools in our present system of education. I am quite aware that others may dissent from what has been said, and hence the necessity of discussion upon the subject.

Connected with it, not perhaps logically, but yet in such a way as to be of interest to us, are some points on which I ask the section to allow me to say a few words. And first, as to the great number of subjects upon the programme of studies. These have been considerably added to of late without any corresponding increase of time in which to acquire them. We have reading, writing, bookkeeping, drawing, music, and physics, all made compulsory in addition to what was on before. We all know that there is a class of candidates who come into our schools one year or six months before examination and expect to be put through within that time. These form a very considerable portion of the class, and as a rule the older portion. It was difficult enough to do the work before, but now the tale of bricks has been greatly enlarged, while the time allowed will be still the same, for I am persuaded the class alluded to will not give more time. As a rule they have not the means. The introduction of some of the subjects is really a move in the right direction. Of others I cannot say so much. Bookkeeping might better be required in the junior forms, and left to the inspector's examination. It takes time just when we have not time to spare. As to music, its value all depends upon what the aim is. If it be as indicated by the examination papers, then the knowledge is wholly useless, and the time spent on it wasted. The only test of a knowledge of music is to put a simple melody into a pupil's hand and tell him to sing it, and the knowledge of how to do this is the only knowledge worth anything. What would be thought of the acquirement of a pupil who could tell you the use of words, capital letters, commas, periods, etc., and yet *could not read a line* of the most ordinary book? That is precisely the position of a pupil who prepares for an examination in music according to the present system of examining. He knows all about the signs, but nothing of the subject. If music is to be taught at all it should be taught properly, begun in the junior forms, and tested precisely as oral reading is tested. Might not drawing also be taught in the junior forms and examined by the inspectors on their visits? There is no doubt that they would better ascertain what the pupils could actually do in the subject. They could see the subject taught, and examine the books, which would give a much better result than the present mode.

You will see that I am not arguing against these subjects being taught in the schools, but against our being compelled to crowd them into six months or a year, and thus teach so many subjects at one time. It is very desirable that some system could be devised by which part of the subjects could be taken one year and part another.

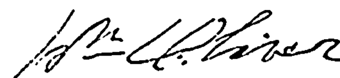
A few words on the subject of mathematics. It may seem rashness to lay profane hands upon this sacred temple. Yet I will venture; and in saying what I have to say I believe I shall only be giving utterance to what is in the mind of almost every master who has taught the subject for any considerable number of years. There is a class of minds for whom mathematics constitute the most efficient means of mental training and discipline. For this reason alone, apart from the subject itself, it must always be a leading department, and occupy a high place in our educational system. For this reason we must have first-class men trained in our universities, in our high schools and collegiate institutes, to train in turn, those who show an aptness for the subject, and who are to become the future mathematicians of our land. Hence all our institutes and high schools, or at least all that aim at taking a prominent position, must be well equipped in this respect. We cannot afford to lower the standard in any degree. Having said so much let me add on the other hand that there is a still larger class, and especially of females, for whom mathematics is evidently not the instrument of mental training and discipline, who not only show no aptness for the subject, but to whom it is almost a means of torture, if carried beyond a certain point. What are we to do with this class in our schools? Must mathematics be abolished in their case? By no means. I am sure I speak the sentiments of all who have taught the subject, when I say that there would be little difficulty in taking even these over the required ground, and in doing so successfully, provided the examination corresponded with the statements of the regulations. The difficulty has never lain in the *quantity* prescribed, but in the *quality* of the questions set. There would be no difficulty in teaching even this class of pupils the books of Euclid and also the easy exercises given in the text-books. Likewise in algebra, it would be quite possible to take them up to easy quadratics; and in arithmetic to make them do thoroughly all that is necessary for the practical work of life. But when they come to face the papers, they find that instead of adhering to the regulations prescribed, examiners have set questions, involving not only a training in the prescribed work, but also *original power* which they do not possess, and never professed to possess. Hence failure. But failure is not all. Knowing that such would be the nature of the papers, masters have expended time in teaching, and pupils time in preparation at home, out of all proportion to the importance of the subject to *them*, and to the neglect of far more important studies. Hence I strongly advocate a reform in this direction. Let the tale of bricks be required in the shape of quantity, but let the clock face, the speed of passing trains, and the rush of contending boats be relegated to those who have both the taste and ability for such mental exercise.

But what as to the smaller but still most important class who have both the taste and ability for this department of work? Shall they be passed over without any recognition? Certainly not. The remedy is simple. On the papers in each division of the subject, add a certain number of what may be called honor questions, and let these, and if necessary only a portion of the others, form a full paper for them, and let the additional marks

be added as a bonus; and let it be stated on their certificate that they are honor students in this department. In this way full justice will be done to both classes of students and to the cause of general education. Looking back at the numbers that have passed through my hands, in the years that are gone, I cannot help feeling that in the case of very many of them *they asked for bread and I gave them a stone.*

As to the study of language but little need be said. It is scarcely necessary to raise the question whether the ancient classics or modern languages form the better medium of mental training and culture. So long as leisure and taste and professional necessity demand the study of Greek and Latin, provision must be made in our high schools and institutes for the teaching of them. Whether in higher education, a Greek or English, a pagan or Christian, a dead or living literature, is the higher instrument of culture is a question which, while it may be profitably discussed under appropriate circumstances, is practically settled for us.

One thing that we should aim at with ever-increasing earnestness is to make the acquirement of languages, whether ancient or modern, the means of conveying ideas. There is too great a tendency to rest in the mere learning of a language, as if that were the great object to be attained. More attention should be paid to sight-work, which probably should be begun much earlier, and proceed *pari passu* with translation by aid of lexicon. In the case of French or German, conversation, or at least, writing from dictation, should form a prominent part of the training. These are living languages, and a defective training has resulted too often in pupils being able to read an author freely and yet not being able to understand the most ordinary conversation. The only other subject I shall touch upon is "English." Under this head I include reading, composition, recitation of passages memorized, and the study of the literature of our language. For grammar as popularly understood, parsing, analysis, and fine-drawn distinctions and definitions, I care little; that is, so far as its bearing on the after life of the great bulk of our pupils is concerned. I trust you will excuse me if I say that I think it would be much better from the very first, to teach pupils to put together instead of tearing apart; to build up a language for themselves, instead of pulling down that which they find in books. As to the other subjects mentioned, seeing that the schools we represent are schools for higher education they ought to form a prominent part of our work. Probably with those who come to our schools for instruction, English as above described is their weakest subject. With few exceptions they can do most things better than read, write, and speak their own language well. Coming from homes, many of them almost destitute of books, their vocabulary is scanty, their stock of ideas small, and their style, well, *non est;* and just because they happen to use English to express what ideas they have, they too often fancy they know all about it, and thus make this subject, in some respects, the most difficult one we have to teach. What we need, therefore, is numerous and wise selections both of prose and verse, less value attached to mere memorizing, much paraphrasing of the texts appointed for examination, and an examination rigidly confined to the portions of authors chosen, leaving the question whether the moon is made of green cheese severely alone.



THE PRESENT AND THE POSSIBLE INFLUENCE OF THE HIGH SCHOOL SECTION.

WHEN I agreed to prepare a paper on this subject I had but an inadequate conception of the task that lay before me. He that plunges into a river should know how to swim, but with inexcusable temerity I made a plunge, hoping that the waters were not deep. Deep I have found them and the current adverse, and I fear that I must acknowledge that but for the spectators on the shore my struggles would have terminated mid-stream.

It is almost presumption in me who have been for so short a time a member of this section to assume the *rôle* of reviewer and reformer, but "I have some naked thoughts that rove about and loudly knock to have their passage out." This has been a remarkable year in the educational affairs of this Province. It has been a year of change. New statutes, new regulations, new curricula, new text-books have been showered upon us. In such periods of unrest it will not be surprising if we are shaken from our wonted ruts of contemplation and are led to examine the very *raison d'être* of our collective existence as a branch of this Teachers' Association.

The general trend of what I have to say will be best indicated by three simple questions:—

1. What are the nominal functions of the High School Section of the Ontario Teachers' Association?

2. Are these functions practically effective?

3. Can the influence of this section be extended?

I have obtained from the secretary a copy of the constitution of the General Association and am informed that the High School Section has no separate constitution of its own. I must therefore deduce the functions of this section from the stated objects of the General Association and from our own sessional minutes. I take it then that these functions are: (1) to advance the interests of education by discussing various subjects connected with practical education and the profession; (2) to suggest to the university and departmental authorities such modifications or improvements in laws, regulations, and courses of study, as from experience may appear to the section expedient or necessary.

Now here we have the whole thing in a nutshell. The functions of this section are deliberative and advisory, and in deliberation and counsel they end, if indeed by the grace of "the powers that be" they haply go so far. We have an executive committee and a legislative committee, but an executive committee without actual and with scarcely a fragment of virtual power, and a legislative committee whose findings are as a drop in the bucket of legislation. We give ourselves the dignity of a deliberative assembly, but we constitute an assembly whose only office is to deliberate and advise.

Let us now examine the value of our deliberations and the weight of our advice in the councils of education. Let us take, *exempli gratia*, our last year's meeting and determine what was accomplished by this section. Let us see whether to any appreciable degree our deliberations and conclusions have molded the legislation of the past year. Let us decide whether the influence of this section in the realm of secondary education is so powerful as to justify us in foregoing annually three days of needed rest in sultry August.

The voice of this section is heard in two quarters. We proclaim our desires on the one hand to the University Senate, and on the other to the Education Department.

At the last annual meeting of high school masters a number of resolutions were passed with reference to university affairs. At the risk of being tedious I shall take them in their order.

1. That the University of Toronto be requested to recognize as fully matriculated students all who at the local examination shall obtain the standard required for matriculation.

2. That the University of Toronto be requested to extend the local examination to boys as well as to girls.

3. That the University Senate be requested to place the subjects of Botany, Chemistry, and Chemical Physics on the university curriculum for junior matriculation, the examination in such subjects to be optional.

4. A motion relating to the objectionable nature of some of the papers set at the preceding matriculation examination of Toronto University and a request to the University Senate

to have none but suitable persons appointed as examiners and to secure that the examiners for matriculation should consist of a professor of the subject examined in, and if possible an ex-high school master.

5. A request to the University Senate to make the pass-work in Classics and Modern Languages at senior matriculation the same as that required for honor work in the same departments at junior matriculation.

6. A motion with reference to the amount of work to be required at junior matriculation in the subject of Latin Prose.

7. A motion with reference to examination in Canadian History at junior matriculation.

Here we have seven specific recommendations. What has been their outcome? The first and the second, in the matter of local examinations,are, I understand,to be followed soon. The third, with reference to science subjects at junior matriculation, has been honored in the new curriculum. The fourth, respecting the appointment of examiners, has, I fear, not yet received all the attention it deserves. The hint regarding the appointment as examiners of ex-high school masters has been duly recognized and has given us good examiners and unobjectionable papers in almost every case, but some examiners who have not breathed, or who have breathed too little, the salutary atmosphere of the schoolroom still display their erratic proclivities and continue to excite the gaping wonder of the vulgar by their startling ingenuity and seemingly unfathomable lore. The fifth recommendation in relation to the harmonizing of the Honor junior and the Pass senior matriculation work has been followed as far as perhaps it was wise for the Senate to go. The sixth and the seventh recommendations receive their embodiment in the new curriculum.

It will be plainly seen from this *resume* that the high school masters have the ear and the attentive ear of the Senate of the University of Toronto. Our wishes have been gratified almost *in toto*, and if this section accomplished by last-year's meeting nothing else than the effecting of these changes we did not meet in vain.

Next, let us see what requests were presented by this section to the Education Department and how they were met. Only two motions appear in the minutes.

1. That in the opinion of this section the importance of book-keeping and of such other subjects already on the programme as have special reference to a commercial education should be recognized in connection with the departmental examinations.

2. That the Department be requested to select the sub-examiners from among high school masters and other teachers of practical experience.

These are seemingly all the favors we asked last year of the Department. The first recommendation has been observed. The second, I believe, has been followed in part.

How is it that we had so few requests to make to the Department, whose edicts affect our work so mightily, and so many requests to make to the University Senate, whose acts affect us materially, it is true,but only secondarily in comparison with the decisions of the Education Department? How is it that of the seven marked changes made in matriculation work by the Senate of the University during the past year four proceeded directly from this section, whereas out of the many changes in the high school curriculum made by the Education Department during the same year of change only a solitary one proceeded from this section, while many of the others were introduced not only not with the approval of this section, but even in the case of many individual members at least, with decided disapproval? The reason is apparent. The University Senate made haste slowly, took us into their confidence, laid before us the proposed changes in the curriculum, ask[illegible] and accepted our advice. The Education Department did not give us a similar oppo[illegible]unity of pronouncing in our corporate capacity on the proposed changes. So it happens that the changes in the university curriculum were either made by this section, or being made by the Senate, received our unqualified approval. So it happens that only an insignificant percentage of the new or amended articles in the high school curriculum of 1884-5 originated with us, while many of them—to put it mildly—were not entirely satisfactory. "Many men, many minds," is the popular proverb, but the proverb of the wise man is, "In multitude of counsellors there is safety."

I have spoken of changes in courses of study. What about recent alterations in laws and regulations? Many have been made during the past year. We have had no voice in the making of these laws and regulations—I mean, no corporate voice. Individual teachers have been consulted and their opinions have been treated always with courtesy and sometimes with attentive consideration. *But this section, as a corporate body, has neither directly nor indirectly affected in the smallest degree the educational legislation of the past year*, and only in an inconsiderable degree has it influenced departmental enactments.

This section has a legislative committee whose duty it is to look after the interests of the section during the progress of legislation affecting us. But you will find if that committee reports that the result of its endeavors will give you no ground for congratulation. In all this no rights of ours have been infringed for we have no legal status and no legal rights, but I wish to emphasize this fact—that our moral rights are often unacknowledged and our moral influence is at times quite inoperative.

Just here I may say that my remarks apply to a period antecedent to the opening of this annual meeting. Nor is their force affected by the fact that the minister is about to lay before us for our cursory consideration, the High School Regulations of 1885-6. We are, I am sure, thankful for the opportunity which rumour says the minister will give us of perusing in convention assembled the proposed regulations, and if I had good reason to believe that the regulations would always be in process of making at a period coincident with our annual meeting, I should be inclined to throw much of my paper to the flames, but when I remember that twice in 1884, in March, I think, and again in September, new regulations were sent to the schools, I fear that the good fortune which we are on this occasion to enjoy, is of the *sic transit* nature, and although I shall appreciate the favor to be conferred, I must for the present proceed with my design.

Now comes the question—are the high school masters of Ontario thoroughly satisfied with the influence they exert in all matters pertaining to their profession? On account of the peculiar position which we occupy in relation to the Education Department we are disposed to be silent even when we chafe the most at departmental vagaries and delinquencies. Our criticism of the acts of the University Senate are bold and ingenuous: our strictures on the acts of the Education Department, except when given *sub rosa*, are mild, and shall I say at times somewhat disingenuous? In the one case our public utterances are delivered without fear or affection; in the other prudential considerations set a watch upon our lips. In the one case knowing that the corporations have neither heart nor sensibility, we fearlessly discharge our shafts; in the other we imagine that criticism of departmental acts may be construed as personal or political attacks, and we are apt to hold our peace even when we consider that our vested rights have been invaded; and consulting, as we think, our own personal comfort, we conveniently pursue a policy of silence. Now, happily, we have at present at the head of educational affairs in this Province, a gentleman who is neither despotic nor morbidly sensitive, and who seems to thrive on criticism and almost to invite it. If we should occasionally growl dissent I don't think we should very seriously alarm him, but it might induce him now and then to throw us a bone.

Here we are, the representatives, in a sense, of 325 men and women engaged in the noblest work on earth, not excepting even the sacred functions of the ministerial office, and engaged, I may say, in the noblest part of that work, in its middle and most important stage. Many of us should have "a know-

ledge which a long experience in the management and conduct of schools and the education of pupils, the training of teachers, and the practical use of text-books, alone can give," and being fairly conversant with the needs of the young natures for whose betterments we are spending our lives, should we not have more to say regarding the best methods of satisfying those needs?

Our corporate functions are, as has been said, deliberative and advisory. Our deliberations have usually been respected and our advice has frequently been asked and followed, but have we cause for complacence when most radical changes can be made touching the very props of our profession without an opportunity being afforded us for passing our opinion thereon?

Well, can any remedy be suggested for this state of affairs? For my part I should be the last to propose to add to the dual functions we at present enjoy the disagreeable attribute of remonstrance. Such a policy would only irritate, and would tend, for the present at least, to lessen rather than to extend our influence. But surely in respectful terms we may, without giving offence, have free speech regarding everything that appertains to our chosen life-work. In present conditions outspoken criticism is too apt to be misconstrued as the outcome of political animosity, but no teacher who is worthy of his vocation would here or there or anywhere in his official capacity, touch even the skirts of political partyism.

Do not misunderstand me. I do not wish to be regarded as disaffected towards the existing educational system. I do not fail to recognize the many valuable reforms that have been made during the last few years in the domain of education. Our system, notwithstanding the virulent attacks of root-and-branch educationists, is immeasurably superior to the system of the last decade. But the feeling to which I wish to give expression is this: that we as a body occupy, I shall not say a humiliating position (for no indignity has been put upon us), but an equivocal position. We come here annually, not as paid delegates, but at considerable sacrifice and expense with the hope that we may in some degree influence educational administration and legislation. We know that we have no legal rights, but we have been led to believe that our counsels have weight. We now, not by any means for the first time, discover that our influence is not as potent as we could wish. The problem is—can we extend our influence? I think we can in one or two ways. These ways will be suggested by two considerations. First, only a small percentage of the high school masters habitually attend these annual meetings. Secondly, we have no representatives on the Central Advisory Committee as we have on the University Senate.

What percentage, think you, of the high school teachers of Ontario are accustomed to meet in the annual convention? There are this year about 330 teachers, over 300 male teachers in the high schools and collegiate institutes of the Province. From the minutes of this section I find that there were present at our meeting last year just 28 masters, of whom 18 were head masters. Making allowance for omissions we see that not 10 per cent of the high school teachers attend these meetings. We see that while about 30 come hither from duty or from interest the other 300 disport themselves in green pastures and rove beside still waters. No wonder our influence is no greater! The wonder is that it is as great as it is. The wonder is that we are regarded in any sense as representing the high school teachers of Ontario. In present circumstances, then, I suppose it is scarcely reasonable to deplore our lack of influence. Are we to rest satisfied with this state of things? Our conclusions will never be regarded as embodying the opinions of the high school masters as long as only 10 per cent of the masters aid in reaching these conclusions. Can this unsatisfactory attendance not be increased, doubled, trebled, at the very least? Every school should have a representative here. I believe that this can be accomplished. I know from personal experience and from personal intercourse with teachers who have never appeared here that an energetic effort on our part would produce astonishing results. I know it is inconvenient and expensive for many of us to come here. The bugbear of expense is, I believe, greater than that of inconvenience, but surely high school masters should be loyal enough to face it. I am not sure that a thoughtful committee might not find some way of lessening the difficulties in the way of attendance. At any rate let us not be satisfied with this fragmentary and irregular attendance. Let us, if we are to represent the interests of secondary education in this Province, represent those interests not only nominally but also in reality.

Again, we have no representatives on the Central Advisory Committee as we have on the University Senate to look after the interests of this section, to convey our conclusions, and to press our desires and claims. You know what we have been able to accomplish in late years through our representatives on the University Senate. Is it too much to ask that we should have one or two representatives on the Central Committee? This is not a new proposition. Two years ago a similar hint was thrown out by one of the wisest of our number. It may be said that we are represented on the committee already by the high school inspectors who were formerly high school masters. But—I say it with all respect for these gentlemen—surely their interests and ours are not identical. Their past experience in the schools enables them, to a certain extent, to sympathize with us and to understand our difficulties and desires, but they look upon our work from a standpoint different from our own. They can, from their serene height, look down upon our struggles with comparative indifference. What to them may be an interesting subject of debate may be for us a matter of momentous concern. I see difficulties in the way of following this suggestion, but not insuperable difficulties. It may be said that our position would not be much improved if we had representatives on the Central Committee, since that committee itself, as a board of reference and consultation, has no legal existence and enjoys but uncertain powers, and since we as masters are precluded from sharing the statutory duties of that committee. Whether the Central Committee, as an advisory body, has great or little power, we know that if we can gain an entrance to it we shall be one step nearer the minister's ear, which means a great deal in these days of hasty legislation.

If the minister should grant us two seats in the Central Advisory Committee—say one for our chairman, annually elected, and another for a representative elected by all the high school masters, we should have, as a section of this association, an additional reason for existence, in enjoying the dignity of the franchise and in having no inconsiderable weight in the minister's council of advisers.

My suggestion regarding increased attendance and consequent increased enthusiasm at these summer meetings I am sure can be carried out. The proposition regarding representatives on the Central Committee presents more diffculties and I offer it with diffidence, still I hope that it will be found practicable.

In conclusion, I would say that I am far from depreciating the work that has been accomplished by this section in the past. The self-sacrificing labors of those masters—few in number—who habitually attend these summer meetings have by no means been without effect; but I am sure we can enlist the sympathies and gain the co-operation of more of our fellow-teachers, and I believe, if not in the way indicated, at least in some similar way, we can extend the influence of this High School Section of the Ontario Teachers' Association.

J. E. Wetherell

A NEW Singing Book will be published by Ginn & Co., in the latter part of the next month. The author is F. H. Pease, Ypsilanti, Michigan. We understand that it will point out several new ways of looking at old facts.

READING AS PART OF ELOCUTION.

"SOME people," said a late inspector of high schools, "accuse me of being mad on the subject of mathematics; in the interest of our schools I wish some one would go mad on the subject of reading." Although I have no intention or desire to carry out Dr. McClellan's wish in this matter, yet these words are significant enough, coming from one whose occupation afforded him ample room for judging. And my experience as a teacher in the public and high schools, as well as in county and provincial model schools, has forced me to the conclusion that the above quoted words were not uncalled for. It is, however, true that of late more attention has been paid to this very important subject, though much yet remains to be done.

It is a remarkable fact that this subject, the first to be taken up in our public schools and prosecuted day after day for a number of years, is the one in which our pupils are, as a rule, the least proficient. In all other subjects they are able to reach a high degree of proficiency; in reading they do not seem to be able to rise above a standard which can only be considered mediocre. There must be a reason for this condition of things, and though I shall not take upon myself to say what actually is the cause, I will undertake to hazard an opinion. It is this. The fault lies, for the most part, not with the pupils but with the teachers. I say for the most part, for certain difficulties present themselves which even the best teacher will find hard to surmount. These are due to home influences. Reading is an art, and as an art has to be acquired by diligent study and practice, and the acquirement of this art is not gained in a day or in a short course of spasmodic and desultory training, as experience too truly shows. In the public schools it has not met with that attention and systematic treatment which its importance demands, whilst in the high schools and collegiate institutes until the last two or three years it was almost entirely neglected or ignored, for what were deemed, though erroneously, more important subjects. Consequently, candidates for teachers' certificates came, and still come, to the county model schools and the normal schools with little or no acquirement of this art beyond fair intelligence and fluency which they have obtained they scarcely know how, through the labor of years. At these institutions they are met with a variety of work and study deemed necessary for their equipment as teachers, and rightly too, and the consequence is that under even the most skilful teachers of reading, the time and attention that can be devoted to this pursuit is all too little. And thus lightly equipped in this respect they are drafted off into our schools to become in their turn the teachers and trainers of the rising generation. Again I shall not take upon myself to say how this condition of things can be improved, but I may take the liberty to offer a suggestion. First, then, more stress might be laid on the subject at the var[illegible]us teachers' examinations, and a higher standard exacted. It should no longer be looked upon, or at all events passed over, as of little moment.

Secondly, a more extended course in this branch at the normal schools.

Thirdly, a special recognition by the Education Department of excellence in this art, or if not in this art alone, in a certain group of subjects of which it *is* one. There are certain acquirements which are looked upon rather as accomplishments than as essentials of a public school teacher. Such are music, drawing, and penmanship, and I may put in this class also the art of reading in that degree of perfection in which a teacher should possess it.

The consideration of the methods employed in teaching beginners does not fall within the province of this paper. It will not be out of my way, however, to call your attention to the fact that the reading reform now in progress has begun at the right point, namely, at the beginning. In the normal and model schools no subject, I believe, receives more care and attention than the method of teaching the first reading lessons. This is as it should be, and the work done—and done in such a thoroughly sound and efficient manner—in the lower classes, will advance most materially the higher grade of reading which should be taught in the advanced classes of the public schools as well as in all the departments of the high schools and collegiate institutes.

I now come to the consideration of the standard in reading which we should aim at in our teaching.

If reading is to be worthy of the name it must involve the principles of elocution, but to what extent, I shall leave to your own judgment. I shall merely lay my views on this question before you, not indeed in the expectation of their being accepted by you, because they may be wrong, but simply because they seem to me to be right.

In a few words, the reading which we should aim at should have three qualities:—

It should be *intelligent.*
It should be *intelligible.*
It should be *expressive.*

And the amount of elocution which should be introduced into our teaching should be sufficient to bring about reading possessing these three qualities.

The question here naturally presents itself, what system of elocution suitable to our classes shall we adopt? There are systems and systems. Most systems consist of a bundle of rules, so complex in character and so terrifying in number, that even the anxious, enthusiastic student feels inclined to close the book with a bang, and give the matter up in sheer despair. Such systems, it seems to me, cannot be too strongly condemned. We do not speak by rule, why should we read by rule? Why, the very rules themselves are obtained from natural sources and common usage. And if we have nature and usage to draw upon, why perplex and distract the mind by rules?

Let us for a moment examine the information a pupil occasionally receives by learning a rule.

ILLUSTRATION.

Rule 1.—"Questions end with the rising inflection":
Was John *there*?
What time is *it*? *What time* is *it*?
Was *John there*?

Rule 2.—"Negative sentences have a rising inflection in the part denied":
It is not my *fault.*
It is not *my fault.*
It is *not* my fault.

In short, then, however valuable such systems may be in the eyes of the authors of them, they can be of but little assistance to the common teacher, who has not time, even if he had the patience, to reduce these unruly rules to order. Moreover, it is plain that a system of this kind is liable to become, in the hands of an unskilful teacher, highly injurious to the advancement of his class.

But why should we go to the trouble of carrying water to our pupils, when they can just as easily drink at the spring itself, why give them dry rules, when they can more easily have recourse to nature, and custom, from which these rules themselves have been obtained?

Whateley in a chapter on elocution says very pertinently: "Suppose it could be completely indicated to the eye in what tone each word and sentence should be pronounced, according to the several occasions, the learner might ask—but *why* should this tone suit the awful—this the pathetic; this the narrative style? Why is this mode of delivery adopted for a command—this for an exhortation — this for a supplication? etc. The only answer that could be given, is, that these tones, emphases, etc., are a part of the language; that nature, or custom, which is a second nature, suggests, spontaneously, these different modes of giving expression to the different thoughts, feelings, and designs, which are present to the mind of anyone who, without study, is speaking in earnest his own sentiments. Then if this be the case, why not leave nature to do her own work? Impress but the mind fully with the sentiments, etc., to be uttered, withdraw the attention from the sound, and fix it on the sense; and nature or habit, will spontaneously suggest the proper delivery."

Here, then, I will give the basis of the sys-

tem of elocution which appears to me the best, the most effective and the easiest, because the simplest, that can be employed by school teachers.

"First lead the pupil to get at the sense of the passage, then lead him to find the proper and natural way of expressing the thoughts and sentiments which he has almost made his own, couched as they may be in the words of another."

I come next to the consideration of the three qualities of good reading, and of the means of producing these qualities. And, here, I may state that I have not written an essay on each point (which could very well be done) and shall trust the minds of my hearers to supply a great deal which might be said, but said, perhaps, unnecessarily. Thus, I shall not enter upon a lengthy disquisition on what intelligent reading is, but shall advance, at once, to the consideration of the means of bringing it about.

I have, however, one remark to make on the nature of intelligent reading, which at first seems paradoxical. Intelligent reading is not necessarily true reading, as far as the real sense of a piece is concerned. The reader, to read intelligently, must not necessarily understand the piece he is reading, but he must at least *seem*, to his hearers, to understand it. To illustrate this statement, place in the hands of two most accomplished readers Othello's famous vindication of his conduct before the senators, and it is not at all likely that certain passages of the speech will leave the same impression on the minds of the hearers when rendered by each reader. This, of course, results from the mental attitude assumed by each reader towards these passages, yet the hearers, in each case, may be equally impressed with the truth as represented. Hence the utility of the teacher listening, with his own book closed, to a pupil reading. He is often thus enabled to judge better of the degree of intelligence with which that pupil reads.

Now, it cannot be denied that he only who properly understands a passage can properly interpret its sense to others by reading. But it does not follow that a pupil who has mastered the sense will also be able to convey that sense to others. This would assume that reading is very easily taught, whilst experience informs us that the reverse is the case. When a child even of tender years makes known his wants, he has his attention riveted on the matter, not on the form—he thinks only of his wants, not of the words, or the mode of uttering them. These things are of secondary importance and he leaves them to display themselves, and yet with what perfect intelligence the words fall from his lips, nay, with what perfect expression are they delivered! This, then, is the natural process. With reading it is entirely different. He is apt to think first of that which meets his eye, the characters and the words, and of the way in which they are to be spoken, and until he has withdrawn his attention from these and centred it on the sense, truly intelligent reading is impossible. From this we are led to infer that the pupil before attempting to read should be able to pronounce every word easily and at sight, and should have a full knowledge of their meaning in the context. Then he must be trained to read with his thoughts and attention fixed on the sense to the neglect of words, inflections, emphasis, etc. Many little ways of securing this result will doubtless present themselves to your minds after a little reflection. I have barely time to make even a suggestion.

ILLUSTRATIONS.

I. Wrong inflection—"Mother, may I go on the *hill* with my handsleigh?"

II. Wrong emphasis—"Oh, mother! *my* MAP was the nicest of all."

The teacher, by preliminary questioning on the substance of the lesson can do a great deal towards directing the attention of the class to the sense as well as to the spirit of the piece.

I shall pass on now to the second quality of good reading, namely, *intelligibility*.

It is almost unnecessary for me to point out that intelligent reading is not necessarily intelligible reading. Intelligible reading assumes a knowledge of the sense and also the power of the reader to stamp the impressions which the passage has made upon himself, on the minds of his hearers. Lack of intelligibility results from various causes, indistinct enunciation, wrong pronunciation, force or quality of voice. I shall not dwell at length on these imperfections, seeing that they are generally recognized when met with and measures taken to rectify them. Indistinct enunciation generally arises either from lack of power to articulate, or from sheer carelessness and laziness. In the former case the organs and muscles used in speech should be strengthened by suitable exercises.

It is therefore useful for the teacher to know the position of the tongue, etc., in cases of difficult articulation, so as to be able to direct the pupil. I have found, however, that where there is actually no physical impediment, imitation is most effective, the teacher articulating, the pupil imitating. There is a common tendency to pass over prepositions of one syllable and unaccented syllables in long words. Pupils should be taught to give due prominence to these. It is good practice, therefore, frequently to drill individually and simultaneously on words and groups of words containing difficult articulations, at first slowly, strongly and distinctly, with some exaggeration, increasing to the requisite speed.

ILLUSTRATIONS.

I. Such individual irregularities are generally irremediable.

II. He acted contrary to the peremptory injunctions given.

III. It is a truly rural spot.

Another error of frequent occurrence in this respect is the running of one word into another: example—"wood and grove," enunciated "wooden grove."

I shall pass over the subject of pronunciation with this remark, that teachers should strive to make themselves good models, and drill well and persistently on difficult words with special attention to accented syllables.

On expression, the third quality of good reading, a long and profitable essay might be written. But to keep this paper within due limits and not to weary you, I shall endeavor to be brief.

Reading may be both intelligent and intelligible without being expressive, whereas expressive reading must have these two qualities and "something more," and to me it seems that this "something more," which we call expression, is especially wanting in our schools. It is wanting, I suppose, because it is thought difficult of attainment and difficult to teach. Nevertheless it should be the crowning effort of the teacher—to perfect and polish his work. Intelligence and intelligibility are more easily and naturally acquired than expressiveness. It is in expressive reading that we introduce art. "What then may expressive reading be?" say you. "Reading," says Currie, "is expressive when the tones of the voice are so adapted to the sense as to bring it out with a strong effect." It lays before the audience not merely the thought but also the emotion of the thought.

ILLUSTRATIONS.

I. Read Othello's speech intelligently and intelligibly.

II. Read Othello's speech with expression as it might be taught in the schoolroom.

I know not whether my next statement be true or false. I shall leave it open to discussion, as I hold myself open to conviction; but from my own impressions I am led to believe that in our schools, "*taste*" in general is not cultivated as it should be—taste in language, in literature, in art, in feeling, in thought, in manner, in the beautiful. I am not a disciple of Oscar Wilde, nor do I think that all beauty is centred in a sunflower, much less that true æstheticism is a bundle of affectations; but I do think that "*taste*" should be cultivated more extensively than it is in the schoolroom. "Taste," says a standard educational authority, "is that faculty by which we appreciate what is beautiful in nature and in art." And although this definition does not quite correspond to my idea of what taste really is—for it seems to me to be rather the product of the cultivation of several faculties than a faculty itself—it will answer my purpose here.

The same authority goes on to say:—

"The love of the beautiful is part of human nature, and one of the evidences of its dignity. It should therefore be educated for its own sake as elevating that nature and increasing its means of happiness. . . . Where there exists a love of the beautiful, its influence may easily be reflected on personal circumstances and habits. Cheerfulness, tidiness, cleanliness, and order are immediately associated with the cultivation of taste. For it is natural that we should strive to imitate in our own arrangements the qualities we admire in what we see around us."

Of the influences at the teacher's command for cultivating and refining the taste, "next in power to his references in conversation and oral descriptions, should be reckoned the influence that may be exerted by the pupil's reading-books," if the books are worthy of the name. But the same authority states again that "whilst reading-books properly constructed will refine the taste of the pupil who reads solely that he may apprehend their contents, they will still more refine the taste of him who is taught to read with those qualities of elocution which constitute expressive reading." I claim then for expressive reading a foremost place as an influence for refining and cultivating the taste. I claim also that, as an educative force, expressive reading ranks very high—so high that a man of taste, hearing a reader render in an intelligent but inexpressive manner a passage which demands great expression, is reminded of Wordsworth's description of poor Peter Bell :—

> "A primrose by the river's brim,
> A yellow primrose was to him,
> And it was nothing more."

With that higher and more perfect understanding of the piece, which is so elevating and so quickening he seems to have no concern. I say seems, for it may be that to himself the passage has many beauties and sentiments which he is not capable of interpreting to his hearers, because he has not been educated and trained in this higher branch of the art of reading.

But is expressive reading so difficult of attainment, after all? I maintain not, if the study is pu sued on rational principles. Children themselves are elocutionists born. A child at a very early age can wheedle and coax, can storm and exhibit anger. He seems to have the voice under perfect control, even when the feelings and incipient passions are not so. He is an adept in the use of inflections, emphases, tones, pitch, modulation and all the elements of elocution whose names he has never heard.

Now all these elements of expressive reading are there at the teacher's hands, fixed by nature and custom, and he has only to use and cultivate them. They are there, but how to get at them! Boys and girls, and even men and women are in some respects like sensitive plants, *but* breathe on them and they close up. Although we do often see people of their own accord make fools of themselves, to use a common expression, yet it seems tolerably certain that there is in human nature a strong dislike to appear ridiculous. Now there is no study that requires a greater forgetfulness of self than expressive reading. And when the teacher has succeeded in breaking down this barrier of self and reserve which stands between him and his pupils, he has accomplished a great deal, and satisfactory results of his teaching will speedily appear. To do this great tact and skill in conducting the reading lessons are required on the part of the teacher.

Expression entirely depends on the cultivation of three things—the voice, the ear, and taste—the first two of which can most readily be cultivated in youth, taste which supposes a (fairly) ripened judgment only in a limited though an extensive degree. Voice culture is a subject in itself, on which excellent works of reference may be easily obtained by those desiring to be informed. In England, of late years, a good deal of care and labor has been devoted to this pursuit, but it is in the United States that it receives the attention which it deserves. Before undertaking to practise on the voices of others, the teacher should himself have some sound knowledge on the subject of voice culture, as a wrong course might do more harm than good. Still, there are many exercises which every teacher could safely employ, well adapted to strengthen the voice, and to increase its flexibility and purity—such as simple exercises on pitch, tone, inflection, force and stress, which may be used also to vary the monotony of the ordinary reading lesson, and to impart additional interest to the teaching of reading.

Now, it is really by imitation that a child learns to speak, and imitation is an all-important factor in the process of learning to read with expression. Hence the necessity of cultivating the ear and of training it to detect the difference of tones, stress, etc. Now, the ear is cultivated by the exercises used for the culture of the voice; and thus with voice and ear trained a student's possibilities of acquiring expressiveness are greatly increased. With the power of imitating comes the necessity for good models, and these it is the duty of the teacher to furnish. Teachers of reading, therefore, should themselves be able to read with expression. The fact that reading, and especially this higher class of reading, is an art, and must be taught as an art, should never be lost sight of by the teacher. In the teaching of an art, as a means of acquiring, practice ranks first. The power to do is best strengthened and increased by practice. It is not sufficient to instruct by word of mouth, not sufficient to supply a good model—no!—the hardest though most profitable part of the lesson remains yet to be taught, namely, the doing of the work by the pupils themselves. It is on this that the teacher must lavishly spend his energy, his tact, his skill, his patience, and by dint of examples, by instruction, by illustration, by repetition, by drill, by imbuing the minds of his pupils with the spirit of the passage, lead them into rendering it, not merely with intelligence, but with all that expression of voice, tone, etc., which imparts a natural music to the words, and forms a most pleasing accompaniment to the sense.

Finally, due attention must be paid to the cultivation of taste in the delivery. The sense, the thoughts and feelings of the writer should be closely analyzed with a view to interpreting them truly to the minds of others. The moving power of the human voice over the human heart is marvellous. A cry, a sob, a groan, an exclamation of horror or delight, all mere efforts of the voice are more powerful than words, and why? Because they are the natural expression of the deepest feelings. Here, then, is the key to good taste in reading. The voice, the tones, the stress, the inflections, the time and pauses should be natural. Nature should be followed as closely as possible. In connection with this I may remark, that readers are almost as liable to err by over-stepping the bounds o. nature, as by not rising to the natural. Hence, not unfrequently, arises a false taste, an exaggerated, would-be impressive style of reading which is commonly called affected. This is always offensive, and when it inopportunely and unnaturally assumes the grandiose it is called bombastic and becomes positively ludicrous.

Shakespeare, the grand exponent of humanity, in all its phases of weakness and of strength, that sublime teacher of language and eloquence, who has done more to advance good reading and elocution than any other writer of ancient or modern times, has in Hamlet's famous advice to the players, indicated the qualities of taste in delivery, in terms beside which mine would but betray their own insufficiency.

He says to the players: "Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue," etc., etc.

Thos Swift

MR. D. MCKAY, B.A., has been appointed head master of Elora High School.

DR. G. STERLING RYERSON has returned from service with the Royal Grenadiers, and has resumed practice.

MR. DICKSON, for a number of years past principal of Hamilton Collegiate Institute, has been appointed successor to the late Mr. Buchan as principal of Upper Canada College.

SPECIMEN PAGE STORMONTH'S ENGLISH DICTIONARY.

ad. *-lĭ:* **telegraphy**, n. *tĕl·ĕg'rā·fĭ*, the art or practice of communicating intelligence by means of a current of electricity; the science of telegraphs or art of constructing them: **electric telegraph**, the machine and apparatus employed to send intelligence or messages to any distance, consisting of three essential parts—the *battery* or source of electrical power, the *wire* or channel through which that power is conveyed, and the *instruments* by which the electricity gives its signals,—one must be placed at the spot from which the message is to be sent, and another at the place where the message is to be received: **telegraph cable**, a cable consisting of several strands of iron-wire rope, each iron-wire rope encasing a single line of copper wire protected by tarred rope or some such insulating and protecting material, placed on the bottom of a river or ocean, for the purpose of conveying messages or intelligence to such places as are separated from one another by a body of water: **telegraphist**, n. *tĕl·ĕ·grăf'ĭst*, one who works a telegraph; one skilled in telegraphy: **duplex telegraphy**, *dū·plĕks*, consists in sending one message from each of two opposite stations at same time: **diplex telegraphy**, *dĭ'plĕks* [L. and Gr. *dis*, twice; L. *plicō*, I fold], consists in sending two messages in the same direction at the same time, from one station to another station: **quadruplex telegraphy**, *kwŏd'rō·plĕks* [L. *quatŭor*, four; *plĭcō*, I fold], consists in sending two messages in opposite directions at the same time from each of two opposite stations, four messages being thus despatched simultaneously on the one wire.

teleology, n. *tĕl'ē·ŏl'ō·jĭ* [Gr. *telos*, an end; *logos*, a word], the doctrine of the final causes of things: **tel'eol'ogist**, n. *-jĭst*, one who seeks for or studies the final causes of phenomena: **teleological**, a. *tĕl'ē·ō·lŏj'ĭ·kăl*, relating to or connected with final causes: **tel'eolog'ically**, ad. *-lĭ*.

Teleostei, n. plu. *tĕl'ē·ŏs'tē·ī* [Gr. *telĕŏs*, *teleĭŏs*, perfect; *ŏstĕon*, bone], the order of the bony fishes.

telephone, n. *tĕl'ĕ·fōn* [Gr. *tēlĕ*, afar off; *phōnē*, a sound], an instr. for instantaneously transmitting articulate speech or musical sounds, with perfect distinctness, to almost any distance from its original source, by means of currents of electricity: **v.** to transmit speech by the telephone: **telephonic**, a. *tĕl'ĕ·fŏn'ĭk*, conveying or sending sound to a great distance; transmitted by telephone: **telephony**, *n. tĕl·ĕf'ō·nĭ*, the art of transmitting sounds by telephone: **teleph'onist**, n. *-ō·nĭst*, one versed in telephony.

telescope, n. *tĕl'ĕ·skōp* [Gr. *tēlĕ*, afar off; *skopĕō*, I view], an instr. employed to assist the naked eye in viewing distant objects, especially the heavenly bodies, which, seen through it, are vastly increased in distinctness: **v.** to slide or be driven into each other, as the parts of a telescope which slide into each other—specially said of railway trains in collision: **tel'escoping**, imp.: **tel'escoped**, pp. *-skōpt*, driven into, the one within the other, as railway carriages: **tel'escop'ic**, a. *-skŏp'ĭk*, also **tel'escop'ical**, a. *-ĭ·kăl*, pert. to a telescope; visible only through a telescope, as a star: far-seeing: **tel'escop'ically**, ad. *-lĭ:* **telescopy**, n. *tĕl·ĕs'kō·pĭ*, the art or practice of using or making telescopes.

telestich, n. *tĕl'ĕ·stĭk* [Gr. *telos*, the end; *stichos*, a line, a verse], a poem in which the final letters of the lines make a word.

teleutospores, n. plu. *tĕl·ū'tō·spōrz* [Gr. *teleutē*, an end, a conclusion; *spora*, seed], long two-celled spores ending the vegetation of certain fungi, and beginning a new generation in spring.

telic, a. *tĕl'ĭk* [Gr. *telos*, the end], denoting the final end or purpose.

tell, v. *tĕl* [Icel. *tala*, speech: Dut. *tellen*; Dan. *talle*, to count, narrate—see **tale**], to express in words; to utter; to relate; to reveal; to betray; to publish; to explain; to give an account; to count; to number; to teach; to produce an effect, as 'every word *told*': **tel'ling**, imp.: adj. having or producing a marked effect, as a speech on an audience: **told**, pt. pp. *tōld*, expressed in words; narrated: **tel'ler**, n. *-ĕr*, one who tells—see also next entry: **tell-tale**, n. one who officiously gives information of another's private concerns; an instr. or contrivance for giving certain desired information, as the piece of lead, &c., hung outside an organ to show the exhaustion of the wind: adj. officiously and heedlessly revealing; babbling; telling tales: **to tell off**, to count or divide, as a number of men, for a particular duty: **to tell of**, to inform about.—SYN. of 'tell': to disclose; divulge; reveal; discover; mention; communicate; impart; report; inform; acquaint; recite; rehearse; repeat; utter; express; relate; speak.

teller, n. *tĕl'lĕr* [F. *taille*, a tally or piece of wood on which an account was kept by notches, which, when completed, was split in two with corresponding notches on each piece: Eng. *tallier*, formerly an officer in the Exchequer who paid and received money, and kept the cheques or tallies—see **tally**], an officer in a banking establishment whose duty it is to pay money on checks or bills; one who numbers or reckons votes in a division in a deliberative assembly, as in Parliament: **tel'lership**, n. the office of a teller.

tellurion, n. *tĕl·lū'rĭ·ŏn* [L. *tellus*, land, *tellūris*, of land], a philosophical machine to show the causes which produce the succession of day and night, and the changes of the seasons.

tellurium, n. *tĕl·lū'rĭ·ŭm* [L. *tellus*, land, *tellūris*, of land], an elementary body, a rare metal, allied to selenium, of a brilliant tin-white colour: **tellu'ric**, a. *-rĭk*, pert. to the earth, or procured from it; relating to tellurium, or contained in it as a constituent: **tellu'ral**, a. *-răl*, pert. to the earth: **tellurate**, n. *tĕl'lū·rāt*, a salt of telluric acid: **tel'luret'ted**, a. *-rĕt'tĕd*, combined with tellurium: **tellurite**, n. *tĕl'lū·rīt*, a sort of ochre occurring in small white beads or spherical masses, having a tinge of greyish yellow: **tel'lurous**, a. *-rŭs*, denoting an acid composed of one equivalent of tellurium and two of oxygen.

telson, n. *tĕl'sŏn* [Gr. *telson*, a form of *telos*, a limit], the last joint in the abdomen of crustacea; the tail-piece.

temerity, n. *tĕ·mĕr'ĭ·tĭ* [F. *témérité*—from L. *temeritas* or *temerĭtātem*, rashness—from *temĕrē*, rashly: It. *temerità*], unreasonable contempt of danger; rashness; foolhardiness.—SYN. of 'temerity': hastiness; recklessness; precipitancy; heedlessness; venturesomeness.

temper, v. *tĕm'pĕr* [F. *tempérer*, to qualify, to temper—from L. *temperārĕ*, to mingle in due proportion, to qualify—from *tempus*, time, fit season: It. *temperare*], to mix so that one part qualifies the other; to qualify; to make fit; to unite in due proportion; to beat together to a proper consistence; to form to a proper degree of hardness, as metals; to soften; to mollify; in *OE.*, to accommodate; to modify; to govern: **n.** a mixture of different qualities in due proportion; the state of a substance made up from the mixture of various ingredients; the state or constitution of the mind; disposition of mind, good or bad; mood; irritation; the state of a metal, especially as to its hardness: **tem'pering**, imp.: **n.** the preparing of steel or iron to render it more compact, hard, and firm, or to render it more soft and pliant: adj. mixing and qualifying; *softening; hardening:* **tem'pered**, *pp. -pĕrd, hardened:* adj. disposed, as in **good-tempered**, a. well disposed; not irritable or passionate; the opposite of **bad-tempered**: **tem'peredly**, ad. *-lĭ:* **tem'perament**, n. *-pĕr·ă·mĕnt*, natural organisation or constitution; due mixture of different qualities: the peculiar physical and mental character of an individual—the *temperaments* are reckoned five in number—*bilious* or *choleric*, the *phlegmatic*, the *sanguine*, the *melancholic*, and the *nervous*; in *music*, a system of compromises in the tuning of organs, pianofortes, and the like: **tem'perance**, n.

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