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THE CANADA  
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THE TEACHER AS A MOULDER OF CHARACTER.\*

BY PROF. J. E. WELLS, M.A., CANADIAN LITERARY INSTITUTE, WOODSTOCK.

I.

THE most precious thing in the world is a good character. May I not go further and say it is the only possession which is really precious—the only one which has an intrinsic value, comprehensive and lasting as life itself?

The character is that which constitutes the individuality, the self-hood. It includes all that makes the man what he is in himself—all that marks him as an entity distinct from every other in the broad universe. Each personal faculty, power and habit goes to make up the character, and every accident of place and surroundings either derives a value from its relations to and effect upon character, or

shrinks into nothingness when brought into comparison with it. The day will quickly come to each of us when we shall be ready to smile or to weep at the transparent littleness of the artificial and superficial distinctions which now loom to our bedazzled eyes with dimensions so hugely unreal; when we shall feel that it was really a matter of the least possible importance, comparatively, apart from any influence it may have had in making us what we are, whether we were rich, or handsome, or famous. But the day will never come while conscious life lasts, or while the currents of influence we set in motion continue to flow down the ages; the day will never come in the life that now is, and if we are, as every deeper instinct and every higher aspiration of the soul tells us we are, something more than “merely cunning casts in clay;” the day will never come in the unending life beyond when it will cease to mat-

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\* [This paper was prepared by its learned author to be read at the recent annual meeting, in Toronto, of the Provincial Teachers' Association, but owing to sickness in the writer's family it was not delivered. Prof. Wells has kindly complied with our request for its publication in the pages of the C. E. M. The balance of the paper will appear in our next.—Ed.]

ter very much indeed, very much more than any words of mine can express, what *we* were—how we thought, and felt and acted. It requires no very long experience and no very deep philosophy to teach us that happiness itself, which is, if some influential leaders of modern thought are to be believed, at once the starting point and the goal of all human effort—that happiness itself comes after all, if it comes at all, from the within and not from the without. In a word, all the springs of life's joys and sorrows, of its high hopes and its crushing responsibilities, of its perpetual influences and its deathless energies, have their hidden source in those mental and moral qualities and habits which make up the distinctive manhood and womanhood.

The character as it is at any given point of time may be shewn to be the resultant of two forces, both constantly operative from the first moment of conscious life. The one is the outcome of what is innate in the individual; the other, of the influences under which the original germ is unfolded and matured. Each is the product of an infinite series of infinitely complex causes. But while those causes, or rather the little sections of them which might come within the scope of scientific research, are in the one case buried with the dead, unalterable past, and so utterly beyond the reach of any controlling or modifying power, even of Jove himself, as Horace would say (*Carmen III.*, 29, 45), they belong, in the other case, to the living and flexible present, and are pliable to every touch of circumstance and volition.

Philosophy has no more interesting, philanthropy no more important, study than that of the formation of the individual character. It is profoundly interesting to the philosopher because of the wondrous complexity and subtlety of the agencies at work. It is

preëminently important to the philanthropist because it includes, directly or implicitly, everything relating to the well-being of society and the progress of the race, in so far as such well-being and progress are dependent upon causes within the reach of human knowledge and influence. There are, it may be, a thousand millions of human beings on our earth, and yet no two exact *fac-similes* in bodily form and feature; no two, certainly, without easily discernible differences in those mental and moral traits, those habits of thought, speech and action, which make up the form and features of the soul. Beneath each exterior—rough or polished, coarse, commonplace or refined—there lives and breathes a mysterious entity, endued with a self-hood which stamps its possessor as an individual with a character, a duty and a destiny all its own, absolutely and eternally distinct from those of every other in the broad universe.

The first of the two forces which determine the individual character, that which results from elements which each of us, without his own volition or knowledge, brings with him into the world, is evidently as I have indicated, beyond our reach. At any rate any attempt to investigate it would carry us too far beyond the limits of the demonstrable and the practical. True, he who would search out all the complicated springs of thought and feeling and volition, in order that he may the more effectually touch each at will, might be greatly helped if he could learn to distinguish accurately between what is natural and what the result of environment, in any character at a given stage of development. He would be the better also for knowing, were it possible to learn to what extent the purely innate is subject to change or modification, or, in other words, how far a law of persistency holds sway in regard to inborn

traits. -But the solution of the second of these problems is manifestly impossible until one of its conditions has been obtained by the working out of the first; and it is equally manifest that, though it is to some extent a question of facts, yet in view of all the obstacles in the way of any accurate observation during the first few months or years of conscious life, the period to which the inquiry mainly belongs, no such collection of facts can be made as would afford data for any reliable answer to the first. Two plain, practical facts alone remain. *First*, that by whatever mystery of creation, or law of heredity it may be, every child comes into the world with peculiar traits of mental and moral character already ingrained, if I may so speak, into the texture of its soul. *Second*, that these original elements of character may be modified or developed to an extent that is within bounds so wide that they are rarely, if ever, reached, unlimited.

Those original elements are, in the broad sense, unchangeable and final. They constitute the warp of the whole future character. To the environment—I use this long word, not from any special liking to it, but as a convenient term to include the whole complex mass of contacts and influences which tell upon the character in its formative stages—to the environment it belongs to inweave the woof, turning off day by day all the varieties of texture and pattern which make up the fabric of the personal life. To attempt to analyze a given character so as to determine how far it conforms to inborn types, and how far it is the product of external influences, would be to attempt to thread a labyrinth to which the Infinite mind alone holds the clue. To trace the operation of all the modifying causes by which the original germ has been developed and trained into the form it bears to-day would be to estimate

the exact effect of every occasion of thought or feeling, every contact and influence and incident, from the cradle to the present moment. It would be to go back to the days of infancy and childhood and note how each new object and incident, each toy and picture and nursery rhyme, left its mark upon the plastic mind; how each familiar object about the old homestead, from the mountain landscape or the dingy wall of brick or stone, that met the eye from the chamber window, to the cobwebbed garret that held the box of tattered and discarded books which were the solace of many a rainy hour, or whose dim recesses sheltered the ghosts our grandmothers used to tell us of by the flickering firelight, has left its impress deep and indelible upon the hardening tablet.

But amidst all the myriad influences which tell upon the character in the formative and transitional stages of childhood and youth, the most potent are, no doubt, in the majority of cases, those exerted by the men and women with whom we are brought into closest contact in the various relations of every-day life. And amongst all these, there are probably none, parents and elder brothers and sisters alone excepted, whose means of influence can be at all compared with those of the school teacher.

The sources of this influence are various. There is first of all the imitative faculty, or as I should prefer to say, tendency. Every child is consciously or unconsciously an imitator. He consciously imitates those whom he admires and loves, those he recognizes as stronger, wiser, and better than himself. In the great majority of cases the teacher, whose everyday duty it is to put himself, so to speak, in contact with the minds of his pupils, and to help them step by step all the way up the first and steepest incline of the hill of science, has oppor-

tunities for acquiring almost unlimited sway over those minds. Nay, more, if the teacher is really a man or woman of strong and developed character, and has a moderate share of that personal magnetism, without which no one is fitted to be an instructor and guide of the young, he will inevitably, whether he wills it or not, become one of the most potent influences in the shaping of that child's future. He becomes to some extent his model in thought, in speech, even in gesture. His very face becomes a study, and an inspiration in a vastly better and happier sense than that depicted in Goldsmith's "boding trembler," who sought only premonitions of "the day's disaster." In a word, every child is a hero-worshipper, and the teacher who fails to gain high rank in the list of his pupils' heroes and heroines, may write himself a failure in all that is highest and best in his profession.

But there is a kindred agency still more potent in the moulding of youthful character. For want of a better term I shall call it unconscious imitation. I refer to the tendency, strong in most child natures, and strongest, probably, in the most vigorous and promising, to enthrone and worship ideal men and women. The full force and significance of the ideal tendency in the young is not always, perhaps, so fully recognized as it should be. It is often derided as dreaminess. Sometimes it is deliberately attempted to crush it out, as inimical to the development of the "practical," *i.e.*, the bread-and-butter qualities. A keener insight into the workings of the child mind, and a loftier view of the true office of the educator, would lead us to recognize in this tendency one of the most healthful as well as powerful agencies in all mental and moral culture. The true ground of anxiety is in respect to the source and character of the ideal. Whence are they derived? They certainly are not, and

never can be, created absolutely by the mind itself. All the most vivid imagination can do is to cut and carve, to select and combine. It must use the material furnished to its hand in books, in conversation, and in the incidents of daily life. It seizes with avidity upon the qualities most admired in the men and women of history, poetry, fiction, and of its own little world of observation. The kind of material selected and of the ideal set up will vary largely, of course, with the native predispositions of the individual mind. It may be impossible to determine how far nature and how far education or environment respectively determine what elements shall be chosen and how combined at any given period in the personal ideal. But the elements themselves must be selected from stores actually at command. To those who have free access to books, history, biography, and above all, fiction, are amongst the most prolific sources. But in the case of the majority the materials must be gathered from the walks of every-day life. Parents, neighbours, companions, exhibit traits which win admiration and become insensibly incorporated into the ideal. The tales of the social circle and the domestic hearth fire the imagination until their heroes become transfigured and are fitted into the ideal as concrete embodiments of the qualities they respectively represent. Now in most cases the school teacher is the most learned person with whom the child comes in contact. However the latter may often rebel against the harsh and unsympathetic rule of the "tyrant of his childhood," he is yet constrained to admire whatever in him seems generous, or strong or brave. Very negative or very hateful must be that teacher who fails to enthrone himself in the imagination of his pupil, and to furnish a very large percentage of the constituents of that pupil's ideal.

It would lead me somewhat aside from my object were I to stay to point out the high calling of the teacher who rightly understands his mission in this respect, and who intelligently aids his pupils in framing lofty ideals. These ideals will never be realized; in many instances they will be ignobly and basely deserted by their cowardly followers at the first cold blast of temptation, the first hard pinch in the struggle with the matter-of-fact world. But every one must be the better on the whole for having once framed and revered the embodiment of a noble life-purpose. I cannot refrain, in passing, from quoting a few stirring words from a Sunday evening address delivered at Clifton College, in 1879, by the author of *Tom Brown's School Days*. They set forth vigorously the relation of the ideal to the actual life.

"To him who cares to pursue the inquiry, I think the conviction will come, that to a stranger there is something at once inspiring and pathetic in such societies as this standing apart, as they do from, and yet so intimately connected with, the great outside world.

"Inspiring, because he finds himself once again amongst those before whom the golden gates of active life are about to open, for good or evil—each one of whom holds in his hands the keys of those gates, the keys of light or of darkness, amongst whom faith is strong, hope bright, and ideals, untainted as yet by the world's slow stain, still count for a great power.

"Pathetic, because he knows but too well how hard the path is to find, how steep to climb, on the further side of those golden gates, how often in the journey since he himself passed out from under them, his own faith and hope have burned dimly, and his ideal has faded as he toiled on, or sat by the wayside, looking wistfully

after it; till in the dust and jar, the heat and strain of the mighty highway, he has been again and again tempted to doubt whether it was indeed anything more than a phantom exhalation, which had taken shape in the glorious morning light, only to vanish when the work-day sun had risen fairly above the horizon, and dispersed the coloured mists.

"He may well be pardoned, if, at such times, the remembrance of the actual world in which he is living, and of the generation which moved into line on the great battle-field when he himself shouldered musket and knapsack, and passed into action out of the golden gates, should for a moment or two bring the pathetic side of the picture into strongest relief. 'Where are they now, who represented genius, valour, self-sacrifice, the invisible, heavenly world to these? Are they dead? Has the high ideal died out of them? Will it be better with the next generation?'"\*

"Such thoughts, such doubts, will force themselves at times on us all, to be met as best we may. Happy the man who is able, not at all times and in all places, but on the whole, to hold them resolutely at arm's length, and to follow straight on, though often wearily and painfully, in the tracks of the divine visitor who stood by his side in his youth, though sadly conscious of weary lengths of way, of gulfs and chasms, which since those days have come to stretch and yawn between him and his ideal, of the difference between the man God meant him to be, of the manhood he thought he saw so clearly in those early days, and the man he and the world together have managed to make of him."

But I must not quote further. I will only say to those before me who have to do with the creation

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\* Emerson.

of this "divine visitor," which in some shape or other stands by the side of every noble-minded youth as he prepares to march out at the "golden gates:" "Be not afraid to encourage the young to cherish truly noble ideals; set before them as their motto the words of George Herbert's 'quaint and deeper wisdom,'" quoted in the same address :

"Pitch thy behaviour low, thy projects high,  
So shalt thou humble and magnanimous  
be,  
Sink not in spirit; who aimeth at the sky  
St:oots higher much than he that means a  
tree."

But it is in the relation of the teacher to the formation of the pupils' habits that we find the most fruitful source of his power to mould their character. It would not, perhaps, be going very wide of the mark to define character as the sum total of the personal habits. The "child is father to the man," not more because the one possesses the identical germs out of which what is native to the other is developed, than because the mental and moral habits formed in childhood and youth become consolidated and perpetuated in manhood.

I have said "mental and moral" habits, and for the sake of convenience shall loosely adopt that division, though, as a matter of fact, the two are so interwoven in the texture of the "inner man," that it is impossible to draw any distinct line of division. My time will admit of but a word and an illustration under each head.

The essence of all mental activity is expressed by our good Anglo-Saxon word, "thinking." By right mental habits, I mean simply right habits, or modes, of thinking. Modes and habits of thinking are what mainly distinguish one man or woman, intellectually, from another. The one great end of all education, so far as it relates to the intellectual part of our nature, is to develop the power and

to form the habit of thought. Thinking is man's appropriate work; next to worship, it his highest work. There is something in the very act of thinking closely, earnestly, continuously, upon some worthy theme, which, apart from all considerations of discipline, apart, too, from all relations to knowledge, and to truth, elevates and refines the whole nature. The effects of thinking are written in the very face. It adds lustre to the eye, it remodels and chastens every feature, it breathes intelligence into the whole expression. How often do we meet a face that would be surpassingly beautiful but for the dimness of that subtle, spiritual light with which a few years of earnest thinking would have irradiated it? And, how often, on the other hand, are we charmed with one which would be positively ugly but for the shining through of the glory which the habit of patient and earnest thought has enkindled within. Every teacher of children must find it at times a delightful task to watch the shadows come and go over the features of some bright boy, or girl, in quick sympathy with the play of thought within. Now, the brow contracts and the face darkens with the struggle for mastery of some uncomprehended thought, and anon the shade flits off and the gleam and flash which tell of triumph succeed. Thinking is the condition of the highest types of moral as well as of physical beauty. It adds the indescribable charm of refinement to the attractions of the largest generosity and the most devout piety. In short, I can scarcely conceive it possible for a man or a woman to be an earnest and vigorous thinker, and at the same time the slave of any very ignoble passion, or degrading vice. Now, no argument is needed to shew that teachers have perhaps more to do than any other persons—certainly more than any others except parents—with forming

the thinking habits of the youth. There is not a subject of study, from the infant school to the University, which may not be prosecuted to a greater or less degree, mechanically, that is, in such a manner as to make the smallest possible demands upon the thinking powers of the pupil. And there is reason to fear that teachers too often make the mistake of supposing that it is the business of a skilful instructor to lead his pupil to

facts and results by the shortest cuts and with the least possible expenditure of time upon principles and processes. On the other hand there is no branch, not even the most elementary, in the school curriculum, which may not become, in the hands of a skilful teacher, a means of stimulating the thinking faculties, and so of developing thinking power and cultivating thinking habits.

*(To be concluded in our next.)*

### THE PHYSICAL EDUCATION OF GIRLS.\*

**I**NFANTS only need to be allowed to kick and fling about their little limbs freely, untrammelled by tight or voluminous clothing. Their life is spent between sleep, food, and exercise, with a large margin for the latter. Even sickly infants require medical supervision chiefly in order that their surroundings may be wisely regulated, that suitable food, air, and exercise, may be ensured, and that the infant organism may be placed in the best possible conditions for returning to the healthy standard from which some mischance has caused it to deviate. Healthy infants do not require systematized gymnastic exercises. If their limbs are allowed full play, they will invent the best of exercises for themselves, some of them complicated and comical enough, as, for instance, the feat common to all babies, and which no physical educator has ever attempted to rival, of thrusting the toes into the mouth—a feat which requires for its successful accomplishment much steady and persevering preparatory exercise of whole groups of muscles. Sickly infants may re-

quire parts of their muscular system to be specially acted upon and strengthened, so as to restore the lost balance, and bring all parts of the body into harmonious relation; but healthy infants will thrive all the better for a little of that wholesome neglect which consists in letting them play and even use their left hand unchecked.

Little children in a Kindergarten intelligently conducted may be said to live in an atmosphere of healthful activity. Daily orderly exercise gives them such command over their various groups of muscles that they accomplish, with unconscious grace and vigour, movements which the untrained child goes through clumsily and awkwardly. Of course, little children who grow up in the country, and lead a free out-door life, sliding, jumping, swimming, climbing trees, throwing stones, and engaging in all kinds of work and of laborious play, may acquire such control over their muscular system as leaves little to be desired. It is the great merit of the Kindergarten that it is adapted to the wants of town-bred children, debarred from such natural pastimes, as well as to the wants of all indolent, ungainly children, and that it renders even the

\* From a paper read at the Annual Meeting of the Froebel Society, London, by Frances Elizabeth Hoggan, M.D.

latter apt to execute without awkwardness a great variety of combined movements either slowly, quickly, or with moderate rapidity; apt, in short, to exercise control over their whole muscular apparatus, and to adjust it to the requirements of their will.

The senses, too, which in the majority of little town-bred children of the middle and upper classes are cut off from an adequate supply of pleasing objects on which to exercise themselves, and by exercise to develop steadily and healthfully, are methodically trained in the Kindergarten into habits of activity, strengthened by daily pleasurable use, and sharpened by carefully planned exercises and games, which, while they educate, afford at the same time much innocent amusement and delight.

Passing on from infants and little children to the physical education of girls, let us consider the want in this respect of the little girl of seven years of age entering upon school life. She is still on a par with boys of her own age in activity and muscular strength. So far their lines of growth have been parallel: in general conformation, keen relish for exercise, powers of endurance, and muscular development, they are alike. The boy is perhaps on an average a trifle stronger than the girl, his bones a little heavier, but so slightly marked and so inconstant are these differences that anatomists cannot distinguish between the skeleton of a boy and a girl at this age—they speak only of the characteristics of the child—and it is during the second period of childhood (from seven to fourteen), and the period of youth which succeeds to it, that secondary differences of bodily conformation distinctive of sex supervene.

The child of seven, if it has been allowed a reasonable amount of freedom, has, whether it has passed through the Kindergarten or not, been

so constantly on the move, has had so much play involving brisk exercise of all its muscles, that it generally thrives and grows strong in spite of many hindrances to the healthful unfolding and strengthening of its faculties, founded on misconception and ignorance, or inherent in the conditions of life of its parents. It has probably not yet ceased to use the left hand almost indifferently with the right, notwithstanding oft-repeated reprimands on the awkwardness of so doing. If it has already been confined in a close school-room, and made to sit still on an uncomfortable seat or at a desk for several hours a day, the chances are that it throws its flexible body into so many contortions, and indulges in so many antics when school hours are over, that no permanent injury has resulted from long enforced continuance in one position.

Of boys the same may be said all through their school lives, excepting only studious, or very delicate, slightly-made boys. The cricket matches eagerly looked forward to, practised for, and entered into heart and soul, the rowing on the river, swimming, wrestling, leaping, and the thousand forms of so-called mischief in which boys indulge when let out of school, counterbalance the irksome restraints and the positive injuries of their school life; and, therefore, in spite of having often little thought bestowed on their school arrangements from the health point of view, they have a chance of growing up strong, vigorous, straight, and capable of physical endurance and exertion.

With girls it is different. From the time of their regular entrance into the school-room, they are expected to lay aside all vigorous play, and to be a hoyden or a tom-boy is often thought to be the very acme of impropriety in a young school-girl. Intellectual training in the better class of schools,

dull learning by rote in the inferior ones, takes henceforth the first place in a girl's education, and seldom indeed do we find the physical needs of a growing and delicate organization come in for anything approaching adequate attention either in school or home education. And yet with children generally, and with girls especially, the training of the physical powers should take precedence over the training of the intellectual powers, the latter being incapable of unfolding harmoniously in a stunted or deformed body, however brilliant may be the temporary or one-sided intellectual development of some overstimulated or sickly children.

Let us study first the natural differences between girls and boys in the middle of school life. The difference in strength and solidity of bony structure shadowed forth in early childhood has become accentuated. (1) The spinal column, with its many beautiful arrangements for supporting the weight of the body, and allowing of easy and vigorous movements, is largely composed of bone, and is weaker in girls, hence its adjustments are thrown more easily out of order. The natural curves of the spine, which develop during childhood have a tendency to become exaggerated in girls, and persistent stooping and slight lateral deviations are among the commonest departures from the healthy standard met with in girlhood. (2) The chest is less capacious. (3) The pelvis, or irregular bony girdle attached above to the lower part of the spine, below to the lower extremity, is larger in girls than in boys, and (4) the muscular system generally is less well-developed.

From the differences which have thus sprung up between girls and boys may be deduced the special indications for physical education of a girl's growing frame.

1. The spine is weaker ; therefore it should be less heavily weighted.

2. The chest is less capacious ; therefore it ought at least to have no hindrances placed in the way of its expansion, but have perfect freedom to enlarge and develop its normal shape and proportions.

3. The pelvis is larger ; therefore the organs contained in it are more apt to suffer displacement either from compression of the soft abdominal wall about the level of the waist, or as a consequence of severe physical strain, whether caused by exercise too prolonged or by exercise too severe in its nature.

4. The muscular system is less well developed ; therefore it requires to have the special attention of parents and educators directed towards it, for the purpose of strengthening it and making it fit to sustain the functions of mature life.

Apart from such general duties towards children of both sexes as a regular supply of suitable food, which is as necessary to girls as to boys, and the recognition of the important principle that intellectual training ought, during the years of ordinary school life, that is, up to the age of adolescence, to be subordinated both for boys and for girls to physical and moral training, let us consider one by one the principal things which, from our point of view, require to be modified or reformed in the education of girls.

#### I. DRESS.

Girls' dress cries imperiously for reform. In our country flannel underclothing is a hygienic necessity ; it is the best means we possess of guarding against extremes of temperature. As a rule, boys, after they have passed through the perilous age of bare necks and short petticoats, which sees so many of them sink into the grave, victims of their mothers'

ignorance or folly, are clothed from head to foot in flannel or in woollen cloth, unless they have the misfortune to be born to such pinching poverty that anything more than decent covering for the body is looked upon as superfluous. Girls, as a rule, in all classes of society, have only the merest pretence of flannel underclothing, which serves merely to exaggerate the difference of temperature between the exposed and the covered portions of the body. The trunk is indeed generally clothed in merino or flannel, but for the upper half of the chest no underclothing is provided, and half or the whole of the lower extremities are cased in cotton undergarments.

If we want to rear healthy girls, we must protect them against the inclemency of the climate by clothing them in flannel, not by making believe to do so. We must teach them those personal duties to themselves and social duties to others which they and we violate, by recklessly exposing their bodies to the inroads of disease just as much as if they were made to swallow some poisonous draught. Girls should be taught from a very early age that wilfully or carelessly to sow the seeds of illness or weakness in themselves is to sin against their body and to nullify the promise of usefulness to others in which all young creatures should delight. That would be truer education than to teach them the names and dates of all our bloody battles, or the exact order of succession of our English kings. I do not wish to undervalue the teachings of history, and I should be sorry indeed to see girls grow up ignorant of the principal events which have succeeded each other in their own and in other countries; but if one kind of learning must needs be sacrificed to the other, let it not be the one which is indispensable to the raising up of a healthy generation.

Another important, commonly overlooked, point in girls' dress is that it should be light and suitably adjusted. A heavy material does not necessarily imply more warmth than one of different make weighing much less. Fine soft serge may be as warm as a coarse heavy kind, and merino or cashmere is as warm as velveteen; but the difference in actual weight to be borne is considerable. If to difference of material are added differences in length and cut in a dress, and the presence or absence of heavy flouncing or kilting, giving no uniform warmth to the body, but constituting a drag on the spine of the most pernicious and wearisome description, it needs no anatomist to pronounce that the choice and adjustment of a girl's clothing is a necessary subject of anxious thought to mothers and educators, and that dress may undoubtedly be made one valuable means of physical education.

At the present day it is generally admitted that the spine of girls is weaker than that of boys, and yet they alone of the two have been singled out to wear numerous heavy skirts, sometimes so tight that walking is an unsightly and painful exercise, sometimes inordinately wide and maintained by hoops at such a distance from the body that currents of cold air circulate with pernicious ease between them and the body they cover. It is known that a girl's chest is less capacious than a boy's, and yet it is the girls who are put into stays, and compressed round the waist by bands and strings almost always too tight for comfortable breathing, and which impede the circulation and alter the shape of the viscera they overlie. We recognize that the muscular system is less well developed in girls than in boys, and yet girls' clothing is so ill arranged that they cannot even walk without discomfort, and are effectually prevented from deriving much pleas-

ure from exercises of a more vigorous kind, such as rowing and skating,\* for which nature has in no way disqualified them, and which, when learnt in early girlhood, are so conducive to robust health and innocent enjoyment.

Girls ought to be first clothed according to correct physiological principles; and, secondly, they ought to be taught those principles. They should know, for instance, why it is wrong for them to have twenty to thirty yards of material put into one dress, even though the money to pay for it may be quite a secondary consideration; why their undergarments should be light and warm enough to enable them to dispense with multitudinous skirts; why no tight strings or bands should fasten round the waist, compressing the lower ribs and important abdominal organs; why they should wear no stays, but allow the chest to expand and grow in its natural form, that is to say, to widen and not to become narrower at its lower part. Girls must be shewn what mischief results from compressing the lower part of the chest, and altering its natural shape out of all symmetry and beauty—impeded growth and displacement of internal parts, weakening of the muscles of the back, condemned by the use of stays to inactivity, interference with the orderly course of the circulation of the blood, general impairment of nutrition and the dwarfing of the physical life, and, through it, of the whole life of the heedless or ill-advised young creature, who seeks to attain through physical deformity to a false ideal of womanly beauty. The Venus de Medici, of medium stature and perfect proportions, is twenty-seven inches round the waist. How many young women

who have grown up in stays, whether they be of medium height or tall, ever attain such healthy development of chest and muscle as a girth of twenty-seven inches at the waist implies.

Again, as to boots. It is not enough for a wise mother to say to a girl: "You are not to wear high-heeled boots, because they are bad for you." That may do for the period of childhood and early girlhood; but once released from authority, of course the girl will follow the prevalent fashion of the day, unless she has been convinced that it is fraught with danger. She must be taught, if she is by her own free will to eschew high and slanting heeled boots, that they will destroy the natural form of the bones of her foot, and give her in a less degree the deformity of a Chinese lady's foot; that they predispose to painful joint affections, cause permanent contraction of certain muscles of the leg during walking and standing, throw the weight of the body forward, and cause even curvature of the spine to be developed, in order to restore the disturbance of equilibrium caused by withdrawing the heel of the foot from its natural function of helping materially to support the weight of the body. Similarly, a disturbance of equilibrium occurs, followed by its own train of evils, when tight or narrow-soled and ill-cut boots, which destroy the natural arch of the foot, or twist and cramp it, are worn. That boots should be of a quality and texture to keep the feet dry and warm is almost too obvious to need insisting on, were it not that many women choose boots for themselves and their young daughters as if boots existed to make their feet look pretty, and nothing more. The foot is undoubtedly capable of bearing a good deal of exposure, and in more temperate climates than our own something might be gained, and much enjoyment afforded, by dispensing with any cover-

\* Great care is necessary in teaching grown-up women to skate, or even to row, as the consequences of skating-tumbles or of over-exertion in rowing may be serious to them; and no violent exercise ought ever to be taken when the pelvic organs are in a state of congestion.

ing for the foot; but where covering is needed, it should be sufficiently thick and strong to protect the foot from ordinary injuries, and to preserve it from undue extremes of temperature, as well as so fashioned as to allow of a good deal of movement in various directions.

The above brief remarks have, I hope, sufficed to make it evident to all that girls have been grievously sin-

ned against by their educators in the matter of dress, and that it is impossible to carry out any large measure of reform in their physical education without first introducing a little more common sense into the dressing of girls, and casting aside those trammels to free and healthy development of the body which fashion and the folly of mothers have devised.

(To be concluded in our next.)

## TWO HUMOURISTS OF THE CENTURY:

HEINRICH HEINE AND HENRI MURGER.

**H**UMOUR was the last quality literary students have been accustomed to look for in German writers. Even Goethe, though the tenderness of a pathos which is akin to humour of a certain kind is apparent both in *Faust* and in his minor lyrics, is heavy in his prose writings. *Werther* is the work of a mind seemingly defective in a sense of the ludicrous, and nothing that our own Carlyle could preach to the contrary has ever convinced us that *Wilhelm Meister* is a pleasant book to read. Still less does Schiller exhibit the sense of humour. The romantic school from Weiland and Uhland to Freiligrath, write pretty ballads, with scant trace of passion or laughter.

But in the wane of the Romancists, in the slow decline of Goethe's magnificent old age, there was born in Hamburg, Heinrich Heine, son of a well-known Jewish Banker. The boy grew up to be recognized by his countrymen as a lyric poet of hitherto unexampled genius. His first, and as lyric poetry, we think his best work, the *Book of Songs*, became at once and universally popular. The lyrics were set to music by Schubert, Meyer-

beer, and Mendelssohn; they were sung by student and peasant, by high-born ladies and peasant maidens. They were written on old German legends, on the spectres and gildemons of the Rhine, on the cruelty and mystery that perplexes life, above all, on love. But in all was mingled a strain of charming mockery, a delicate humour, peculiar to this poet. He took a delight in the weirdest and wildest scenery, in mixing terrible and grotesque images. It was perhaps in his blood—for as near a relation as his great grandmother had been burned as a witch. Here is one of his poems—mark the grotesque turn at the end, where the ghost suddenly appears as a climax of horror:

Palely the moon of Autumn  
The cloudy skies have gilt,  
Where, in the lonely churchyard,  
The parson's house is built.

The mother reads her Bible,  
Her son by the fire-light lies,  
One daughter yawns and stretches,  
The other lazily cries,

As she looks to her widowed mother,  
"More stupid life could not be,  
It's only when some one is buried  
There's anything here to see."

'The second daughter cries  
 "I can not stay moping here,  
 Three robbers feast at the inn,  
 Their gold shall pay me dear."

"If there still are those fine fellows,"  
 The son, with a hoarse laugh, said,  
 "And if recruits they are seeking,  
 I'll go and learn their trade."

The mother her Bible throws  
 In his face so pallid and wan,  
 "Accursed of God I and wilt thou  
 Become a highwayman?"

A tapping is heard at the window,  
 And the waving of a hand,  
 In his minister's robes among them  
 Doth their dead father stand.

Or take a little picture of coast scenery:

Thou fair young fisher-maiden,  
 Come steer thy boat to land,  
 Come sit thee down here beside me,  
 We'll whisper hand in hand.

Rest in my lap thy forehead,  
 And fearless tell to me  
 Why daily, thus unfearing,  
 Thou trustest the fierce sea?

My heart is like that ocean  
 With storm and ebb and flow,  
 But brightest pearls are sleeping  
 In silent depths below.

Or one stanza of sea-description :

Still the sea ! the sun is strewing  
 Golden light upon the water,  
 Through a track of waving jewels  
 Glides the vessel on her way.

Or a scene of the old Catholic cities—  
 it is Cologne—it is the festival of Marie.  
 The mother begs for her son, sick of  
 sorrow for his dead Gretchen :

The Church's banners flutter,  
 The Church's crosses shine—  
 As winds the long procession  
 Through Koln upon the Rhine.

They follow with the people,  
 And by her son kneels she,  
 Both in the chorus singing  
 "Beloved and best, Marie."

In the church in fair Koln City  
 Were miracles wrought that day,  
 And the lame who were there, and the  
 cripples,  
 Went fiddling and dancing away.

The mother makes an image of a heart  
 —she prays to Marie :

I dwell in fair Koln City,  
 In Koln upon the Rhine,  
 Where are so many churches  
 So many homes of thine ;

And near us once dwelt Gretchen,  
 But dead is Gretchen now.  
 Marie ! a waxen heart I bring,  
 My heart's despair heal thou.

Heal then my heart's deep sorrow,  
 So evermore shall be  
 My song to thee unceasing,  
 "Beloved and best, Marie."

The mother lay in her chamber,  
 The sick son resting by,  
 When the mother of Jesus entered  
 The chamber silently.

Above the sick she bowed her,  
 And a light hand did lay  
 Upon his heart, once, gently,  
 Then smiling, passed away.

And in her dream the mother  
 Yet more had thought to see,  
 But that her sleep was broken  
 As the dogs howled troublously.

There on her bed before her  
 Her son lay and was dead,  
 Upon his thin pale face there fell  
 The morning flush of red.

Her hands the mother folded ;  
 No word of grief spake she,  
 But gently sang this only,  
 "Beloved and best, Marie."

Exiled from Germany for his political liberalism, Heine found a congenial refuge in Paris, where Louis Philippe gave him a pension. Here he married but had no children. Paralysis came on towards the close of a brief but voluptuous life. His last walk in Paris was to that Louvre where, defaced and armless, the Marble Aphrodite stands in the might of her immutable beauty. He fell on his knees before the goddess. But, alas ! she is one who gives little help under such conditions. Some years he lay paralyzed, still writing exquisite lyrics, which Madame Heine published on his death in 1856.

Henri Murger brought out his novel, *Bohemian Life*, in 1848. The book was the first of that series of sketches of the peculiar people called Bohemians, so well followed up by Thackeray, and by others who have worked this vein with more zeal than discretion. But Murger's work was that of a master. It is full of pathos and untranslatable gaiety. He was a successful dramatist, and wrote several other tales, which shewed a humour more like that of Heine than of Voltaire—more human, less cynical. But Bohemian associates led the poet into dissipation which ruined his health. He had professed Voltairianism, but in his last illness, at an hospital, he was glad to call for a clergyman and receive the consolations of religion. A beautiful edition of his poems was got up after his death, in, I think, 1860, by Arsene Houssaye, Theophile Gautier, and other friends. I give a specimen, "The Sower of Sin:"

"On the path which led to the village a traveller walked alone; his hair was fiery red; his eyes shone with a sinister light; his pale face was contorted like that of one who had been strangled. As he passed, the flowers closed up their petals, the trees shook

as in a mighty wind, the birds ceased singing and hid their little ones under their wings. As he entered the village, the sick shivered, and the little children cried. He walked by the church, and the holy saints painted on the window became pale with terror. The priest standing before the altar forgot his prayer; the sacristan robbed the poor box; the server stole the wine from the chalice; the faithful dog who was turning the spit in the priest's kitchen stole the roast meat.

The stranger laughed. He said:  
My master will be pleased.  
He was an emissary of Satan,  
And his mission was to sow sin.

I wrote this version of what is in the form, not of verse but of rythmical prose, from memory; it being many years since I lost my copy. Some of his ballads, "Musette," "Hier en voyant hirondelle," "Ma Cousine Angèle," and "Ma mie Annette" are among the most touching, graceful and natural French lyrics. I know of. And unlike too many others, Murger's verse is always clean. The book is called "Les Nuits d'Hiver," and may be got from Michel Levy, Paris.

—*Charles Pelham Mulwany.*

## TO MAIDIE B. B.

(*Passed the Senior Matriculation at Toronto University, September, 1880.*)

SEEN in the brilliant sunshine of success,  
The summer days and winter nights of toil;  
The ghostly hours illumed by midnight oil,  
The wearing study, dull suspense, the stress  
Of thought that soon outwearies hopefulness,  
Have vanished utterly; and nought remains  
But the proud record of the year's sure gains.  
Take the glad greeting I cannot repress!  
Dear one, for thee, in all the woods about,  
October flings her scarlet banners out.

## JUVENAL VERSUS GEROME.

BY GEORGE MURRAY, M. A., ASSISTANT RECTOR, HIGH SCHOOL, MONTREAL.

PEOPLE who write at random on subjects of which they are ignorant, or who wilfully draw upon their imagination for their facts, are liable, as might be expected, to go far astray. "Connu," says a reader, "why announce like an oracle what is acknowledged as an axiom?" Because this axiom, dear reader, cannot be repeated too often—because, from neglecting to bear it in mind, many writers of respectable repute are continually blundering in matters of fact, which should be well known to every ordinary student. In all branches of human knowledge there are certain standard works, which state the required facts clearly, and may, in most instances, be considered trustworthy. How comes it that these works are too often not consulted, while the *soi-disant* facts of inferior compilations are hastily adopted? That such is the case, we have abundant evidence, and much harm, no doubt, is frequently the result. The repetition of the same error by a number of writers will naturally impress it on the minds of the public, or, at any rate, may mislead a large body of readers. A singular instance of the misrepresentation of a fact was lately brought under my notice, and though the error which I shall discuss inflicts no injury on the community, and may by many be regarded as utterly unimportant, it may perhaps be not uninteresting to notice it briefly.

Most of us are familiar, by means of photographs or engravings, with a

picture by Gêrome, entitled "*Pollice Verso*." It represents a gladiatorial contest in the Roman arena. A combatant, known as a *mirmillo* (from the image of a fish on his helmet), has vanquished a *retiarius*, or netter, and has him at his feet, completely at his mercy. The victor is looking to the Vestal Virgins, and the spectators generally, for the sign either to kill or to spare. "To be, or not to be—that is the question." The thumbs of all are pointed downwards, and thus signify the unanimous decision. What is that decision?

M. Gêrome, if he gave the title to his own painting, evidently considers that *pollice verso* is to be translated, "with thumb turned down." A short time ago, while I was examining with a friend a photograph of the picture, he asked me to translate the motto literally. I replied that it means "with thumb turned up," and is a quotation from a line in Juvenal, adding that the motto and the action of the spectators are at variance, and that either the motto should be *pollice presso*, i. e., "with thumb turned down," to correspond with the action depicted; or, the thumbs of the on-lookers should be turned up to accord with the quotation. At the same time I remarked, that any Encyclopædia would confirm my statement. As Chambers' Cyclopædia was in the house I forthwith referred to it, and in the article on *Gladiator* read, to my astonishment, as follows: "When one of the combatants was disarmed,

or on the ground, the victor looked to the Emperor, if present, or to the people, for the signal of death. *If they raised their thumbs, his life was spared; if they turned them down, he executed the fatal mandate.*"

Here, in a widely circulated Cyclopædia, was a formal contradiction of what I had stated, and for the moment I felt annoyed. My friend, of course, smiled. On returning home, as I had not at hand Dr. Smith's *Dictionary of Antiquities*, I consulted the note on *Gladiators*, written (as Byron tell us), by Sir John Cam Hobhouse, to illustrate Canto IV. of *Childe Harold's Pilgrimage*. Again, to my astonishment, I read as follows: "When one gladiator wounded another he shouted, *Hoc habet*, or *Habet*, 'He has it.' The wounded combatant dropped his weapon, and advancing to the edge of the arena, supplicated the spectators. If he had fought well, the people saved him; if otherwise, or as they happened to be inclined, *they turned down their thumbs, and he was slain.*"

Baffled a second time, I referred to the well-known *Manual of Roman Antiquities*, by William Ramsay, M.A., Trinity College, Cambridge, Professor of Humanity in the University of Glasgow, and was for the third time astonished to read as follows, at page 179: "As soon as a gladiator inflicted a decided wound on his adversary he exclaimed, *Hoc habet*. If the injury disabled his opponent the editor replied, *Habet*. The wounded man now held up his finger in token of submission. The President, as a matter of courtesy, referred to the audience, and if the man was a favourite and had fought well, the crowd testified their approbation, and he was allowed to retire; *but if not, they depressed their thumbs in silence, and the conqueror, in obedience to a look from the editor, plunged his weapon into the body of the unresisting victim.*"

Vexed at the discouraging results of my researches, I took up, at a fourth venture, the latest *Manual of Roman Antiquities*, written by A. S. Wilkins, M.A., of Owens College, Manchester, and once more, to my astonishment, read as follows, at p 105: "When a gladiator was disarmed or wounded, his fate was in the hands of the spectators. If he had fought well and bravely, they signified by applause, and by waving of handkerchiefs, their wish that he should be spared; *but, if they were in a cruel mood, or if he had failed to please them, they pointed downwards with their thumbs in silence, and he received the finishing blow.*"

Most people would imagine that by this time I ought to have been convinced of my error. Far, however, from this being the case, I was merely—very much surprised. How could these four writers, apparently unconnected, viz., the author of the Cyclopædia's Article, Sir John Cam Hobhouse, Professor Ramsay, and Professor Wilkins (in addition to Gêrome, the French painter), have all gone astray? From what common source could they have derived their erroneous information? This is an enigma that I have not yet solved; but for a solution of which I shall be obliged to any polite correspondent.

Remembering a *locus classicus* in Pliny (Book 28, chap 5), which seemed to me to settle the question (*Pollices, cum faveamus, premere etiam proverbio jubemur*), I referred for "more light" to *The Natural History of Pliny*; translated by John Bostock, M.D., and H. T. Riley (Bohn's Edition), and at p. 284 of Vol. V. in a note on the passage above quoted I was, for the fifth time, astonished to read as follows: "*The thumb was turned upwards as a mark of favour, downwards as a mark of disfavour.*"

I began to think that I was bewitched, and that all writers on Roman Antiquities had mysteriously conspired

against me. As soon, accordingly, as I had the opportunity, I turned in despair for consolation (though with an uncanny feeling that consolation might, possibly, be denied me) to Dr. Smith's famous *Dictionary of Greek and Roman Antiquities*. For the first time during my wild-goose chase, I found my statement confirmed by the following paragraph in the article on *Gladiators*: "When a gladiator was wounded, the people called out, *Habet*, or *Hoc habet*; and the one who was vanquished lowered his arms in token of submission. His fate, however, depended on the people, *who pressed down their thumbs if they wished him to be saved, but turned them up if they wished him to be killed.*" Anxious to discover whether other Cyclopædias agreed with Chambers', I then consulted Appleton's *New American Cyclopædia*, edited by Ripley and Dana, and in Vol. VIII., p. 272, found the following passage: "If a combatant was vanquished but not killed, his fate depended on the people, *who turned down their thumbs, if they wished him to be spared.*" Evidently, this compiler did not draw his information from the same misleading source as Professors Ramsay and Wilkins.

I am, at present, unable to name the treacherous guide who deluded these gentlemen, and many other writers on the same subject. The error that they have committed seems extraordinary to any one acquainted with Latin literature. For the benefit of non-classical readers it may now be mentioned that the motto of M. Gerome's painting is borrowed from the third satire of Juvenal, vv. 36-7:

"*Munera nunc edunt, et verso pollice vulgi  
Quemlibet occidunt populariter.*"

These verses are thus translated by Gifford, who understood correctly the meaning of the phrase, *verso pollice*.

"Now they give shows themselves, and at the will  
Of the base rabble, raise the sign—to kill."

There are some lines by Prudentius, a Christian poet of the fourth century, which may also be here quoted in illustration of the custom described. The writer is describing the conduct of a Vestal Virgin at one of the gladiatorial contests:

"*O tenerum nitentque animum! Consurgit  
ad ictus;  
Et quoties victor ferrum jugulo inserit, illa  
Delicias ait esse suas! pectusque jacentis  
Virgo modesta jubet converso pollice rumpi.*"

These lines may be roughly translated thus:

O tender soul! She rises to each blow,  
And, when the victor stabs his bleeding foe,  
The modest Virgin calls him her "delight."  
And, with her thumb uplifted, bids him  
smite!

It is clear from the sentence I quoted from Pliny that *premere pollicem* is the phrase used to denote approbation; it is equally clear from Juvenal that *vertere pollicem* denotes the opposite; and, although I cannot now call to mind any passage in the classics where *pollice presso* is applied to the events of the arena, the phrase, with the meaning that I attach to it, may be found in Propertius, 3, 8, 14:

"*Et nitidas presso pollice finge comas.*"

In a note on a line in Horace (I Epist. 18, 66):

"*Fantor utroque tuum laudabit pollice  
ludum.*"

The Rev. A. J. Maclean, one of the best editors of the *Bibliotheca Classica* thus writes: "In the fights of gladiators the people expressed their approbation by turning their thumbs down, and the reverse by uplifting them." He notes also, the suggestion of Rupert in his edition of Juvenal, that the thumb was pointed upwards, and inwards to the heart, as a sign that the fallen man was to be run through there.

Maclean and Rupert, however,

are scholars who possess little interest for the general reader. He will probably be better pleased when I make reference to Whyte-Melville's tale of *The Gladiators*, a tale which, no doubt, involved careful research in order to ensure accuracy of description. In Chapter XIX., entitled "The Arena," we read: "Occasionally, indeed, some vanquished champion, of more than common beauty, or who had displayed more than common address and courage, so wins on the favour of the spectators, that *they sign for his life to be spared. Hands are turned outwards, with the thumb pointing to the earth*, and the victor sheaths his sword and retires with his worsted antagonist from the contest; but more generally the fallen man's signal for mercy is neglected; ere the shout 'a hit' has died upon his ears, *his despairing eye marks the thumbs of his judges pointing upwards, and he disposes himself to welcome the steel*, with a calm courage worthy of a better cause." So also in the chapter of "The Trident and the Net:" "Then with a numerous party of friends and clients, Licinius made a strong demonstration in favour of mercy. *Such an array of hands turned outwards, and pointing to the earth, met the Tribune's eye that he could not but forbear his cruel purpose.*"

As the late Lord Lytton had anticipated Major Whyte-Melville in describing a fight between a *mirmillo* and a *retiarus* (such as Gêrome has painted), we turn to the pages of *The Last Days of Pompeii*, which was published in 1834. From the

"conspicuous absence" of detail in alluding to the two important signals, it almost seems as if the author had been doubtful about the mode of displaying them. In the chapter on "The Amphitheatre," the following are the only expressions he uses: "Not a hand—not even a woman's hand—gave the signal of charity and life!" Again: "The people gave the signal of death." Once more: "With one accord the editor and assembly made the sign of mercy." This is all. Had they been masonic signs, more reticence could not have been observed about them. The question of *pollice verso*, or *pollice presso* is, singularly enough, left untouched, though the lines of Juvenal were probably as familiar to the novelist as they are to every classical scholar. It is by these same lines of the Roman Satirist that we are enabled to convict the French painter of error. If we may judge from the expression of the faces throughout the assembly in his picture, M. Gêrome intended to foreshadow the death of the *retiarus*. His motto, therefore, is correct; but the conventional signal for death is misrepresented.

In conclusion, if any reader of this magazine considers that my brief inquiry into an ancient custom is "Much ado about Nothing," let me respectfully remind him that the distinction between "Thumbs Up," and "Thumbs Down," though a matter of indifference to him, was, unhappily, a question of life or death to the prostrate gladiator in the Roman amphitheatre.

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A WRITER in the *National Journal of Education* advocates what he calls the Indicative Method in teaching Arithmetic. By this he means that pupils who are thoroughly grounded in the simple rules should only be asked to *express* on their slates the form that given problems ought to take.

MR. SAMUEL S. GREEN, public librarian, Worcester, Mass., has printed an admirable pamphlet containing two discourses on "Sensational Fiction in Public Libraries," and "Personal Relations between Librarians and Readers," which should be read by every teacher in the country.—*National Journal of Education*.

## THE TEACHERS' SUPERANNUATION FUND.\*

BY DAVID BOYLE, HEAD MASTER, PUBLIC SCHOOL, ELORA.

IT is peculiarly necessary, at the present juncture of educational affairs in Ontario, that the subject of this paper should receive more than an ordinary share of our attention, as Public School Teachers, and that, too, for a variety of reasons, all of which, for the nonce, may find culmination in the statement that the condition of the Fund is not only unsatisfactory, but most precarious.

Let us glance for a little at the history of the scheme.

It is, I presume, quite unnecessary for me to say, that, to the former venerable Chief Superintendent of Education, the Rev. Dr. Ryerson, is due the whole credit, however much or little that may be, of having had this pension system engrafted upon the statutes of the Province for the special behoof of common school teachers. We find that the scheme received the sanction of the Legislature in 1854. The Act provided that those teachers who saw fit might contribute to the fund at the rate of \$4 *per annum*, without, so far as I am aware, fixing upon any definite sum the recipient of a pension was certain of being paid. For fifteen years this arrangement was carried on, and met with only scant support from the profession. Year after year did Dr. Ryerson appeal to the teachers to stand by him, and assist in making the fund what he had fondly hoped it would become. In vain, however, to

a very great extent, were these entreaties addressed to us, notwithstanding that they promised, in good faith, far more than an equivalent for our outlay. The reasons for this apathy were not far to seek. Dr. Ryerson himself, quoting from the reports of Local Superintendents, said, "In regard to the *classes* of teachers opposed to or in favour of the (superannuation) clause they almost invariably reported the former of these to be, 'those who do not intend to continue long in the profession of school-teaching,' 'young men who intend to teach only until they can secure money sufficient to carry them through college, or into something else;' 'persons who intend to make teaching a stepping-stone to something else;' 'those who look more at the money than at the principle involved;' 'those who have received partial or incorrect information on the subject;' 'those who are opposed to compulsion in every form;' and, 'those who oppose the scheme on various grounds.'"

If my memory serves me aright, another objection, and, I think, one of the principal, was the humiliating form of application the worn-out teacher had to sign before being allowed to become a pensioner. For my own part, I must confess I could never see any force in this objection, although like so many more I was opposed to supporting the Fund.

In requesting to be enrolled as a pensioner the applicant had to state: 1st, How old he was; 2nd, Where he

\* Read before the Public School Section of the Ontario Teachers' Association, August, 1880.

was born ; 3rd, When he began to teach ; 4th, What Church he was connected with ; 5th, The section, township, and county where he commenced teaching ; 6th, The kind of certificates he had held ; 7th, The several places in which he had taught ; 8th, How many years he had taught in the Province, and had subscribed to the Fund ; 9th, That he had become unable to teach any longer ; 10th, That he had ceased teaching in such a section, giving the date, and had not since taught ; 11th, "That he, in terms of the Act, having become incapacitated by infirmity from further service as a Public School Teacher, respectfully applies for a pension from the Superannuated Public School Teachers' Fund."

Objectors to this form of application seemed to think it resembled one of the Apocalyptic animals, which is described as having its sting in its tail. They disliked the acknowledgement of "incapacity by infirmity."

Accompanying this application, too, the teacher had to forward certificates giving satisfactory evidence of character, length of time teaching, and medical testimony that the applicant was unable to pursue his profession any longer. Probably the strongest of all the objections urged against supporting the Fund, and the one, to my mind, having the best grounds, was the extreme uncertainty as to how much the allowance for a given year would be. Sometimes, I believe, it was not more than at the rate of \$1, and for a number of years was less than \$2 *per annum* for each year's service.

When it is remembered, that for a good many years, the *maximum* payment was fixed by statute at \$6 *per annum*, it is not hard to see how much cause for dissatisfaction was engendered when the pension fell to \$2, and even less, for every year's service as a Public School teacher.

In 1869 or 1870, the law was modified so as to make it compulsory on

every male teacher to pay yearly \$4, but so far as the ladies were concerned, support of the fund was left still optional. Shortly after this, the Legislative apportionment was increased so much that the pension was paid to third-class teachers at the maximum rate of \$6, those holding first and second-class certificates receiving one dollar additional. Ever since the new departure, teachers, as a sense of security regarding their prospective allowance increased, have kept falling into line, so that, to-day, those whom we may term the superannuation dissentients are fewer in number than were the supporters of the scheme twenty years ago. And just here, it will not be out of place to pay tribute to the Hon. Mr. Crooks for the very laudable exertions put forth by him on the floor of the Legislative Assembly during the past few years, in getting such an increased appropriation voted as secures to pensioners the highest possible payment under the existing condition of affairs.

Having traced briefly the history of the Fund from its inception until within the present twelvemonth, let us look at the aspect of the case to-day, and ask ourselves the popular query: "What are we going to do about it?"

It has ceased to be an open secret that many of the people's representatives in Provincial Parliament assembled have taken upon themselves to vote the Fund a fraud, although they don't just call it by that name, and would, if they could, vote a cipher for its support. Six months ago, in this city too, I was informed on what I am sure every one here to-day would consider good authority, that the Minister of Education himself had the whole scheme under consideration, and proposed at next meeting of Parliament to introduce a number of radical changes. If we have anything *reasonable* to suggest, now is the time ; and I say "reasonable" because I am afraid there is a tendency on the part

of at least a few, to exalt themselves as a sort of educational martyrs who, from purely unselfish motives, are daily immolating themselves upon the public school altar of their country, and demand as a right that a grateful community shall applaud the sacrifice, and prepare for them a suitable place of sepulture!

But our motives are *not* purely unselfish, and there is no martyrdom about the business. We are simply public servants, in a sort of semi-civil capacity, perfectly free to come or go as we choose, and the Legislature, by virtue of this very semi-civil relationship to it, and in consideration of the average low rate of remuneration we receive, has consented to shelter us with its ægis in the hope of raising the educational status of the people, and thereby making them happier and better.

It becomes us, then, under these, or in fact under any, circumstances, to have a regard not only to what we would like, or what we want, but to what the country is warranted in doing for us, if indeed it is warranted in doing anything at all.

Personally, I am opposed to gratuities in every shape, whether they be disguised as exemption from taxation, sinecures, or pensions properly so-called, save and except when the latter are awarded to private soldiers, who may have been disabled in the service of their country.

What we want out of the Superannuation Fund is not a pension, but what we have earned and saved, along with what is due to us by the country, but has not hitherto been paid. To be the recipient of a pension is simply to be a national pauper, unless it can be shewn that a substantial equivalent has been rendered for value received by the pensioner.

To put the Fund on the basis indicated, is, it seems to me, the object to which we should direct our best ener-

gies at this meeting of the Ontario Teachers' Association, and when we recall to mind that no less a sum than \$43,000 was taken from the Provincial Treasury last year to satisfy the claims upon the Fund, we may cease, in some measure, to wonder at the ominous mutterings of some M.P.'s. The total abolition of the scheme would be such a gross breach of faith on the part of the Legislature, and would bring so much real distress to a large number of worn-out teachers, that we may dismiss its consideration altogether from our discussions.

Taking it for granted then that the intention is not to abolish it, what do we want? What modification of it do we propose?

Merely to enumerate all the changes that have been proposed from time to time during the past twenty years would occupy us too long, and this we shall not attempt.

After complying with the request to read a paper introducing this subject, I addressed upwards of a hundred circulars to Teachers' Associations, Inspectors and Principals all over the Province for the purpose of eliciting information as to how the condition of the Fund was regarded in their localities. The replies I received were numerous, and pretty evenly distributed. Only in a few instances was I informed that the County Association had never passed any resolution on the matter, or had never given it any consideration at all.

The suggestions regarding which there seemed to be most unanimity may be arranged in the following order:

That annual payments ought either to be not less than \$10, or that they be optional within the limits of \$5 and \$10.

That every woman engaged in teaching should be compelled to pay not less than \$2 per annum.

That the pension should be reckoned in proportion to amount of payment as well as years of service.

That no refund of payments should be

made to any teacher—male or female—whose term of service falls short of ten years.

That male teachers ceasing to teach any time after 15 years' service, but not taking advantage of the Fund, should be reimbursed all payments exceeding \$70 by males, and \$20 by females.

That no teacher should become a recipient from the Fund who had taught for a less period than 15 years.

That a slight increase should be paid to teachers from the Fund for each period of five years they may have taught in excess of fifteen years, until such teachers shall have reached the age of 50 years.

That every public school teacher shall be entitled to claim the benefit of the Fund when he or she shall have reached the age of 50 (if he has taught not less than 15 years), or after having taught 25 years, no matter what age such teacher may then be.

That some provision for widows and orphans should be made, beyond the mere return of payments with 7 per cent. interest.

That the annual payment to the Fund should be levied from the section, independent of the teachers' salary.

That candidates for teachers' certificates should be required to pay for the privilege of being examined, and that the whole or part of such payments should go to support the Superannuation Fund.

That every teacher who successfully passes examination should pay for his or her certificate—such payment to go to support the Fund.

That the sums paid to those teachers who take certificates at the Normal Schools should be diverted to the support of the Fund.

These contain the substance of the principal suggestions that were offered, and I am quite sure that although we shall not all agree with everything that is in them, we must acknowledge that they possess the germs of much that is both desirable and practicable. Many of them, too, are quite disinterested, and shew a wish to bear a hand in placing the Fund upon a better footing.

With reference to the first, suggesting larger payments, I feel morally certain that quite independent of anything we may or may not be willing to

do, increased contributions will in a very short time be demanded from us. To my own mind, such a demand, if we intend to support a fund at all, will be nothing more than right. That every lady-teacher should contribute a little seems but fair, when it is borne in mind that the greater portion of their education costs nothing, and that it is really worth a little to have a license to teach. That nothing should be refunded to those who cease teaching short of ten years, presents a little difficulty, although, I have no doubt, many arguments may be brought forward in support of the view. That certain sums should be withheld from those who give up teaching inside of fifteen years, appears to me quite fair. That no aid should be given to any one teaching less than fifteen years, may easily be conceived to work, in some cases, a positive injustice. Some latitude should be allowed where the circumstances may prove urgent, or peculiar. That payments to teachers should be slightly increased in proportion to length of service, is a recognized principle in the Civil Service of Great Britain and of our own Dominion.

Regarding the next suggestion considerable diversity of opinion exists. Several associations had passed resolutions in favour of teachers being allowed to retire at fifty years of age, while perhaps as many more desired the limit to be fixed at twenty-five years' service. There is really not much difference, for the average term of service of those now on the Fund is only about twenty-two or twenty-three years, and few begin to teach now-a-days beyond twenty-five years of age; after teaching a similar length of time most of their usefulness will be gone. That further provision be made for a teacher's family after his decease, need only be mentioned to meet with the approval of every one, more especially if the teacher himself be willing during his life-time

to make extra payments with this object in view.

The last three suggestions, namely, that candidates should pay for being examined; that teachers should pay for their certificates; and that these, with the allowance made to Normal School students, should go with the Superannuated Fund, I shall leave for the consideration of any committee you may appoint.

Two things are very plain, viz., that a change is necessary, and that it is imminent.

Fully convinced that no vote will be taken here to-day having for its object the wiping out of the Fund altogether, and believing that the majority of us are willing to do anything fair towards its support, for the benefit of others, if not for our own, I trust that in any action we may take we shall be reasonable, firm, and united.

Reasonable, by looking at the question from other points of view than our own; by not asking for more than is just; by evincing a disposition to shoulder our full share of the burden, and by co-operating with the Minister of Education in any earnest endeavour he may put forth to make the Fund self-supporting.

Firm, by resolving to stand manfully by what, after proper consideration, we conceive to be right, and by determining to have a clear understanding as to what the Fund may be expected to yield *pro rata*, not next year, or the next again, but for the succeeding twenty, thirty or fifty years.

United, by sinking our individual whims and pet notions, should these fail to meet with general approval, and by acting harmoniously with the majority in assisting to carry the views of the Association into effect.

## THE TEACHER.

WITH a longing look in her weary eyes,  
And a half-unconscious sigh,  
She gazes out on the fresh green grass,  
And the glorious azure sky.

The warning-bell is in her hand,  
As she stands in the open door,  
But mute and still the shadow lies  
In the sunshine on the floor.

Her thoughts are wandering far away,  
She takes no note of time;  
It matters not the faithful clock  
Is on the stroke of nine.

The dreamy sound of waving trees,  
And music of the stream,  
Invite her from her task to turn  
And only gaze and dream.

The merry group of boys and girls  
So busy at their play,  
She watches with a half-formed wish  
That she were free as they.

But soon the happy, joyous laugh,  
And sounds of playful strife,

Recall her wayward thoughts again  
To the humdrum work of life.

The same old round of irksome toil  
She follows without change;  
And is it strange her mind should seek  
A wider, freer range?

'Tis hard indeed to bind her thoughts,  
By pleasing fancy led,  
Within the narrow sphere that fate  
Compels her feet to tread.

But she must break the dreamy spell  
That she would fain have stay,  
And turn again to the dull routine  
She follows day by day.

But courage, weary toiling one!  
Your field of work is wide;  
And, though your lot may oft seem dark,  
It has a sunny side.

The little seeds you daily sow  
Will reach a fertile soil,  
And by a harvest fair and bright  
Repay you for your toil.

## ARTS DEPARTMENT.

ARCHIBALD MACMURCHY, M.A., MATHEMATICAL EDITOR, C. E. M.

Our correspondents will please bear in mind, that the arranging of the matter for the printer is greatly facilitated when they kindly write out their contributions, intended for insertion, on one side of the paper ONLY, or so that each distinct answer or subject may admit of an easy separation from other matter without the necessity of having it re-written.

Problems have been received from J. H. BALDERSON, B.A., Mathematical Master, High School, Mount Forest, which will appear in our next issue.

## SOLUTIONS

Of Nos. 132, 135, 137 and 138 have been received from D. F. H. WILKINS, B.A., Math. Master, High School, Chatham.

Solutions by proposer, ANGUS MACMURCHY, University College.

132. Prove that

$$\log_e \sqrt{x} = (x^{\frac{1}{2}} - 1) \cdot \frac{2}{x^{\frac{1}{2}} + 1} \cdot \frac{2}{x^{\frac{1}{4}} + 1} \dots \text{ad inf.}$$

We have  $\log_e x$

$$= (x - 1) \cdot \frac{2}{x^{\frac{1}{2}} + 1} \cdot \frac{2}{x^{\frac{1}{4}} + 1} \cdot \frac{2}{x^{\frac{1}{8}} + 1} \dots \text{ad inf.}$$

$$= \text{lt. } 2^n (x^{2^{-n}} - 1), \quad n = \infty.$$

$$= \text{lt. } a=0 \left( \frac{x^a - 1}{a} \right).$$

$$= \log_e x.$$

$$\text{or } \log_e x = 4(x^{\frac{1}{4}} - 1) \frac{2}{x^{\frac{1}{4}} + 1} \dots \text{ad inf.}$$

$$\text{i.e., } \log_e x^{\frac{1}{4}} = (x^{\frac{1}{4}} - 1) \frac{2}{x^{\frac{1}{8}} + 1} \cdot \frac{2}{x^{\frac{1}{16}} + 1} \dots \text{ad inf.}$$

133. Prove that

$$\frac{2^{r-1} - 1}{r} = \frac{1}{r-1} \frac{1}{2} + \frac{1}{r-2} \frac{1}{2} + \dots$$

$$+ \frac{1}{2 \left\{ \frac{r}{2} \right\}^2}, \quad \text{or} \quad \frac{1}{\frac{r+1}{2} \frac{r-1}{2}}$$

according as  $r$  is even or odd.

We have  $e^{2x} = e^x \times e^x$

$$= 1 + \frac{2x}{1} + \frac{(2x)^2}{2} + \dots + \frac{(2x)^r}{r} + \dots$$

$$e^x = 1 + \frac{x}{1} + \frac{x^2}{2} + \dots + \frac{x^r}{r} + \dots$$

Picking out coefficient of  $x^r$  in  $e^{2x}$  and  $e^x \times e^x$ , we have

$$\frac{2^r}{r} = 2 \left\{ \frac{1}{r} + \frac{1}{r-1} \frac{1}{2} + \dots \right\}.$$

Divide through by 2 and transpose first term of dexter.

$$134. \text{ Prove that } \frac{2^{2n-1}}{2n+1}$$

$$= \frac{1}{2n-1} \frac{1}{2} + \frac{1}{2n-3} \frac{1}{4} + \dots + \frac{1}{2n}$$

Substituting, the series in terms of circular measure of angle, for  $\sin 2\theta$ ,  $\sin \theta$ , and  $\cos \theta$  in formula  $\sin 2\theta = 2 \sin \theta \cos \theta$ , and equating coefficients of  $\theta^{2n+1}$ , we get result stated above.

135. In any plane triangle  $ABC$ , if  $\Sigma \sin^2 A = 2\sigma$ , and if  $\sigma - \sin^2 A = \sigma_1$ , &c., then

$$\sigma_1 \sigma_2 + \sigma_2 \sigma_3 + \sigma_3 \sigma_1 = \sin^2 A \sin^2 B \sin^2 C.$$

$$\sigma_1 = \frac{\sin^2 B + \sin^2 C - \sin^2 A}{2} = 2\Delta^2(b^2 + c^2 - a^2).$$

( $\Delta$  = area of triangle  $ABC$ )

&c. = &c.

$$\begin{aligned} \therefore \sigma_1 \sigma_2 + \dots &= \frac{4\Delta^4}{a^4 b^4 c^4} (2b^2 c^2 + \dots - a^4 - \dots). \\ &= \frac{64\Delta^6}{a^4 b^4 c^4}. \\ &= \sin^2 A \sin^2 B \sin^2 C. \end{aligned}$$

PROBLEMS.

145. In 1870 a Frenchman in New York proposed to invest \$5000 U. S. currency in the French 6% loan, then being sold in London at 85. Gold being at 110, London exchange 4.87, brokerage in New York  $\frac{1}{4}\%$ , commission for buying in London  $\frac{1}{2}\%$ , and London exchange on Paris being 25.43; what per cent. will the investor secure per annum, the *rentes* being payable in gold, exchange on Paris at 5.15, and gold at 115?

146. A Canadian cent is one inch in diameter,  $\frac{1}{8}$  of an inch thick, and 100 of them weigh a pound. What is the weight of a mass of the metal from which these cents are made, in the form of a sphere, four inches in diameter?

147. If  $x=4y$ , shew that the arithmetic mean of  $x$  and  $y$  is to the geometric mean as 5 is to 4.

148. If  $\frac{r}{2}a^2 + x^{\frac{1}{2}}a^2b + 2b^2$  is the perfect square of a binomial, find  $x$  in terms of  $r$ .

149. Reduce to lowest terms

$$\frac{(x^{\frac{1}{2}} + p^2)^2 - (a^2 - b^2 + c^{\frac{3}{2}})^2}{(x^{\frac{1}{2}} + p^2)(a^2 - b^2 + c^{\frac{3}{2}}) + (a^{\frac{1}{2}} - b^2 + c^{\frac{3}{2}})^2 + (x^{\frac{1}{2}} + p^2)^2}$$

150. Why is it that if any *three* consecutive numbers be multiplied together the product is divisible by 6?

151. Resolve  $m^4 - 4m^2 + 5m^2 - 2m$  into elementary factors, and shew that it is divisible by 12 for all values of  $m$  above 2.

152. Solve  $2x^3 - x^2 = 1$ .

153. Solve

$$27x^3 - \frac{841}{3x^2} + \frac{17}{3} = \frac{232}{3x} - \frac{1}{3x^2} + 5.$$

154. Two inclined planes are placed so as to have a common vertex. Two weights,

one on each plane, are in equilibrium when connected by a cord that passes over this common vertex; shew that the weights are to one another as the lengths of the planes on which they rest.

155. Two right cones have the same base and their vertices in the same direction, but they are of different altitudes; find the distance of the centre of gravity of the solid, contained between their two surfaces, from their common base.

W. G. ELLIS, B.A.,  
*Math. Master, Coll. Inst., Cobourg.*

156. Prove that  $\sin 54^\circ - \sin 18^\circ = \frac{1}{2}$ .

157. Prove that  $x^7 - x$  is always divisible by 42.

158. If  $a, \beta, \gamma$  are the distances from the centre of the inscribed circle of a triangle from its angular points, prove that

$$aa^2 + b\beta^2 + c\gamma^2 = abc.$$

159. Having given the radii of the inscribed and circumscribing circles of a triangle and the sum of the sides, find the sides.

160. Three towers, whose heights are  $a, b$  and  $c$ , are situated at the vertices of an equilateral triangle whose sides are equal to  $d$ ; find the position of a point  $O$  within the triangle which is equidistant from the tops of the towers and the length of this distance expressed as an algebraic function of  $a, b, c$  and  $d$ .

PROF. EDGAR FRISBY, M.A.,  
*Naval Obser., Washington.*

161. If  $A, B, C$  be the angles of a plane triangle, prove that

$$\begin{vmatrix} \sin 2A & 0 & \sin 2B & \sin 2C \\ 0 & \sin 2A & \sin 2C & \sin 2B \\ \sin 2C & \sin 2B & 0 & \sin 2A \\ \sin 2B & \sin 2C & \sin 2A & 0 \end{vmatrix}^{\frac{1}{2}} = 2 \sin 2A \sin 2B \sin 2C.$$

162. If  $\theta$  be the circular measure of a small angle, prove the following approximate formula:

$$\frac{\sec \theta}{\pi^2} = \frac{1^2}{\pi^2 - 4\theta^2} + \frac{3^2}{(3\pi)^2 - 4\theta^2} + \frac{5^2}{(5\pi)^2 - 4\theta^2} + \dots \text{to infinity.}$$

163. If

$$\left. \begin{aligned} cx + by - lxy &= 0 \\ ay + cz - myz &= 0 \\ bz + ax - nzx &= 0 \end{aligned} \right\},$$

then  $l^2acx + m^2bay + n^2cbz = 0$ , where  $l, m, n$  are the roots of the equation  $f^3 + g = 0$ .

164. If  $n$  be a positive integer, shew that

$$\frac{\frac{n+1}{n-1} + \frac{n}{n-2} + \frac{n-1}{n-3} + \dots + \frac{4}{2} + \frac{3}{1} + \frac{2}{0}}$$

is to  $1^2 + 2^2 + 3^2 + \dots + n^2$  as  $2(n+2)$  is to  $(2n+1)$ ; and that the series

$$\frac{0}{2} + \frac{1}{3} + \frac{2}{4} + \dots + \frac{n-3}{n-1} + \frac{n-2}{n} + \frac{n-1}{n+1}$$

$$= \frac{4}{n(n+1)^3} [1^3 + 2^3 + 3^3 + \dots + n^3].$$

D. F. H. WILKINS, B.A.,

*Math. Master, High School, Chatham.*

## CAMBRIDGE PAPERS, 1880.

## MATHEMATICAL TRIPOS.

13. From any point  $P$  on a given circle tangents  $PQ, PQ'$  are drawn to a second circle whose centre is on the circumference of the first; shew that the chord joining the points where these tangents cut the first circle is fixed in direction and intersects  $QQ'$  on the line of centres.

14. Any chord  $PQ$  of a parabola cuts the axis in  $O$ ; shew that

$$PQ^2 = AP^2 + AQ^2 + 2RO^2 - 2AO^2,$$

$A$  being the vertex of the parabola, and  $RO$  the ordinate through  $O$ .

15. A chord  $PP'$  of a hyperbola cuts the asymptotes in  $R, R'$ ;  $CTV$  is the diameter bisecting the chord, and  $T$  the intersection of tangents at its extremities; prove that the parallelogram described with  $TV$  as diagonal and its sides parallel to the asymptotes, has its other corners on the curve and its other diagonal parallel to  $PP'$  and a third proportional to  $RV$  and  $PV$ .

$$16. \text{ If } \left. \begin{aligned} a^2x^2 + b^2y^2 + c^2z^2 &= 0, \\ a^2x^3 + b^2y^3 + c^2z^3 &= 0, \end{aligned} \right\}$$

$$\text{and } \frac{1}{x} - a^2 = \frac{1}{y} - b^2 = \frac{1}{z} - c^2,$$

prove that  $a^4x^3 + b^4y^3 + c^4z^3 = 0$ ,

and  $a^6x^3 + b^6y^3 + c^6z^3 = a^4x^2 + b^4y^2 + c^4z^2$ .

17. If  $a_1, a_2, \dots, a_n$  be  $n$  real quantities and  $(a_1^2 + a_2^2 + \dots + a_{n-1}^2)(a_2^2 + a_3^2 + \dots + a_n^2)$  be equal to  $(a_1a_2 + a_2a_3 + \dots + a_{n-1}a_n)^2$ , then  $a_1, a_2, \dots, a_n$  are in geometrical progression.

18. If  $A, B, C$  are the angles of a triangle  $\cos A + \cos B + \cos C$  is greater than 1 and not greater than  $\frac{3}{2}$ .

19. If  $P$  be the orthocentre of a triangle  $ABC$ ,  $PA, PB, PC$  are the roots of the equation

$$x^3 - 2(R+r)x^2 + (r^2 - 4R^2 + s^2)x - 2R\{s^2 - (r+2R)^2\} = 0,$$

where  $R$  and  $r$  are respectively the radii of the circumscribed and inscribed circles and  $s$  is the semi-perimeter.

20. It is impossible to construct a triangle out of the perpendiculars from the angles of a triangle on the sides if any side is

$< \frac{3 - \sqrt{5}}{4} \times \text{perimeter}$ : and it is certainly possible to construct such a triangle if each side is  $> \frac{1}{3} \text{perimeter}$ .

THE Official Minutes of the Ontario Teachers' Association are expected to be ready for circulation in a short time. Of late years they have not appeared until they had become stale.

WE are paying at present about £91,000 for the School Board of Education of Glasgow, and probably in two years more the amount will fall not far short of £100,000 annually.—*Glasgow Herald*.

## CONTEMPORARY OPINION ON EDUCATIONAL TOPICS.

## QUEEN'S UNIVERSITY.

INSTALLATION ADDRESS OF CHANCELLOR  
SANDFORD FLEMING, C.E.

[Of the proceedings at the interesting ceremonies connected with the opening of the new buildings for Queen's University, Kingston, the Chancellor's installation address may be said to be the most important. Its thoughtfulness and the wide range of the topics discussed, of prime importance to Canadian educationists, claim for it permanent place in our pages. The address, moreover, marks an important era in the history of Queen's College, brought about by the enthusiastic efforts of its learned Principal, Dr. Grant, to give the Institution an abiding place and an endowment fitted to the high work it is called upon to perform. For this additional reason it may well claim the space we have given to it.—*Ed. C. E. M.*]

THE Chancellor, after some introductory remarks, and a sketch of the origin and history of the institution, said that on the present occasion we may congratulate ourselves on the public spirit evinced by the many friends and benefactors of Queen's (who are found throughout the length and breadth of our country), and on their great liberality in contributing so largely from their private resources for the erection of these commodious buildings and the endowment of the University. We may also warmly congratulate the Principal on the triumphant success of the efforts which he has made to place the College on a stronger and broader basis, and thus to carry out the spirit and intention of the founders. The citizens of Kingston may also be congratulated, partly on securing an additional stately building to adorn the city, but particularly on having an additional pledge that the permanence and success of the University are assured, and that they will always retain amongst them a class of

cultured gentlemen to conduct the training of students, who, by their intercourse, will greatly promote the mental activity and elevate the general intellectual standard of society. The present is undoubtedly an important epoch in the history of Queen's; and, whatever its origin, or by whomsoever founded and helped, we are now justified in claiming for it a prominent place among Canadian seats of learning, and a few words may be said respecting its functions as such. There are many who hold that centralization in university education would be the most advantageous arrangement; and, although much may be said on the other side, I confess that if it were attainable I would be inclined to favour the idea of a National University, with a great central college for literature, science, and every branch of non-denominational learning, while there might be clustered around the secular college, as a common centre, theological halls perfectly independent of each other, and under the management and control of the religious bodies to which they respectively belonged. It would surely be practicable for students of every creed to unite in the secular departments, and to attend the same lectures in the Central College. Thus, instead of having as many universities as there are different denominations, we would have the strength of all combined in one; and that one might, in consequence of the combination, be rendered as complete and efficient as it would be practicable to make it. The whole circle of the sciences and every branch of study of a non-sectarian character might there be taught by the ablest men of the day. Some such arrangement is what the founders of Queen's contended for. Year after year they struggled to combine the leading religious bodies in one national university. Even six years after Queen's was organized, viz., in the year 1847, a final but unsuccessful effort was made to unite with "King's," now Toronto University, on a broad comprehensive basis. It is therefore no fault of the early friends of this institution that the college system of the Province is as we now find it. At this stage in the progress of Canada, however, we are called upon to accept not what we would wish but what we have. It would be unwise and in-

expedient to uproot the institutions which have grown out of the past condition of things, or to contend for a theory which is obviously impracticable. Instead of struggling for what is beyond our reach, it is infinitely better to accept what we possess, to make the most of what has been secured, and to look hopefully forward to that which is attainable. The time has gone past for seriously discussing whether there should be one University or several Universities in Canada. It would be a step backward to unsettle the public mind with respect to their permanency. In this Dominion, as in the mother country, we must hold on to that which is good, and do our best to build up and give stability to those institutions which are calculated to advance the happiness and prosperity of mankind. May we cherish the idea that Queen's University is one of those institutions, and that it has an important mission to perform on this broad continent during centuries which are to come. This idea is pregnant with questions, and we are led to ask ourselves, "What is the proper work of Queen's, and how should it be performed? What should our country expect of this University, and what does our time especially need?" It will be conceded that the great object of education is the development of the human faculties, by the operation of such influences as will subdue our evil natures, will strengthen our best natures, and will cultivate and enrich the mind, so as to form the best possible individual characters. Its grand aim is to ennoble the propensities and tastes, to strengthen the moral sense, and to fit man to discharge his duties as an intelligent being, in the best manner of which he is capable in the land in which he lives, and in the age in which God has given him life. If this definition be accepted it is clear that the system of education to be followed at this Institution should be that which best meets the conditions laid down—that the University of Queen's, in order properly to perform the functions and fulfil the hopes and expectations of its friends, must provide an opportunity for the Canadian youth to acquire a sound intellectual culture, and to enrich his mind with stores of thought, in order that he may be prepared well to perform his part in elevating the condition of his race, and in raising the character of his country in the scale of nations. During the long period when Europe was sunk in the grossest barbarism, and brute force reigned supreme, the colleges and convent schools were the great repositories of learning; and to them and to the ecclesiastical teachers who conducted them we are mainly, if not wholly, indebted for the treasures of classical literature which have been preserv-

ed to us. There cannot be a doubt that from the fifth to the fifteenth century literature owes all to the shelter of the Christian Church, that it has been the sanctuary of the culture, the philosophy, and even the traditions of literary antiquity. The establishment of universities during the middle ages was among the greatest educational achievements of that period, and when a desire for knowledge sprung up in men's minds they found in classical literature a rich inheritance from two cultured races; but the noble thoughts of the enlightened Greeks and Romans could only be conveyed to the student in the languages in which they were recorded. Libraries were few, and before the invention of printing, books could not easily be multiplied. Consequently oral instruction was, to a large extent, a necessity. In those days the only course for the instructors was first to teach the language of the classic writings, then to unroll the manuscripts and to unfold the treasures they contained. The century that witnessed the invention of printing gave rise to other events which contributed to a revolution in human affairs; but nothing exercised a more powerful influence on education than the introduction of the art of multiplying copies of writings by the printing press. This art practically exempted the works of learned men from the operation of decay, and furnished the means of preserving from age to age the noblest monuments of human intellect. Since the fifteenth century, printing has in a most wonderful manner increased the number of copies of every standard work; it has multiplied libraries in every country; and, with the help of translations, the literary treasures of every language, and the scientific wonders of every nation have been brought within the reach of all. As an illustration of what is possible in this way, and the degree of importance which printing gives to any writing, we may instance the Holy Bible. Within the whole of the first fifteen centuries of the Christian era, the total number of manuscript copies of the Scriptures in existence at one time, must have been insignificant. Through the instrumentality of printing the circulation is estimated to reach at the present time one hundred and fifty millions, and the languages or dialects into which the Bible has, in whole or in part, been translated, is reported to be over three hundred. It is advanced in favour of classical studies that the civilization of modern Europe is reared upon the wreck of ancient Greece and Rome, that the classic languages and literature furnish the key to the languages, literature, jurisprudence and philosophy of modern nations, that their study strengthens the mental faculties, and refines the mind by making it familiar with

the poetry and history of antiquity, the beautiful thoughts and noble acts of enlightened men and races long since passed away. It is advanced that "nothing can ever replace the classic languages as a means of general education; that their theoretical study—even without the literature they contain—is of greater mental furtherance than the study of any other subject." On the other hand, it is claimed that a much larger and more effective field is accessible in modern literature; that "for the great purposes of culture the modern are equal to the ancient writings, and, of all literatures, English is the most fully equipped, since it comprises works of the highest excellence in all departments, many of which can never be surpassed, and some of which have never been equalled. Others on the same side hold that the shortest course to come in contact with the ancient authors is to avoid the Greek and Latin originals altogether, and to take their expositors and translators in the modern languages. There are not a few eminent scholars who hold the opinion that in the majority of cases, an ordinary classical education produces no result commensurate with the long course of youthful years spent upon it. In any endeavour to harmonize these views, and to discover the course to be followed, various matters claim consideration. Individual man enters the world as a child, with a blank mind, and with nothing on his memory. However learned and cultured his parents, the child inherits none of the knowledge, none of the culture, none of the stores of experience, which have been acquired during the life-times of his progenitors. No child can begin his education where his father left off. Each mind in its turn has to be disciplined and cultivated, furnished and enriched. The treasures of knowledge, the thoughts and experiences of successive generations of men, are preserved in books and libraries. The stock accumulates year by year and age by age. The printing press will allow nothing worth preserving to be lost: consequently the child born to-day, in order to be abreast with the age in which he lives has very much more to learn than the man who lived one, two, or five centuries ago. While the empire of learning has been prodigiously extended, human life has not been prolonged, intellectual capacity has not been enlarged, and the limited time which any individual can devote to college work has not been increased. Although the thoughts and expressions of the wise men among the ancients have been handed down to delight and enrich the student, it must be borne in mind that great books have been written in more recent times, that human thought and life are spreading out in ever-widening circles, and that modern literature, science, and philoso-

phy present claims to hold a conspicuous place in a course of study; and it must be conceded that to become familiar with the 'highest efforts of the human intellect (modern as well as ancient) is surely a main purpose of a liberal education at the present day. The learned gentlemen who are called upon to determine the course of study to be pursued at Canadian universities will recognize that this age and this country have strong utilitarian tendencies, that the people of Canada want no superficial training, no half education at the higher seminaries of learning—that they desire to have the education of their youth as complete as possible. They expect university education to be made thorough: but they demand that the means placed at the disposal of the governors of the universities shall be applied to the best possible advantage, that high education shall be disseminated over the widest possible area, and that the time of those attending college shall in no way be wasted. Here in Canada all are children of activity, obliged to toil with head or hand, and the young men who attend college enter on a few years of earnest academic life for the purpose of receiving mental discipline and the best possible preparation for the work that lies before them, either in the learned professions, in country life, or in the various industrial pursuits which are open for them. Is the course of training and culture heretofore employed in every way satisfactory? We are to-day opening a new page in the history of Queen's. This Institution is no mere theological hall; it possesses all the rights, and privileges, and functions of a Canadian University. What course of training shall we then pursue? Shall we, without due investigation, accept as final a system which has grown out of the past, or shall we intelligently seek for such modifications and improvements as the circumstances which obtain at the present day demand? The question, like our civilization, is complex. Among other things we should consider that we have minds of different characters, and widely different aptitudes to train and teach, and it may not be productive of the greatest good to attempt to run all through the one mould—to adopt them all to one stereotyped system of training. Some students have no capacity for one branch of study, while they may have great aptitude for another. Some have strongly-marked taste and talent for languages; others may be utterly unable to receive any great benefit from their study. The latter may be richly gifted in some other way—for nature always compensates—and they may be well qualified for other intellectual pursuits. With their minds properly stimulated and directed, they may become distinguished in an entirely different sphere.

With all the facts, all 'he experience, and all the arguments on both sides, the question for consideration appears to reduce itself to this: What would the same time and care and educational energy now spent in classics effect if devoted to the systematic study of modern literature, and the literature of every race, which may be had in our ordinary tongue—in the language which we speak, and write, and think? The question is of the highest moment to us in Canada; and the friends and benefactors of Queen's have a right to look for its earnest consideration. However diffidently they may be expressed, his own reflections clearly point to a curriculum in which Greek and Latin will not predominate—where these studies will not be imperative—where they will be largely curtailed of their exclusiveness in order to place all important statistics on an equal footing. It may even be questioned whether, in the case of Divinity students, the compulsory study in Greek, Latin, and Hebrew is indispensable. The course of studies might be arranged so that students could devote much more time to other portions of the theological curriculum, and thus enable them to become very much more proficient in really essential branches of their profession. There are none who require more than divinity students to be relieved of needless college labour. His own idea would be to restore to universities their original character, and to carry out the old scheme of a University in its widest sense; it would not be necessary to sacrifice any study now enforced, but it would be desirable to extend all studies and to arrange the curriculum, so as to cramp and dwarf no man's powers by forcing them into grooves which they could not possibly fit. On the contrary, the fullest opportunity should be afforded for expanding the individual intellectual faculties in the direction in which nature intended. Individuality is one of the great wants of our time, and if not the sole, it should certainly be a chief, end of true education. Do we not, therefore, want a system which would bring out distinctions of character, and the best mental and moral peculiarities of our youth—a system which will give them, in addition to general culture, such solid attainments as will have the very strongest tendency to make them both moral, useful, and refined? In order to realize these ideas no existing study need be sacrificed, but when circumstances will permit, new Chairs may be established and new Professors appointed. Among the new Chairs to be desired may be suggested Professorships of Political Science, of Philology, of other Oriental languages in addition to those at present taught, and of Geology and Mineralogy. With regard to political science, for

example, our very practical neighbours in the United States have recognized its great importance. Dr. Barnard, one of the most distinguished educationists of the day, and President of the richly endowed Columbia College of New York, in addition to a School of Arts, embracing an Arts course, a School of Mines, a School of Law, a School of Medicine, and probably other schools collateral to the College over which he presides, has been instrumental in establishing a School of Political Science. It went into operation within the past two weeks, with a staff of five professors; its general design is to prepare young men for public life, and it has already awakened a very considerable interest. As far as he had been able to learn the studies comprise physical science, ethnography, the history of literature and philosophy, political and constitutional history, international and constitutional law, diplomacy, statistics, together with political economy in its widest sense. This new feature in higher education will, at Columbia College, have a fair trial. We may indulge the hope that it will prove successful, and that we will be justified in imitating the example. The advantages to be derived from the study of philosophy are well known; the science of language apart altogether from the practical study of any one or more languages is of profound interest and of vast importance to the student; it branches out into various directions and opens the way to the consideration of the social, moral, intellectual, and religious history of mankind, and the investigation of the literary monuments of different races in various ages. But while literature, language, and history deal with the thought and experiences of man, if we turn to the physical sciences we find that they bring before our mental vision the wisdom and power, and the wonderful works, of God. The student of geology will have his mind carried into the ages that lie far behind us, and see the "vital mechanism of perished creations" buried in great ranges of sepulchres ten thousand times more ancient than the earliest works of human hand or the first thoughts of human mind. He will be privileged dimly to perceive some of the grand conceptions of the Great Unseen, and to trace the effects of the stupendous forces which were employed through countless centuries in shaping and moulding the globe. He will be taught to decipher imperishable inscriptions carved by the instruments of time on the mighty mountains, and will receive an insight into some of the mysterious processes by which the foundations of the earth were laid. He will discover in no classic page thoughts so grand as in the book of nature; he will not

find in the literature of the dead empires anything so sublime as in the literature of the rocks. In no mere human history, written by ephemeral man, will he find records to be compared with the sacred chronicles of the by-past eternity, which are engraven on plates of adamant by the Divine hand. In no study, ancient or modern, will he seem to approach nearer the great omnipotent author and learn "that the whole universe is set to music, and if there be a want of harmony the discord is only in man himself." But if any studies be placed in a position of more importance and receive more attention than others at this University and at every Canadian seat of learning, he could not help feeling that the place of honour should be given to the English language and literature, and to those studies that will give an insight into things social, political and moral, that will enable the student to grasp high and broad truths, and to deduce correct conclusions from given premises, that will train him to think and express his thoughts clearly and elegantly in his mother tongue. The English language embraces the literature of every age, the triumphs of science of every nation. No language or literature was ever so widely diffused. It is spoken more or less in Europe, in Asia, in Africa, in Australia, and in America. The English tongue is heard wherever the ocean spreads, in every meridian, and in every parallel of latitude. We are part of the English-speaking race whose mission seems to be to spread civilization over the globe, and to beat back barbarism in all climes and on all continents. The late Prof. DeMille claimed for our language "a power of absorbing foreign words which distinguishes it from all others, and makes it capable on this account alone of becoming the dominant speech of the world." Surely this language is sufficiently comprehensive to express all our thoughts which require utterance, whether in respect to knowledge or patriotism, or purity, or truth. The minds and characters of men are formed during their youthful years, and it is at institutions like this that they can be best moulded during the most impressive period of their existence. The condition of a country is to be deplored when it has no good colleges, and when its youth remain untrained. It is also an unfortunate condition when they are compelled to seek for education at foreign universities, where they may soon cease to regard their native land with patriotic affection, even if they are not led to spend their lives and energies under a foreign flag. We may, therefore, warmly congratulate Canada that she has Queen's and other institutions of learning where her youth may

obtain mental and moral nourishment of the highest and purest grade. The importance of a sound college training is very great. True, there are many instances of men prospering in life without the benefits which flow from it, but these men are heavily handicapped in the race. Occasional success proves nothing; besides, it cannot be doubted that if men with capacity and industry have made their way in the world against every obstacle without a college education, they would have accomplished more, and with much greater ease, had they been blessed with all the advantages which you will here receive. The education of men who have distinguished themselves in any way without university training has been laboriously obtained through private study; and as exercise invariably strengthens the faculties whether physical or mental, the very obstacles which they have overcome have been of service to them in obtaining any degree of cultivation that they may have reached. But, if you ask such men, they will tell you that their path to success would have been infinitely easier, and they would in all probability have occupied a much larger sphere of usefulness to mankind, if circumstances had favoured them as they are now favouring you. Here you come under the influence of a grateful intellectual atmosphere. Your training is committed to professors with broad views, sound faith, and moral power of the highest order. They will earnestly labour to make you wiser and better. They will inspire you with the love of truth, and imbue your minds with noble thoughts, loyal sentiments, and patriotic aspirations. You may well appreciate your high privileges and the prospects that are open to you. An institution like this is a point where the learning of the philosophers of all ages and of all countries is brought into a focus for the student to receive the golden rays of knowledge. The professors are here to guide and direct, so that the light may shine on each individual mind. They will do their utmost to promote inquiry, to prompt investigation, to train and expand the mental faculties; but much must be done by the student himself. His powers can only be developed by practice, and their growth depends to a very large extent on the exercise which he gives them. Self-exertion is the grand instrument by which culture can be effected, and there can be no progress made without it. To discipline and to train are the work of the professor; application and self-exertion are the work of the student, and these are absolutely essential if any benefit is to be derived from attendance at college. In conclusion the Chancellor said:—Let me advise you, students, not to throw away nor neglect your

grand opportunities. Do not trifle with your precious college days. You may not all win prizes or attract attention at examinations. The race is not always to the swift. Do not be discouraged if your morning star does not shine brightly, the shining may come later on in the day. Bring to bear on your work earnestness of purpose, self-reliance, perseverance, sobriety of speech and of behaviour, and you will be certain to vanquish every difficulty. Be determined to spend your college

days to some purpose, and you will surely carry with you into the world treasures which no thief can steal, and a fortune which no adversity can take from you. You will be the indisputable owner of stores of thought and of sources of happiness for all the days of your life. You will be the possessor of a trained and cultivated intellect, ready to do honour the highest or the humblest calling, and able to leave your race and the world better than you found them.

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## PUBLIC SCHOOL DEPARTMENT.

[Contributed to, and under the management of, Mr. S. McAllister, Headmaster of Ryerson School, Toronto.]

### TEACHERS' MEETINGS.

As the season for teachers' meetings has arrived, it is worth while to inquire into the benefits that may be derived from attendance at them. There are some who are, or pretend to be, sceptical of any good results from these gatherings. They look upon them and speak of them as affording excellent means for the wind-bags of our profession to air their crotchets, for Inspectors to engineer any little plans for the management of their district, or for the more light-headed part of the profession to enjoy a holiday. Now, it may be at once asserted that such narrow views could only find lodgement in the brain of a cynic or of a grinding trustee. But granted that they are a means of ventilating crotchets. What would the world have been without men who had crotchets? Columbus spent ten weary years pestering the European governments with his crotchet of western discovery, until he at last induced the Queen of Spain to grant him three old ships, manned by men who knew they took their lives in their hands to gratify it. It was a mad crotchet of Palissy to believe he would find that enamel for his China, and yet his persistence, in following it out until success was achieved, is used to point a moral for both old and young. James Watt's steam engine and Robert Stephenson's railroad were crotchets with nearly all the world

until they were proved to be of incalculable benefit to mankind. Let us not therefore despise the hero of a crotchet, he may be the master of some truth or of some theory which, if rightly applied, will enable the scholar to ascend the ladder of learning with easier and surer steps. Then why should not the Inspector have the benefit of those whose opinion and experience he properly values to assist him in carrying out successfully the right administration of his district. That teacher is very light-headed indeed who attends a teachers' meeting with the view of spending a holiday. It is far from being regarded as such by the majority of those who are present, and if even the light-headed go back to their schools without having derived any benefit from the meeting, they are not only light but empty-headed, and the sooner they seek for "other fields and pastures new" the better.

An impartial view will convince one that these periodic assemblies of teachers are or may be made a source of great benefit to those who attend them.

*They lead to better methods of teaching.*— Without a means of coming together to exchange opinions and compare experience the profession may remain in the condition of Rip Van Winkle or the Sleeping Beauty. "Knowledge perfects nature," says Bacon, "and is perfected by experience." If this is true of each individual, how much more

true is it of a group of individuals pursuing the same calling? Is there any better reason why fruit growers' associations, or dairy-men's associations, or bee-keepers' conventions, should exist, than that teachers may meet to benefit by each other's experience? Not until teaching is an exact instead of an experimental science can we dispense with such meetings.

*They direct attention to improved methods of discipline.*—As the tendency of all mechanical contrivances is to accomplish desired results with the greatest economy of force, so the tendency of all good discipline is to secure right conduct with the least display of power. There is an endless variety in human character, and anyone who has the responsibility of working for eternity in shaping the character of youth needs all the help he can secure from those engaged like himself. No matter how exact the science of education may become, there will still be need of mutual help in developing the character of our school children by the discipline that will secure the highest result with the least exercise of physical force. One of the few principles that seems to be recognized as bearing on this matter is that the discipline that leads the child to control its own actions is that which is best fitted for developing the man into a self-governing being.

*They tend to more extensive and accurate knowledge of the subjects taught.*—There is no assembly of teachers where we do not find specialists who are masters of certain subjects, though they may be deficient in others, while there may be many who are deficient in every subject. Opportunity is afforded to the former class to enlarge upon their pet subjects, and to the latter class to reap benefit from them, without the tedious labour of sowing, and to perfect their knowledge by their learning and experience. They find out their own defects, and go back to their labours with the sad though profitable reflection that there are many much abler teachers than themselves. They come to the meeting a good exemplification of the poet's words,  
"Knowledge is proud that he has learned so much."  
They leave it, proving that

"Wisdom is humble that she knows no more."

*They tend to mutual improvement.*—A number of intelligent men and women cannot be five minutes together before they begin to react upon one another. Each one's experience becomes the property of all. Peculiarities of mind disappear by the friction accompanying frequent intercourse. This pruning of unsightly branches tends to more vigorous growth of what remains. "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." And what better opportunity can arise for this than a well-conducted teachers' meeting?

*They develop a professional spirit.*—The lack of this has been a great drawback to the advancement of teaching as a profession. It can never receive proper recognition until its members shew that it deserves it; and this, few of them have any desire to do. The *esprit de corps* that is growing up amongst teachers it will be their own fault if they do not foster; for they have an invaluable auxiliary in the local associations. The more it grows, the more important will the profession of teaching become; for it, like any other calling, is just what its members make it. The teacher who whines that his social position is not sufficiently recognized, will never have it recognized by whining; it is an unmistakable way of telling the world that he is not the man to whom to accord any higher position.

We have said this much to justify teachers' meetings, without forgetting that they have serious faults. The chief one is the lack of business-like management that often prevails. The members are dilatory in starting the business of the meeting, and when it is started there is too often a vast amount of time wasted in discussing unimportant subjects, to the neglect of more serious business. Even the Provincial Association is not free from this fault; we remember a good part of an afternoon's sitting wasted in discussing the meaning of a few lines from Cowper. Teachers must remember that they are not in their own school-rooms, where the consideration of even irrelevant trifles must have some place in the training of the young, but in a meeting of persons who have assembled for mutual help in the serious business of

life which they have commenced. It too often happens, also, that some self-asserting individual with more brass than brains is allowed, either by the good nature or the diffidence of the meeting, to monopolize precious time with crudities that need only to be scanned to be rejected as unworthy of a moment's serious notice. Of course, if the Chairman has regard to the important business of the meeting, and acts wisely, he will put a sudden stop to the effusions of such a one.

While these assemblies give opportunity to the teachers of a district to exchange their views and experience, there is no provision at present for giving them the benefit of any advancement in the educational world except what can be secured by the desultory lectures of men, some of whom are not always disinterested in the cause of education.

We see no way of effectively meeting this difficulty but by carrying out the plan proposed by Dr. Ryerson, of having a skilled and enlightened educationist to visit the various conventions and co-operate with the chairman and managing committee in conducting the proceedings of the meetings. Such a one could give information on the newest methods of instruction, could afford explanation of the most recent theories of education, and could be the medium of spreading more accurate knowledge of the principles of education. He might, in addition, be entrusted with the duty of inspecting the work done in County Model Schools, and might thus become a supervisor of the Public School education of the Province. It may be objected to that the appointment of such an officer would entail additional expense, but this need not be the case. An impression begins to prevail that two High School Inspectors are enough to do the amount of work, some of it rather perfunctory, that is at present being done in our High Schools. Why might not the expense incurred in the employment of a third Inspector, who is believed to be unnecessary, be devoted to paying an efficient officer for supervising general Public School work throughout the country, assisting at the

business of County Conventions, and inspecting Model Schools? We are quite sure that, with a proper appointment, the money that is at present wasted in the payment of a third High School Inspector would, if employed as we suggest, be well spent. Until some such officer is appointed, a good deal of the work done at our local meetings will fail in having its desired effect, and thoughtful teachers will continue to go away as they often have done with the disagreeable reflection that the time at the meeting has not been spent with the utmost profit to themselves or to others.

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#### MONOTONY OF COMMENCEMENT DAY.

THE agony is over at the schools and colleges. The commencements are finished, and the graduates are graduated. The pretty pieces, many of which have for weeks or months engrossed the attention of their composers, have been spoken, and both the speakers and their admiring friends and relatives have gone home in a state of profound satisfaction. The educational establishments, from university down to kindergarten, have proudly pointed to their finished material publicly displayed on commencement day. On the strength of its superior character they have intimated to the public that they will be pleased to enjoy a continuance of the patronage which has resulted in such delightful accomplishments as have been witnessed.

All this is pretty well, as far as it goes. Many of our educational institutions have done good deeds for the young persons committed to their care. In many cases foundations have been laid for solid learning. The young persons who in coming years will build on these foundations will become educated men and women. Those who stop short and consider that they have finished their education will, twenty or thirty years hence, be little better than dunces. All that the best school or college can do is to give the student a start in life. In this view the use of the word "commencement" is wisely chosen, for when a boy or girl leaves school

it is to commence the work of life and the practical business of self-education, in which incomparably more is to be learned than the routine of book-study can ever teach. In view of this it is a pity that the commencement exercises are allowed to run as much as they do to speeches and clothes. The speeches are too often vapid soarings into the sentimental, or profound delvings into the unfathomable. Not one in ten of them deals with anything which shews fitness for the coming battle of life. Most of them are simply bits of display, and are placed on dress parade just as are the costumes of the young ladies who graduate. It is a reflection on the lack of ingenuity of our educators that modern progress has not devised some way of relief from the flood of commencement-day speeches. It seems not to occur to the gentlemen and ladies in charge of the exercises that there are other ways besides speech-making for the exhibition of the talent of their graduating young men and misses. In whatever branch of life-work these young people are to engage, only a minority of them will be speech-makers. To place them on platforms to show off their speech-making abilities is, in most cases, as unnecessary as it is unjust. Particularly in case of the graduating girls, not one in fifty of those who graduate is to enter a profession which calls for the habitual making of speeches. We want relief from those monotonous commencement exercises. Let the girl who would give us an essay on the moon rather display her skill in making before the audience a pan of the whitest and lightest milk-biscuits that ever graced a supper table. Let another who was going to read a prodigious treatise on certain Greek poets about whom she knows but little, and for whom the audience care nothing at all, shew her skill in making a large pot of really excellent coffee. If this beverage is handed around and approved, the girl who makes it will be remembered when essays and treatises and Greek salutations and Latin valedictories have faded out of recollection. It may be said that the schools do not teach housekeeping. So much the worse for the schools. Not one girl in a

hundred can make coffee that is fit to drink, and though some girls may be able to compass the mysteries of fancy chocolate cake in seven layers, with six varieties of jelly between, yet the pies they make are atrocities of indigestible cookery. If it is objected that these works are too practical, and that the girls will always have servants to do such things for them, let a few of the graduates try their fair hands at stenography in presence of the audience. Give a girl pencil and paper and let her take down the remarks of some grave and reverend old director who addresses the assemblage. When he is done let her read aloud what she has written. The field for ingenious novelty is so large that the clinging to the programme of weak, washy floods of everlasting speech seems but a painfully plodding devotion to ancient precedent. Give us something fresh.—*Philadelphia Times*.

#### DRILL COMPETITION IN THE LONDON BOARD SCHOOLS.

THE annual drill competition for the challenge banner awarded by the Society of Arts took place lately in the grounds of Lambeth Palace. There was but a small muster of scholars—about 400—and they were from ten schools only, the sparseness of the attendance being accounted for by the fact that there is no public fund available to defray the small expenditure necessarily incurred in bringing the children from distant localities to the place of inspection, and which has to be defrayed by voluntary contribution. Amongst those present were Sir Charles Reed, the Chairman of the London School Board; the Rev. J. Rodgers, vice-chairman; Mrs. Westlake and Mrs. Miller, members of the Board, Mr. Macgregor (Rob Roy), Sir Edwin Chadwick, and others who took an interest in the proceedings. The boys were under the command of Major Sheffield, the superintendent of drill-instructors in the employment of the Board. The boys first marched past in open column, then countermarched and returned in quarter column. Then they marched past again in

double quick time, and deployed to the left in fours, then advanced in line, changed front to the right, and retired by fours. They then re-formed in line, and were inspected in separate companies by Colonel Battersby, of Chelsea College, and after going through several other evolutions were formed in square, and Colonel Battersby, addressing them, said it was very pleasant to see so many lads so well disciplined, and he must say that the way in which they had gone through their drill reflected the very highest credit on Major Sheffield for the exertions he must have made to achieve the good results that had been attained. There was a remarkable steadiness in the march. Of course there was a slight difference; he almost wished there had been a little more, as the difficulty of deciding which was the best would then of course not have been so great. It was a severe test to put them, through the movements of a battalion when they had not been drilled together before, and every allowance must be made for that; but on the whole the result was very satisfactory. He must give the banner again to Thomas-street School, and he was sorry to do this, because no doubt they would all like to have the banner.—*Ex.*

#### A NEW DEPARTURE.

A NEW departure has taken place in Boston. The instruction in the primary schools is to be almost entirely oral. The pupils are expected to learn from objects, and from the teachers, instead of from books. In this method lessons will be given upon pictures, animals, plants, geography, history, form, colour, measures, minerals, the human body, hygiene, and whatever else the teacher may consider suitable to the mental condition of the child. The spelling-book is to be entirely discarded, and some "easy, common words from the reading lessons" are to be substituted. The metric system will be taught by means of the metric apparatus.

In the more advanced classes the changes are equally marked and important. The study of grammar in the old-fashioned way

is abolished, and this subject will be taught by means of analysis of sentences in the reading books, composition, and letter-writing. The practice of writing in copy-books is reduced more than one-half, while it is considerably increased in blank books and in other exercises. Less time is to be given to geography, and more to natural philosophy and physiology. Music and drawing are to receive the same attention as formerly. There is to be a special and definite aim to make the pupils understand what they profess to study, and to express clearly, and in appropriate words, what they learn from time to time. These changes have been made not to relieve the pupil from study, but to secure greater thoroughness.

Another feature of the plan is worthy of notice. Every study has a specified time assigned to it in the school-year; nothing is left at loose ends. In the lower classes, for example, the subjects for oral instruction from May to November will be plants and animals; from November to May, trades, occupations, common phenomena, stories, anecdotes, mythology, metals, and minerals. In the upper classes, the subjects of oral instruction will be physiology, life in the middle ages, biographical and historical sketches, and experiments in physics.

#### PHONIC TEACHING.

THE First Steps in Phonic Teaching are thus set forth by Mrs. Rickoff in a primer published by the Appletons. The child is first taught to read sentences; secondly, to read words; thirdly, to analyze spoken words into sounds; fourthly, to analyze written words into symbols of elementary sounds, beginning with words spelt phonetically, as "cat," "rat," "not," etc.; then words with digraphs, as ".that," "them," "ship;" then words with new sounds to the symbols, as "thin," "caper," "no;" finally, words with silent letters, as "cate," "rate," "noble," "write," etc.

Suppose the child has learned to read a dozen or more simple sentences, such as "The cat has a rat," and to recognize the

individual words in any order. The next step is to teach him, without the book, to analyze the spoken word; thus: "You may all say *cat*." They answer, *cat*. "Now I want you to draw the word slowly, this way,—*kaat*." They attempt it. "Draw it out still more slowly,—*kaaat*." They do so. "How many kinds of sounds do you hear in the word *kaaat*?" "Say the word yourselves, very slowly, and listen to yourselves." "What is the first sound you hear?" "Make it alone." "Jane makes it well, but John puts a little singing with it; that you must learn to leave out. We do not say 'kuh-aat,' nor 'ker-aat,' but 'k-at.' Now try again to say *k* alone." Do not rest satisfied until the *k* is an explosion of simple toneless breath, produced by a synchronous opening of the glottis and the back of the tongue.

"Now what is the second sound you hear in saying 'cat'?" Guide the class, by questions, into giving precisely the same short sound *a* alone, which is heard in "cat."

"And now what is the last sound of the three?" Lead them to make the *t* without vibration of the chords; not "tuh," nor "ter," but a single explosion of whispered breath, from a simultaneous opening of the glottis and the tip of the tongue.

Tell them now what a gadfly is, and what a gadding woman is, and of the tribe of Gad in Israel; then let them analyse *gad*, and do not rest satisfied until the vocal murmur in *g* and *d* wholly precedes the explosion, so that the sound is not "guh" or "gher," but *g*, as at the end of "dig." Now ask, "Which sound in 'gad' is exactly like one in 'cat'?" "Which sound in 'gad' is nearest like *k* in 'cat'?" "What is the difference between *k* and *g*?" By questions, lead them to perceive both points of difference, thus: "Whisper, 'gad had a cat; gad, cat, gad, cat.'" "When you whisper 'gad cat,' do the two words sound more alike, or less alike, than when you say 'gad, cat?' Would you then say that *k* is something like a whispered *g*? But still you can hear a difference between 'gad' and 'cat,' even

when you whisper them? Can either of you tell what is the difference between *k* and *g*, or between *t* and whispered *d* (of course giving the sounds, *not* the names of the letters)? "Well, if none of you can tell, perhaps I can tell you. When I whisper *d*, my throat is open, although the tip of my tongue closes my throat; (whisper *d*, *d*, *d*); but, in saying *t*, my throat is closed (putting your fingers to the Adam's apple), and it opens at the same instant that my tongue drops from the roof of my mouth,—*t*, *t*, *t*. Now try if it is not so; whisper 'add, at, add, at.'"

#### EDUCATION IN TEXAS.

THE legal school age in Texas is from eight to fourteen years. Teachers are authorized to charge private rates for pupils over or under these ages. The legal school year is but four months in length. In 1879, the sum of \$915,000 was appropriated for the support of 6,552 schools, which accommodated 150,000 scholars. Can we wonder that there is a wail about the absence of a professional class of teachers when the State provides that their employment in the school-room shall last for only four months in the year—a period not too long to suit the tastes of the professional tramp, which we fear the professional teacher of Texas will degenerate into, notwithstanding the training he may obtain at one of the two State Normal Schools at the expense of the State, which provides him, while there, with everything but his apparel? It is true he may turn his attention to law or physic, or trade, during his eight months of leisure, but then he ceases to be a professional teacher. We have quoted these facts from a paper, in a contemporary, written by the Secretary of the Texas Board of Education. Our readers must not suppose this paper is confined to dry statistics, such as we have given; on the contrary, there are oases of fine writing in it, which we fear are too luxuriant in words for our cold Canadian imagination to appreciate. Take the following for example;

"I have but briefly sketched the history of education in Texas. It is the work of a State of only forty-four years; born a revolution, nursed in the cradle of adversity, and regenerated by a bloody sacrifice on the altar of liberty; but now, forgetting the animosities, no longer nursing the wrath of the past, and while sadly cherishing the memory of the furled banner, yet honouring, ay, loving as of old, the *one* that floats to the breeze."

## HIGH SCHOOL DEPARTMENT.

## THE HIGH SCHOOL GRANT.

AMONG the questions that received special attention at the last meeting of the Provincial Teachers' Association, and on which there seemed to be great unanimity, was that relating to "Legislative Aid to Secondary Education." Considering the increased practical importance now attached to this department of education; from the extended course of study now prescribed, involving additional teachers and requiring expensive appliances; and from the fact that no inconsiderable part of the work formerly done by the Normal Schools has been handed over to the High Schools, it was urged, very reasonably we think, that the present grant is much too small, and that the Minister should ask for an increase.

It is also claimed—when it is asked whence additional revenue is to be derived—that the large grants to Upper Canada College ought no longer to be given to *one* specially favoured High School, but applied to High School education generally. Doubtless a full discussion of the question may be looked for at the approaching session of our Legislature, when the opponents of this form of monopoly will have an opportunity of shewing herein at least one source of legitimate increase to High School income. We are pleased to notice a disposition on the part of High School Masters to effect an amicable and quiet settlement of the question raised as to the relative position of High Schools and Collegiate Institutes. After discussion in the H. S. section, the matter was left to a competent committee, which was empowered to adopt such measures as may best promote those important interests common to all grades of High Schools. Until we receive the report of this committee very little need be said in addition to what has already appeared, principal-

ly in correspondence. There is evidently a growing tendency on the part of our best High Schools to advance to the rank of Collegiate Institutes; and we must regard this as a healthy indication—one to be encouraged in every suitable way. There need be no immediate fear of our having too many Institutes. Since the course of study is in no way degraded by their multiplication, as in the undue increase in the number of degree-granting Colleges, we think this forward tendency need excite neither fear nor jealousy.

It appears that one special ground of complaint on the part of some High Schools (that their income is lessened to supply the special grant to Institutes) has been removed; since, as is now well known, the latter is an entirely separate and independent appropriation.

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 THE INTERMEDIATE EXAMINATION.

Two defects of this Examination might be easily remedied, and we trust that the Minister will give them his attention :—

1. This summer—as indeed every summer—many candidates from High Schools go up for examination who have not the slightest chance of passing, either in their own opinion or in that of their teachers; and thus the cost to the Department and to High School Boards is very much increased. At one school at least, to the knowledge of the writer, over one hundred candidates wrote—only some sixty of whom the Head Master believed to have a chance of passing. In our opinion, no student from a High School should be allowed to write unless recommended by the Head Master of the school. In the case of the school referred to, although a large number passed, there will be only some \$20 or \$30 left to be applied to educational purposes

after the cost of the examination is defrayed ; it took about \$115 to pay the stationery account and the sub-examiners—this, too, without counting the cost of the examination of the papers by the sub-committee. It is extravagance pure and simple, to continue to examine every one who presents himself, and to force the country to adopt this mode of taking the conceit out of bumptious candidates for the ferule.

2. The last Intermediate and Junior Matriculation Examinations of Toronto University were to some extent concurrent, and candidates for the latter who had not previously passed the former, were unable to attend both. We may add, too, they would have been unwilling to do so at any rate. The same thing will happen in all probability next July, and those schools which have a good number of pass-candidates will lose the money to which the attendance of such would entitle them if they were members of the Upper School. Why should not a certificate of having passed the Junior Matriculation Examination of Toronto be accepted as the equivalent of the High School Intermediate—not as a Third Class non-professional, but merely as qualifying the holder for admission to the Upper School? There seems to be no valid objection to this course which, we make bold to say, mere justice recommends. No High School boy would go to Toronto to pass the Matriculation Examination merely to avoid the Intermediate ; nor would a resident of Toronto wish to rule himself out of future competition for University honors by adopting such a course. The acceptance of this examination as equivalent to the Intermediate, to the extent we have indicated, would redeem the latter from one of the objections to which recent changes have made it liable. We cannot have Payment by Results, but every effort should be used to approximate to the genuine article. It is well, too, that the Matriculation Examination should take place in the end of June, for holding it early in that month, as was the case at first, only led to class-disorganization. All our examinations should come as nearly as possible together.

#### OUR MODEL SCHOOLS.

WE have received a copy of the Amended Regulations too late for review this month. We would, however, propose in connection therewith the following conundrums—the answers to which may be addressed to this office :—

1. Why, considering the comparatively miserable exhibition made by the Normal Schools in First Class non-professional work last July, does the Minister persist in maintaining therein classes for the literary and scientific training of candidates for First Class certificates, when the work is done better and far more economically elsewhere ?

2. Why does the Minister not reorganize the Normal School staffs, when it is notorious that few of the Masters are fit for their positions, and when his own Regulations shew that he doubts the competence of the Principals for the proper discharge of their duties ?

3. By what figure of speech can “ a course similar to that in Roscoe's Chemistry Primer ” be called First Class Practical Chemistry ?

4. When the “ Time-table and Programme in detail of the course of study in each subject is submitted to the Minister for his approval before the commencement of each session, ” by what mental process will he reach a sensible conclusion in regard thereto ?

5. Who is to see that these Regulations are carried out, and what, under the circumstances is the use of a Principal ?

#### UNIVERSITY CONVOCATION.

WE are glad to notice that the esteemed President of the University intends to adopt the system pursued by his predecessor in reference to the results of the University Examinations ; but we would remind him that what is worth doing at all is worth doing well. The statements in his speech in regard to the Examination results, as reported in the leading dailies, were incorrect and misleading. By counting First and Second Class Honors together, Upper Canada College was given a place to which it is in no way entitled. At the Junior Matriculation Exami-

nation it obtained *nine* First Class Honors ; while the High Schools and Collegiate Institutes carried off *forty-eight* ; the Toronto Institute occupying a place which Upper Canada College has never equalled even in the palmiest of its days. In the heavy departments of classics and mathematics, the College is always conspicuous for its absence, but manages to score points in the sub-departments of English History, French, and German. The statistics of the Examination in connection with other schools also were incorrect and defective ; and the public could have no idea from Dr. Wilson's remarks of how matters really stand. We acquit the President of a desire to place the High Schools in a subordinate position ; but this apparent desire to bolster up a decaying institution had better cease.

And further, why should the Junior Matriculation results affecting the different

Schools be the only ones referred to as indicative of educational progress ? If a school sends successful candidates to the First or Second year in Senior Matriculation Examinations, the results are more creditable to its standing than those of the Junior.

We hope soon to see in operation the practice of London University, in the calendar of which the different schools receive due credit, no matter what test the candidates therefrom have undergone. This now extremely fashionable system of comparing results is worth less than nothing unless done well and fully. With all the advantages of a large income, and a *caritas loci*, which "advantageth it much," amongst a certain class, it has year after year to retire further into the background : the friends of education should not try to magnify it at the expense of more efficient institutions.

## TEACHERS' ASSOCIATIONS.

### CHRONICLE OF THE MONTH.

TORONTO TEACHERS' ASSOCIATION.— This Association held its semi-annual meeting on Friday and Saturday, 17th and 18th September, in the Wellesley School, under the presidency of Mr. Hughes, the Public School Inspector. The business began with a desultory discussion on the Regulations of the Toronto School Board, in anticipation of contemplated changes in them. Mr. Powell then gave a very able address on "Percentage." He shewed that most of the problems coming under this title could be arranged into three classes, of which he gave the following type problems :—

I. What number is 8 per cent. of 250 ?

II. 25 is 4 per cent. of what number ?

III. What per cent. is 16 of 240 ?

He proved that all questions in Simple and Compound Interest, Discount, Profit and Loss, Insurance, Exchange could be brought under these heads. He strongly recom-

mended drill in type problems such as the above, that the scholar may become familiar with their character, and thus find it easier to work intricate problems in percentage, when they come before him. No one who listened to Mr. Powell could fail to be struck with the fact that he was completely master of his subject, notwithstanding his modest demeanour.

Dr. Playter, author of a work on "Hygiene," was then introduced, and read a paper on "School Hygiene." He said that the essentials of health were pure air, pure water, good food, exercise, rest, sleep, sunlight, clothing, and bathing. That carbon-dioxide was by no means so hurtful in a room as another compound in the exhaled breath which he called carbo-ammonia. That impure air renders the food it comes in contact with impure. The ventilation of bed-rooms and school-rooms should be

secured, even if more bed-clothes had to be used, or more fuel to be burned. It was not sufficient to insist upon cleanliness of the skin; the clothes should also be kept clean, seeing that much of the excreta of the skin gets into them. Woollen clothing was to be preferred, even next the skin, at all seasons of the year. The underclothing should be often changed, for the reason already stated. If it cannot be conveniently washed, let it be often well shaken and exposed to the air and sunlight. Every child should be encouraged to take a daily bath, either in cold or in luke-warm water, and to use a rough towel freely in drying the skin. The food should be simple; it should be eaten slowly, and masticated well. The water that is drunk should, if there is the slightest suspicion of impurity in it, be boiled before drinking. The two great evils of children's diet are that they eat too much, and that they have too great a variety of dishes. Slow eating will prove a partial remedy for the first, and the parent is culpable who does not try to check the second. The Doctor in reply to some questions said that filtering, if effectively done will get rid of many impurities from water, even some of an organic nature, as ammoniacal compounds; but there are certain low organisms dangerous to the human frame that only boiling can render harmless—even freezing will not kill these.

The President conveyed to Dr. Playter the warmly expressed thanks of the meeting for his instructive address.

After a vote of thanks was passed to Mr. Powell, the Association adjourned, to meet in the Normal School Hall in the evening, to hear an address from Prof. Calderwood, Professor of Moral and Mental Philosophy in Edinburgh University, on the "Relations between the Mind and the Brain." Though there was but a day's notice of the address, there was a very large audience, composed not only of teachers, but of the most educated of the general public, present to listen to the distinguished gentleman. Indeed, so large was the audience, that the gallery had to be thrown open. The Minister of Education occupied the chair, and in an appropri-

ate, though somewhat too lengthy, speech introduced the lecturer. Prof. Calderwood spoke without any other aid than that afforded by some diagrams of the brain and nerves, which he had hung up to illustrate some points in his address. Notwithstanding this, from the time he began until he finished, his audience was kept in rapt attention by his eloquence. His ideas formed an unbroken chain, and never failed to find expression in most appropriate words. He shewed that there was unity in the design of the structure of the brain, from the crudest form in which it appeared, up to man. The convolutions which appear but rudimentary in the brain of the bird, become well defined in that of the cat, and assume their highest state of development in the human being. He shewed very clearly how the nervous system worked—one set of nerves carrying messages to the central organ; the other, carrying messages from that organ to the various parts of the body. The lobes of the brain were shewn to be quite separate and distinct except at the base; and there, their connection was so intimate that paralysis of the right side of the body was found to be the result of disarrangement in the left lobe, and *vice versa*. In animals which have a particular sense very acute, there is a great development of that part of the brain from which the nerves of this sense spring. There is considerable resemblance between the action of electricity and the will on the nervous system. For example, if an electrode be applied to a particular part of the brain of a cat while under the influence of chloroform, it begins to wag its tail, in the most natural manner. If the electrode be applied to the corresponding spot in a man's brain under the same circumstances no excitement will appear, for the very good reason that he has no tail to wag. Without asserting that phrenology is either true or false, the latest discoveries leave no doubt that particular parts of the brain perform particular functions. Is the mind a phenomenon of the action of the brain or is it independent of it? No one can yet tell. If the brain of a chimpanzee be compared with that of a human being they

will appear exactly alike in shape, structure and convolutions : their only difference is in size. So that if the two were presented to an observer, he could give no reason why one should belong to a man with his god-like faculties, and the other to an animal immensely below him. If the mind is co-related to the brain, why is it that persons of very weak health have often very vigorous intellects? If the mind is not something independent of the brain, why do we find persons consigned to lunatic asylums reason as acutely as the most accomplished logicians? If the skulls of many of these afflicted creatures could be examined, our compassion would be roused by the torture they must have suffered by the disease in some part of it that prevented healthy action to express the operations of the mind, and thus produced the phenomenon of insanity. Did not these facts seem to lead to the opinion, that the human mind is quite independent of its physical receptacle? The physiologist had complained, and perhaps justly, in times past, that the psychologist held aloof from his investigations. Now all that has been changed. The latter has begun to follow with eagerness the investigations of the former, and it is his turn to suggest that it is the duty of the physiologist to meet him half way, and to give the same attention to psychology as he gives to physiology.

Our readers will see from this very imperfect outline that Professor Calderwood put before his hearers abundant materials for thought, rather than results of his own thinking. He did not even assert, though the drift of his discussion tended that way, that the mind has not a physical basis. His whole effort was a very able one, and was well characterized by a lady in the audience as being like an exquisite piece of music admirably performed. However eager some who were not teachers were to hear him, they had not the same desire to listen to Mr. Crooks, the chairman, whose voice they tried to drown with unseemly noises on both occasions on which he spoke.

The first business on Saturday was a Vocal Drill under the direction of Miss Lewis, upon

the various methods of giving utterance to the vowel sounds as illustrated by Shoemaker's diagram. Miss Lewis shewed a good deal of self-possession and business-like management in conducting the exercise, and we think she is likely to prove a successful teacher of such work. We presume, however, the exercise she gave was intended as a specimen of the way it should be conducted, rather than a drill in voice culture; there was too little repetition to merit the latter name. She gave some useful hints, which were supplemented by her father, on the attitude, which should be erect, with the shoulders well thrown back, and on the breathing, which should be done through the nostrils by obstructing the passage of the breath through the mouth by the tongue. Great stress was laid upon the latter as an aid to the preservation of health.

Mr. Manly, Mathematical Master of the Collegiate Institute, then gave an instructive and racy address on "How to Teach Euclid." He recommended beginning the subject without a text-book, and leading the pupils, under the guidance of the teacher, to make up their own definitions, always seeing that those agreed upon covered the whole ground. They would thus soon find out that Euclid's were the best that could be given. Let them in the same conversational way be made acquainted with the postulates and axioms. Or if a teacher prefers to begin at once with the propositions, let him introduce the definitions, postulates and axioms as he finds need for them. There is no necessity at first to look for precision of either thinking or of expression, this will come gradually under the guidance of the skillful teacher. If a plan like this were adopted with the classes immediately below those in which Euclid is formally taught, it would become a pleasant study rather than the bugbear it is at present. Pupils can be shewn that the task to the memory is a very light one.

The last item of important business was the reading of an essay by Miss Freeman on "Teachers' Temptations." This young lady did ample justice to herself and her theme, for the essay was as excellently com-

posed as it was well delivered. The title did not cover all the ground she took up, as trials as well as temptations formed part of her theme. As her experience has hitherto been with young children, her remarks applied particularly to them. Children, she said, should not be expected to work continuously for more than ten or fifteen minutes. Not the bright but the dull scholars should get the most care. We should strive to instruct, control, and amuse our scholars, but not hold aloof from them; they have a claim upon the best feelings of our hearts as well as the highest efforts of our minds. A disposition to sudden outbursts of temper should be kept completely under control. Teaching should not be allowed to develop any little peculiarities of manner or of temper; these the wise teacher will be always on the watch to repress. No teacher is at her best during the whole day, and after a successful lesson she will be found more exhausted than any member of her class. It is well to call in the aid of a child's own experience to increase his knowledge. For instance, let a spinning top be used to teach the motions of the earth. In all cases the child should be trained to frame his own definitions. The labour of training young children is not easy; and if any one wishes to rise in her profession she must do it by honest and continuous work.

The meeting finished, as it had begun, by discussing the Regulations of the Public School Board.

**NORTH HASTINGS TEACHERS' ASSOCIATION.**—The semi-annual meeting of this Association was held at Madoc, Sept. 30th and Oct. 1st. The morning session was devoted to some formal business. In the afternoon a discussion on the Teaching of Writing was opened by Mr. Sutherland, H. M. Stirling P. S. He recommended the use of movable headlines, and the thorough teaching of the lesson on the blackboard before the pupil begins to write, also the use of scribbling paper as a preparation for writing in copy-books. He was followed in the discussion by Messrs. Johnston, I. P. S., South Hastings,

Morton, Mackintosh, Mulloy, and Williamson. Miss Riddell then read an essay on "How to make School Attractive," after which Mr. Johnston made a few remarks on the same subject, bearing especially on the importance of keeping the school-room clean.

Measures and Multiples, Fractions and Reduction were then discussed by Mr. Mackintosh, I. P. S. North Hastings. Among others he dropped the following hints: Be thorough in teaching everything and make the instruction interesting. Lead the pupils by a large number of examples to get the idea contained in the definitions before these definitions are given; let the pupils make discoveries for themselves. Commence the teaching of fractions while the pupils are studying division. Give much mental and slate drill at every step. Make the pupils give, in good English, reasons for every process in solving problems.

In the evening Mr. J. M. Buchan, M.A., High School Inspector, delivered his lecture on "Poetry and Politics" to a large and attentive audience who shewed their appreciation of the lecture by their frequent applause, and the hearty vote of thanks given the lecturer at its close. During this, as well as the other sessions of the Convention, the proceedings were varied by music, in which some of the teachers present, as well as some vocalists of Madoc, took part.

Friday morning Mr. Kirk, H. M. Madoc M. S., dealt with some difficulties in Algebra, explaining on the blackboard his method of solving quadratics, finding  $H. C. F.$ , etc., and giving easy rules for extracting roots. These explanations were given so clearly that all who listened must have been benefited. Mr. Buchan then took up the subject of "Literature in Public Schools." He recommended teachers not to study *notes* on Literature but the authors themselves. He took up a lesson in the Fourth Book, shewing how it should be taught. He would first read the lesson for the pupils, that they might learn *how* to read it; then he would question on the lesson to make sure that the pupils understood it, after which he would call on the pupils to read it. Poetical extracts he

would have committed to memory. In the Fifth Book he would, in addition, direct the pupils' attention to the author, the time when the piece was written, etc. In the afternoon Mr. Buchan addressed the teachers on Grammar. The *art* part of Grammar, he said, had been much neglected of late years, and that, like all other arts, the art of speaking and writing correctly was learned by imitation. He recommended cultivating a taste for Literature as a means of improvement in Grammar. Mr. Kirk and Mr. Mackintosh also took part in the discussion of this subject. Mr. Wood, Madoc, then read a capital essay on "Morals and Manners," shewing their connection, and giving valuable hints as to how they might be improved in school. He shewed that the teacher is responsible for the destiny of his pupils, as he has much to do in forming their habits. Mr. Buchan followed with a few remarks, after which it was moved by Mr. Tait, seconded by Mr. Sutherland, that the thanks of the Association be given to Mr. Wood. Carried unanimously. Mr. Buchan then took up the subject of Reading,

to Fourth and Fifth Classes. He said :— "Every teacher ought to be an intelligent reader, and, though not a finished elocutionist, can always read better than his pupils. Simultaneous answering is a bad preparation for reading. To make the children read naturally, let them select a piece they admire and read or recite it before the school. Pupils should read more than one sentence at a time. Teachers make a mistake in forcing a child to read in a tone louder than natural; the better way is to strengthen the voice by chest exercises." Mr. Buchan concluded his remarks by reading a poem by Oliver Wendell Holmes, bearing on the subject of pronunciation.

It was moved by Mr. Mulloy, seconded by Mr. Kirk, that the thanks of the Association be given Mr. Buchan for his valuable assistance in making the Convention a success. Carried unanimously.

After singing the National Anthem the Association then adjourned.

JESSIE RIDDELL,  
Secretary.

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## CONTEMPORARY LITERATURE.

A HISTORY OF CLASSICAL GREEK LITERATURE, by the Rev. J. P. Mahaffy, M.A. New York: Harper & Bros. Toronto: Jas. Campbell & Son.

THE progress of archæology during the past thirty-five years, in its effect on Greek literature, can be strikingly seen by comparing the well-known work of Dr. K. O. Müller with these volumes of Professor Mahaffy. In our day the pickaxe and shovel have become tools of refined research. At one time literary conjecture threatened to crush out of life all positive knowledge. Was the subject the topography of Troy? Presently the heap of literary guess-work rivalled the mounds of the Trojan plain; but Dr. Schliemann's pickaxe has revealed how slightly related the contents of the literary mound were to the contents of the other. So at

Mycenæ; and when Schliemann gets to work at Sardes and Orchomenas there will be rare fun in store for godless scoffers. Even at an earlier date some ludicrous mishap befell the critics. The position in its trilogy of the Æschylean drama, *The Seven against Thebes*, was a favourite subject of lucubration among the Germans: the discovery of the Medicean didascaliæ revealed the fact that of all the guesses only one was correct; but this particular guess had long ago been abandoned by Hermann, its author! On the other hand, some far-sighted prophecies of the earlier scholars have been verified in a most interesting, and indeed remarkable, manner. The inscriptions lately disinterred by Curtius at Olympia prove the lost Greek letter *digamma* (representing our *w*) to have been commonly used in Elis, while Ces-

nola's excavations at Cyprus exhibit it in the Cypriote syllabary as late as the fourth century B.C. The Cypriote syllabary also carries forward to the same date the letter *yod* or *y*, which, at a much earlier era, had become quite lost to the Hellenic alphabet.

In archæology the most trivial 'find' often involves far-reaching issues. An iron nail, or even a rust-stain, implies an epoch in civilization. The wall-scribblings and etchings of ancient loafers at Pompeii have thrown new light on old Roman life; and thus these idle *graffiti* on the crumbling stucco have come to rank with solemn treatises on bronze or marble. About the middle of the seventh century B.C., Greek soldiers were serving under the king of Upper Egypt, Psammetichus, or Psamathichus, as they spell him oft. Once they beguiled an idle hour by scrawling five or six lines of Greek on the leg of a colossal figure that stands near the modern Abu-Simbel. This ancient *graffito* exhibits by no means the oldest alphabetical forms, and the really archaic Greek writing may have long preceded. Modern opinion has generally settled down to the belief that Homer's poem MUST have been preserved by professional reciters who handed down these treasures from one generation to another for between two and three centuries. By the discovery of this inscription the entire controversy has been re-opened, and many other disturbing facts have followed in quick succession. The student will thank Professor Mahaffy for his artistic *coup d'œil* of the general Homeric question, and for his *résumé* of the great discussion that has now in various phases lasted through more than twenty-three centuries. German criticism, from Wolf's famous Prolegomena down to the present, has for the most part been consistently destructive, but sometimes mutually destructive: it has, of course, denied the unity of authorship in the Iliad and Odyssey conjointly, or even singly: it has even challenged the poetic merit of Homer's most admired passages. The parting scene of Hector and Andromache—the most famous passage in any literature—has in all ages

touched the heart and extorted admiration; but, in our day, a German critic declares it the interpolation of an inferior hand! Mr. F. A. Paley has in some points outrun even German scepticism; but English criticism has sometimes been too conservative. Colonel Mure contended for the unity in authorship of the whole of each poem, while Mr. Gladstone stoutly affirms the personality of Homer, his historical reality, and his authorship of both poems. Dr. Schliemann's realism laughingly offsets the prevailing German scepticism: on the one hand, the very existence of Homeric cities is disputed; but Dr. Schliemann would show us now actual Troy and Mycenæ; he can scarcely refrain from identifying the very necklace of fair Helen and the sceptre of lordly Agememnon. Our present author adopts Grote's Homeric theory, but with important modifications. Thus viewed, the Iliad known to us encloses much of the original Achilleis, but several heroic lays have been, if we may so say, grafted on it at various points, openings being effected by some severe pruning. These grafts have seriously altered the form and foliage of the original poetic growth. In the original plan, Hector and Patroclus must have had places of high courage and renown, one as the formidable antagonist, the other as the honoured companion of Achilles. In the present Iliad, they have receded to the second or third place in heroism. Hector has been humiliated to exalt the pedigree of certain Greek families, which, in the historic period, affected to trace their descent from Diomedæ, Ajax, or Agememnon.

The personality of Homer being surrendered, our Author awards the place of honour in Greek literature to Æschylus, whose language he finely characterizes as "that mighty diction in which the epithets and figures come rolling in upon us like Atlantic waves."

The chapter on the Greek Theatre is especially valuable. It notices the inscriptions recently disinterred at Athens, and edited by Komanudes; it also embodies the author's personal explorations at the sites of ancient theatres where the acoustic and

scenic arrangements are still quite apparent. In the great theatre of Syracuse, whose capacity ranged from 10,000 to 20,000 auditors, Professor Mahaffy found that a friend talking in his ordinary tone could be heard perfectly at the furthest seat, and that too with the back of the stage open. Here is something for modern architects to meditate on.

In his low estimate of the poetry of Pindar, and the philosophy of Socrates, our critic will probably find some eager antagonists, but his arguments exhibit a front that is not very assailable.

His orthography shows some playful eccentricities: why write *rythm* and not *ryme*, and *retoric*; if we adopt Nikias and Kimon, why retain *c* in Alcibiades?

THE ENGLISH POETS. Selections, with critical introductions by various writers, and a general introduction by Matthew Arnold, edited by Thomas Humphrey Ward, M.A. Vol. 1, Chaucer to Donne; Vol. 2, Ben Johnson to Dryden. London and New York: Macmillan & Co.; Toronto: Copp, Clark & Co. 1880.

THESE handsome and elaborately edited volumes will fill a want long felt by the lovers of English verse. No attempt at a complete collection of the English poets has been obtainable since the extinction of Dodsley's and other editions of the writers up to the end of the eighteenth century—editions only to be found now in a few great libraries. It is true, Bell's edition of the English Poets, published some few years ago, attempted something of the kind; but these were expensive, too large in size for the modern taste in books, and were edited by one of the most incompetent and worthless of modern writers, the late George Gilfillan. For thoroughness of treatment and completeness of critical comment these volumes leave nothing to be desired, while the size of the books is convenient, and the type, paper and binding of the best.

Mr. Matthew Arnold gives value to this work by a charming introductory essay on poetry, written in that manner which is his alone, which the *Saturday Review* (in its better days) well described as the inimitable

prose style of one who is also a great poet. This is not the place to discuss Mr. Matthew Arnold's writings (an essay on that subject will appear in the next number of the *Canadian Monthly*), but there is reason to regret that the editor of "The English Poets" before he set to work at his selections, did not read, mark, learn, and inwardly digest, the counsel given in Mr. Arnold's essay, to wit, the importance of judging poetry *on its own merits as poetry*, and the danger in estimating the value of poetry of allowing the judgment to be warped either by historical or personal considerations. This is a critical act which very few minds are capable of performing, since it needs what is one of the rarest of gifts, the power of estimating with a catholic taste poetry on its own absolute merit. Mr. Arnold's perfectly sound canon reads rather strangely as the preface to a book which estimates poetry not at all as poetry, but on historical grounds! "The English Poets" is nothing if not historical!

For instance, the first volume contains an immense mass of verse which has absolutely no poetical value, which is only there because it fills up the literary interval between Chaucer and the Elizabethans. Occleve, Lydgate, Gower, Henryson, have no poetical value. In the words of the Psalmist, there is none of them a poet, no not one; they have gone astray, and are altogether worthless. With the one splendid exception of the great ballad literature, there is nothing in the dreary age between Chaucer and the Elizabethans which any human being could place above the literary calibre of Blackmore or Tupper. This judgment is that of Green, in his admirable and glowingly-appreciative chapters on literature, in the "History of the English People," and it is that of every mind capable of appreciating poetry for its own merits.

But as a historical collection of English verse, and such a work is most necessary in studying the evolution of our literature, these volumes are of the highest excellence. Each author is prefaced by a critical introduction by a *litterateur* who has made a special study

of his subject, thus giving us a series of essays on each step in English literary history of the highest value; these are so written as to be read with the greatest pleasure. As an instance, when all is of well-nigh equal merit, the essay on the Sonnets of Shakespeare, by Professor Dowden, of Trinity College, Dublin, may be pointed to. But besides this lamentable sin of commission, in inflicting on the reader huge quantities of worthless verse, because its authors lived at a particular time, as also of reprinting the poorer productions of such over-prolific writers as Dryden, there are sins of omission, which we hope to see amended in a future edition. Why among the ballads in the first volume is that ballad omitted which stirred Sidney's soul like a trumpet? No one need object to some of Roscommon's ballads being given, although the most spirited of his *chansons* is omitted, but why in the name—not of Mrs. Grundy but of all the Graces and Muses—why reprint anything of Aphra Behn's! We have read Mrs. Behn's works, and can aver that her verses, as coarse as Roscommon's, are on the poetical level of Dr. Watts! Why then omit the great Marquis's lyric which has made him

. . . "Glorious by his pen  
As famous by his sword."

We refer to the noble lines beginning :

"He either fears his fate too much,  
Or his deserts are small,  
That dares not put it to the touch  
To gain or lose it all!"

If in a new edition the worthless verse-writers be omitted, in accordance with Mr. Arnold's preface, it would be well to preserve the several essays which preface each of them. This done, and the omissions supplied, this work would fittingly crown the work of the great writer who a century ago began the melancholy task of writing the Lives of the Poets.

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GRAMMARS FOR STANDARDS II., III., IV., V., and VI. London: Moffatt & Paige.

THESE are text-books on English Grammar adapted to the capacity of scholars in

the various classes of British Schools, according to the latest requirements of the Education Department. That for Standard II., which corresponds pretty closely with our Second Book classes, is arranged to point out the nouns and verbs in the passages read; that for Standard III. adds to this the pointing out of adjectives, adverbs and personal pronouns; that for Standard IV. advances to the parsing of a simple sentence; while the one arranged for Standard V. and VI. is devoted to parsing, with analysis of a simple sentence, and parsing and analysis of a short complex sentence. The first two cost a penny each, the others twopence. There are only 64 pages in the whole series; and yet we venture to assert, after looking carefully over them, that a child who has mastered the contents of these unpretentious little books will leave school with as much practical knowledge of grammar as he will need in the ordinary avocations of life, and with as much mental training as the study of grammar can secure to children of the age these books are intended for. We speak thus highly of them notwithstanding several faults we have found. The chief one is a looseness in giving explanations and definitions; for example, a verb is defined as "a word which expresses action." And then follows the remark, "Some verbs do not express action, but simply tell us something about a noun or pronoun." Why not say at once, a verb is a word which *tells* something, and thus obviate the necessity for a statement that seems like a contradiction. Again we are repeatedly told that "gender means sex." Gender does not mean sex, but it means a distinction in words which implies a distinction in sex. In examples given for parsing in the Second Standard, *is* is said to be a verb because it is part of the verb "to be," and *does* is also said to be a verb because it is an auxiliary. This surely seems too much like cramming.

Not the least favourable feature of this series is the taste and judgment that are displayed in the selection of sentences given for practice in parsing and analysis.

We wonder why a series like this could not

be prepared for our Ontario schools; they would be gladly welcomed by all classes of teachers, but chiefly by those in graded schools, and would help to divest grammar of the odium that attaches to it as a dry and uninviting study.

LEARNING AND HEALTH, by B. W. Richardson. THE ART OF SECURING ATTENTION, by Joshua G. Fitch, M.A. THE ELEMENTS OF EDUCATION, by Charles Buell. Syracuse, N.Y.: Davis, Bardeen & Co.

THE first of these little books is by the eminent English Sanitarian. In it he runs full tilt with lance well in rest against "modern education as a system destructive of vital activity, and thereby of mental growth." He shews that instead of health and education going hand in hand the former is too often made a fatal sacrifice to the latter. By well directed efforts such as this, and by intelligent study and teaching of hygienic principles we believe that ere long physical education will become an integral part of our school curriculum, as it should be.

The second is by an English School Inspector, and one who knows whereof he speaks. It is full of valuable hints on a subject that is of vital importance to every teacher, and we can strongly commend this fifteen cents' worth, as containing more valuable matter than works of much greater pre-

tentions. A careful study of it will enable the teacher to render the work of the school-room easier and more profitable. Perhaps the weakest part of the tract is that on pictorial teaching, which lacks point and seems like padding.

The third tract contains nothing new on the elements of education, but puts in a crystallized form truths known already, many of which are of the highest importance in the education of children. Thus, the author says, a useful education depends upon these two factors: "(1) A large fund of positive knowledge, plenty of clear ideas; (2) ability to put these ideas into language, either spoken or written, that shall be intelligible to others. We cannot give a better idea of this little book than by quoting the following remarks:—"Many of our schools pay too little attention to the power of expressing ideas, and too much attention to the mathematics. When a boy of sixteen is able to solve a difficult problem in quadratics and gets the answer just as it is in the book, but is unable to write the simplest description in the shape of a composition, or even to explain his problem in simple language, any one can understand that it is good evidence that something is wrong. He perhaps *knows* a great deal about quadratics, but he 'can't tell.' He has cultivated the first factor of his education to the detriment of the second."

#### ANNOTATED EDITION OF TENNYSON'S WORKS.

[The following "skit" has been sent us in ridicule of the pretentiously elaborate annotations which disfigure so many of the so-called Standard Editions of our greatest poets. To those who have taken down from the library shelves a good old copy of Shakspeare, enriched with the conflicting views of Johnson, Steevens, Malone, Warburton, and a host of other critics, the subjoined parody will hardly seem an exaggeration:—]

#### SPECIMEN SHEET

of the proposed new edition of Mr. Tennyson's Poems

(to be published by subscription);

With the Notes, Critical and Explanatory, of G. W., Z., LEX., M., &c., &c.

EDITED BY, &c.

"Dreary gleams (1) about the moorland (2) flying (3) over Locksley (4) Hall."

(1) *Dreary gleams*.—cf. "Teach *light* to counterfeit a *gloom*" (Z). Why did not Z

quote the equally appropriate passage, "no light, but rather *darkness visible*"? (G.W.)

Both of the worthy annotators omit to state the source of their quotations, which I supply as follows, —(1) Milton's *Il Penseroso*; (2) Milton's *Paradise Lost*, B. I., l. 63. (Editor.)

(2) *About the moorland*. — Moor, from *movere*, to move,—an allusion to the shifting sands too common in such places. (M.)

Care should be taken not to confound the "moor" here referred to, with the Moor, or Black-a-moor, of Venice. (Z.)

Johnson derives Moor from Morocco (by contraction), but modern philology rather refers us to the Arabian "Ameer." (G.W.)

Sir Thomas More and others of the same name, bore a black man's head for crest (*vide* my Punning Mottoes and Armorial Bearings of the Middle Ages, vol. iii. pp. 247-256 *et seq.*). The old ballad of "Moore of Moore-Hall" may be consulted with advantage by the curious in such matters. Without exceeding the limits of a note I may also refer to the able (but anonymous) pamphlet entitled "Was Shakspeare a half-caste?" The Moors, or Sarrazens, were finally beaten back in France by Charles Martel, or the Hammer, whose nickname again reminds us of that (*Malleus Monachorum*) bestowed upon Thomas Cromwell, and, singularly enough, brings us back to the time of our starting point in this note. (X.)

The history of *Moor-fields* (a close coincidence to *Moor-lands*, and one which can hardly be deemed accidental) is to be found in Knight's London. (Editor.)

(3) *Flying*.—The editions of 1810-3 read "lying" (G.W.). What can G.W. mean by this absurd misstatement? The poem was only published in 1815. (M.)

A reference (at the trifling cost of one shilling sterling) to the General Registry Office, Somerset House, would have informed both the above gentlemen that Tennyson was not so much as born in 1815. Why cannot people be correct? (S.)

The last note will be found amusing by

readers who know that the G.R.O. does not contain any information as to births as early as 1815! (Lex.)

(4) *Locksley Hall*.—The Moorland counties of England are, admittedly, Surrey, Middlesex, and Kent. The last named alone fulfils the requirements of the text by being placed upon the sea-coast. We can assure our readers, however, that it does not contain a Locksley Hall. But *Boxley* Hall, half way between Erith and Greenwich, may have been intended. The adjacent Church of Whipham is full of monuments to the Grayson family, and it is well known that Tennyson's great aunt on the father's side married a niece of Theophilus Grayson, grazier and hop-dealer. A tablet is erected there to the memory of "May, youngest daughter of Simeon Turnbull, Esq., of Boxley Hall." "May," by transposition becomes "Amy." Can there be any doubt of the identity? She died, aged 9 years and 3 months, unmarried. (X.)

The clue afforded us by the industry and research of X is capable of much substantiation from internal evidence (which it is strange he should not have noticed). The "stately ships" are plainly visible, especially the Margate packets. The "light of London" is very noticeable at night time "flaring like a dreary dawn." In the village apothecary's window is a gilt bust of Hahnemann: does not this supply the meaning to the somewhat enigmatic passage about the "gold that gilds the straitened forehead of the fool"? (G.W.)

Should G.W. be allowed to attack with ribald abuse such a benefactor of the human race, as the great founder of Homœopathy? At any rate he shall not do it with impunity. (P.)

I have made personal inquiries at Boxley Hall, and so far as I could ascertain (having occasion to leave rather hurriedly) can not verify the fact of any such *mesalliance* as that mentioned in the text. A highly poetic colouring appears to have been imparted to facts sufficiently prosaic in themselves. (Editor.)

## EDITORIAL NOTES.

## THE EDUCATION OFFICE AND ITS HEAD.

HOWEVER readily the public acquiesced in the appointment, in 1876, of a Cabinet Minister to the head of the Department of Education, it can by no means be affirmed that the experiment has given satisfaction to the people, or been beneficial to the interests of education itself. Circumstances at the time when Mr. Crooks assumed his portfolio no doubt were such that it was expedient to make a change. That the change, however, has been in the right direction, the experience of late years, and the position of things to-day, abundantly disprove. In many respects the Department of Education has been unfortunate under both *regimes*. Under that of Dr. Ryerson, its affairs were administered by a bureaucrat, who, from his lengthened service and immunity from governmental control, fell into the worst ways of officialism, though he was an efficient public servant and an especial friend of the teacher. Under that of his successor we have had the officialism, *plus* politics, and *minus* the late Chief Superintendent's knowledge of educational affairs. Of course, we cannot have all things, and the best of men have their limitations, yet the ideal man for the office was and is surely to be had. Mr. Crooks had many of the qualifications which quickened the hope in not a few breasts that we had got the man for the place. The essential combination necessary to success in the administration of the office is that consisting of ability and tact. The present Minister has some claim to the former, but none whatever to the latter; and this has been fatal to him. Without the pre-requisite virtue, it was easy for him to fall into the mistakes which have so disastrously marked his career. What these have been the Press of the country during the past four months,

has, in regard to two matters, at any rate, made every one familiar. During this period Mr. Crooks has furnished journalism with almost exhaustless materials for criticism, and it would seem that, as the Scottish journalist has phrased it, "there are pickings on him yet." That he has been subjected to this vivisection, even his most fast friends have affirmed, has been his own fault. But for his unfortunate manner, and utter lack of tact, his praise might have been in all the land. Few men who have attained to so exalted a public position have so wantonly discredited themselves as Mr. Crooks has done, and fewer still have so persistently blundered. Only commanding abilities, if the Minister possessed them, could now save him from rejection and ruin. Unfortunately, the official grace he has spurned has disclosed both his weakness and his mediocre talents. Moreover, his waywardness has not only exposed his unacquaintance with important details of his Department, which tact and gracious intercourse with the teaching profession, with his subordinates, and with those interviewing him on the business of his office, would have given him the means of acquiring, but has also proved his lack of those gifts by which alone he could adapt himself with success to his position. Knowing little, practically, of the business of his Department, his infelicitous habit, too, when educational matters have been broached in his presence, of turning on the stop-cock of his own speech, and turning off that of his interviewer, has been fatal to the making good of his deficiencies. Nor have his "stand-off" manner and failure to put himself into sympathetic, not to speak of friendly, relations with the teaching fraternity, helped him in his acquirement either of professional information or of departmental experience. While maintaining such an attitude, that the Minister has had not only to

continue the use of what was understood to be but a temporary expedient—the crutch of a Central Committee—but in its favour has had practically to abnegate himself of his functions as head of the Department, is not to be wondered at. Holding thus the key of the position, it is still less matter of surprise that the advisory body became the ruling one, and that the brave, brigand spirits of it, up to the time of our heroic (though no doubt considered ill-mannered!) interposition, had matters all their own way. Fortunately, both the Press and the public are now seized of the unsavoury matters we were the means of bringing to light, and we doubt not that the Department will ere long be relieved of the official body which the Minister's laxity, in regard to the conduct of some of its members, has brought into grave disrepute, to the scandal of education and its professors. Into the matter of the Minister's untoward dealings with University affairs we do not wish here to enter, though it further illustrates the unhappy faculty he has of turning the "seamy side" of his character to public view. Other things were expected of Mr. Crooks, in the exercise of his patronage to positions in his *alma mater*, than to set the Faculty by the ears and to estrange from himself and the institution every *alumnus* of the College. Had there not been, as there was, a score of good acts he could have performed for University College, in this the time of its need, it were an ill-service done to it to trail its good name in the dust to minister to pride or to humour perversity. As we have said, however, this is a matter we do not wish here to deal with. Unhappily, in connection with the administration of the Education Office, there is enough to fill the cup of the Minister's guilt without going afield for further material for indictment. So much is this the case, that the question that now presses is What is to be done? Is the Minister's usefulness gone? Can Mr. Crooks continue to hold his present office and still not injure the interests that are his to protect? Our own opinion, loathe as we are to express it, is that he cannot. To recover lost favour and regain public esteem,

is, we fear, beyond Mr. Crooks' ability, and not likely to be his luck. Hence the necessity of a change, and the sooner we have it, the better.

In what shape the change should come is a question upon which public opinion, if we read aright the signs of the times, is likely soon to express itself. In the interest of education the desire would seem to be to return to a permanent non-political head for the Department, and to get back as fast as we can to the system of a Chief Superintendency. To dis sever the office from political control, and to instal some one more amenable to public opinion than a Minister, with a large majority behind his party, can be, is certainly the dictate of reason and of propriety. With the return to a lay management, as we suggest, we might then get a chief drawn from the profession of education, experienced in its duties, familiar with its systems, and devoting a life to the special interests which belong to the office. To his assistance he might on occasion be enabled to avail himself of the advice of a small well-chosen body, similar to the abolished Council of Public Instruction, whose services the Government might stately acquire for consultation and direction on the weightier concerns of educational work. But with an experienced and trustworthy administrator, the necessity of outside aid, more particularly as he would now be relieved from the management of a cumbersome and entangling trading concern, the abandoned book depository and its adjuncts, is not now so manifest. We should then expect to see the last of frivolous school legislation, in which a political head is always under temptation to indulge, the last also of party devices and expedients of all kinds, and of the appointment and retention, from political motives, of objectionable men to places of position and trust in the profession. With the right man as administrator, the Department would then enter upon a new and brighter era of usefulness, with results of happy omen to the future of education and to the interests of those whose lives are being wearily yet hopefully spent in its service.

UNIVERSITY COLLEGE CONVO-  
CATION.

THE annual Convocation of University College, Toronto, held on Friday, October the 15th, presented several features of unusual interest. The retirement, after long service, of the President, Dr. McCaul, was felicitously marked by the unveiling by Mrs. Robinson, wife of the Lieut.-Governor of Ontario, of Dr. McCaul's portrait, presented by the graduates, and thenceforward to be found among the memorial treasures of the University. The Lieut.-Governor's speech referred in terms of just appreciation to the work done by Dr. McCaul, and to the high claims and great literary position of his successor, Dr. Wilson. In reply, President Wilson reviewed the past history of the University, and gave some facts shewing how thoroughly it is identified with the present intellectual attitude of Canada. He hoped that utopian reformers would leave such vigorous growth room to develop. Without criticizing the question whether it be utopian to expect some regard to be paid in future to the graduates who represent such flourishing growth, we must express an earnest hope that President Wilson is altogether mistaken in the last sentence of his address when he says that after twenty-seven years' service as Professor, he cannot hope to hold the position of President long. But we are glad to express our belief that the present outlook of our National University is most encouraging. We have Professor Wilson at last as President. This merited honour has been tardily bestowed, yet we have great satisfaction in seeing that right has been done, at least in this instance, to Canadian literary merit of the highest kind. We have also good hopes, in the addition to the staff, of the new Classical Professor and Tutor. There is every reason to expect that personally these gentlemen are all that well-wishers of the University could desire. We trust that Party politics and the sore feelings connected with the mode of making the new appointments will in no way interfere with the welcome those gentlemen deserve at the hands of all friends of the University.

All, no doubt, will be well if Mr. Crooks is restrained from giving the Institution any more of his attention.

MR. GOLDWIN SMITH ON THE  
CLASSICS.

THE following remarks on the study of the classical languages are extracted from a report of the speech made by Professor Goldwin Smith, M.A., at the opening of the new College buildings in connection with Queen's University, Kingston. We take pleasure in preserving them in these pages :

"I agree with a remark which the learned Chancellor made, namely, that the ancient tongues must come down from the high position which they have held for centuries as the sole fountains of knowledge. They are no longer the key which opens the casket containing the only literature worth having. Science has grown up and is taking its place among the studies to which youth must be introduced. I myself was educated at Etón, a purely classical school, and afterwards at Oxford, almost as exclusive; but I can say with truth that none fought more ardently than I to give science, history, and jurisprudence a share in the curriculum of the University. I advocated making Greek optional. Greek has characters which can only be mastered by a considerable mental effort, and it leads to almost nothing beyond itself. But any one thoroughly acquainted with Latin can learn to read any one of the Romance languages in three weeks. Although classics are no longer the sole road to literature, they are still the best school of humanity and taste. The Chancellor says we may read them in translations, but these are far from disclosing to you their unrivalled beauties. I was of opinion before I saw ancient sculpture in Italy that I could get a very good idea of it from the plaster casts on exhibition in English museums. But, when I came before the great works themselves, I was overwhelmed with their unexpected magnificence. In such a manner, I believe, would the intelligent mind be impressed, if the linguistic veil, which shrouds from its vision the glorious imaginings of classic writers, could be in a moment lifted and all their beauty displayed at one view. There is no intellectual enjoyment in after years like reading the classics in the original. There is no retirement from the bustle of the world equal to that afforded by this cool and shady grot. I am not in favour of gerund grinding or even of compulsory Latin composition, which I think should

be optional. But I think that though students may reject classics, they should never reject the humanities. They may take up science and philosophy without suffering, but they should avoid confining themselves exclusively to science and mathematics. It is said by some that it is better to study nature than literature; yet, man is the highest form of nature, and I know not where to study man so well as in literature. A remark lately appeared in an English paper to the effect that of twelve Oxford first-class men, who had appeared in Parliament for the first time last autumn, only one made his mark. I would suppose that the best way in which a young man who entered Parliament last autumn could make his mark, would be by preserving a discreet silence. There are three English statesmen who stand proudly eminent as having, whether right or wrong, acted constantly on wide views, namely, Canning, Peel, and Gladstone. These were three first-class men in classics. Classics will not give, what nature gives, practical ability; nor what experience gives, insight into human character; but they will foster broad and liberal ideas, which will save men in political life from sinking into the mere hangers-on or wire-pullers of a 'boss.'

PRINCIPAL HUNTER AND THE BLIND.

THE following, which we cut from an American exchange, refers to a novel appliance to facilitate writing and reading by the blind which Principal J. Howard Hunter, M.A., of Brantford, has recently invented for the use of the inmates of the Institution under his intelligent and humane care. As the invention brings within the reach of the blind various subjects of study which their infirmity has hitherto precluded them from acquiring, we are glad of the opportunity which is afforded us by recognition of the invention on the other side the line to give publicity through our pages to what Principal Hunter has done. The extract is as follows :

The Biennial Meeting of American Instructors of the Blind was held Aug. 17-19, at Louisville, Ky. Delegates from most of the Institutions in North America were present and a very enjoyable and profitable session occurred.

Several novel appliances for the instruction of the Blind were exhibited at this

meeting, the most striking and probably the most important of which was the new method of writing the New York point, exhibited by the Inventor, Principal Hunter, of Ontario.

The chief difficulty with all point writing heretofore has been the necessity of writing on the opposite side and in the reverse order of the reading. This has compelled the pupil to practically learn two systems, one for writing and one for reading. The old methods too have necessitated the removal of the paper from the frame for reading, making it very difficult to return the paper to its exact position for correction. For the same reason the point system has been applicable to arithmetical work only to a very limited extent.

By the new method the writing is done on the same side as the reading, and in the same order; the entire writing can be read without removal from the frame and as a consequence the whole work of point writing is greatly simplified and its scope increased.

The means for producing so great a change are very simple. The back of the writing guide instead of being grooved is covered with raised points corresponding to the four corners of each cell of the honeycombed parallelogram; the style for writing has as its extremity a conical depression instead of a point. When the paper is in position and the style applied as in the ordinary method an embossed point appears on the upper surface of the paper. Mr. Hunter has already supplied his own school with this new piece of apparatus and so thoroughly tested its practicability as to leave no doubt of its value. He has very generously declined to take out any patent covering the invention and thus has left its benefits to come freely to the blind. The manufacture of the new guide in sufficient numbers to supply the wants of the blind will no doubt speedily be undertaken.

"EDUCATION."

THE first number of a new American bi-monthly, entitled *Education*, comes to hand from the New England Publishing Co., Boston. In appearance it is a good sized octavo, of 104 pages, and of excellent typography, if we may except the occasional disguising of English words in the deformity of phonetics. How far our American cousins have been stung into doing something better for educational serial literature than their weekly broadsheets, as a consequence of what many American educationists have

affirmed, that the best educational periodical on the continent is our own venture, we are far too modest to say. The new enterprise is, however, to be welcomed, and in the interest in which it appears we give it hearty hail. Of the articles in the present number the contribution of an English educationist, the Rev. H. H. Quick, M.A., on "The Renaissance and its Influence on Education" is the most important, as it is the most thoughtful and scholarly. An unpardonable slip on the part of the Editor, however, appears in the article, in twice printing the title of Mr. Kinglake's classic work in the literature of travel, "Eothen," as "Esther." The quotation from the work is also inaccurately given. Dr. Harris's paper on "Text-Books and their Uses," rather spoils, than does credit to, a good subject. It is shallow and disappointing. Nor is Dr. McCosh's paper on "Harmony in Systems of Education" much better. The article, it strikes us, might have been better written by one of the Doctor's own students at Princeton. Both these papers are, however, relieved by Dr. Sears's article on "Educational Progress in the United States during the last fifty years." This paper is full of interesting and instructive information. The other articles do not call for special notice, though they help to make up, with the Editor's contributions, as fair an initial number as those who have had experience in the getting up of first issues of publications are likely to expect.

WE are in receipt of some reports of recent meetings of the Teachers' Associations of the Province, which we have been obliged, from want of space, to hold over until another issue.

A COMPANION volume to Mr. Smiles' "Self-Help" series is shortly to be issued on the subject of "Duty: with illustrations of Courage, Patience, and Endurance."

"SCIENTIFIC SOPHISMS, a Review of Current Theories concerning Atoms, Apes, and Men," is the title of a new book about to appear in England.

MR. ELLIOT STOCK, the London publisher, announces that he has sold 400,000 of his "Penny Testament," which is a marvel of cheapness. The sale is expected to reach a million before the close of the year.

THE annual sports in connection with the Whitby High School came off on the 22nd inst. with great *clat*. The school, under the management of Mr. Geo. H. Robinson, M.A., is in a high state of efficiency.

A SCOTCH firm have in press what is said to be the fullest biography of the poet Tennyson, with a commentary on his works, a history of their reception, and a complete Tennysonian bibliography, by a Mr. N. C. Wace.

DR. SCHLIEMANN'S new work, "Ilios," which is to appear immediately, will comprise a complete history of the City and Country of the Trojans, including all the recent discoveries and researches of its author on the Plain of Troy. The work, we learn, will be enriched with appendices and notes by many classicists, philologists, and antiquarians, of high repute.

WE are in receipt of the first number of *The 'Varsity*, a weekly journal issued in connection with University College, Toronto. Its title sounds a little foolish to Canadian ears, though familiar enough in College boating and sporting circles in Old England. Its mission seems to be to provide past and under-graduates with a vehicle for the discussion of subjects of interest appertaining to Toronto University. As an evidence of the awakening of the modern spirit in our national place of learning we hail the appearance of the publication and wish it success. Mr. G. Sandfield Macdonald is Editor, and Mr. G. G. S. Lindsey, Business Manager.

IN the *Popular Science Monthly* for November Mr. Herbert Spencer will begin a series of articles on the "Development of Political Institutions," applying the doctrine of Evolution to political government as a branch of sociology. We notice the announcement made of an expurgated edition

of Mr. Spencer's work on "Education" having appeared in France, under the authority of the Minister of Education. The passages expunged, it appears, are those antagonistic to classical studies, but surely this suppression of an author's views on an important topic is not deemed a moral proceeding, and cannot have the approval of the literary world of France. We trust that in France they do not suffer from the infliction of a "Central Committee," though this proceeding would make it probable.

THE London *Advertiser* of the 25th inst. has the following with respect to Upper Canada College :

"Of course a good many Torontonians of all shades of political opinion are against meddling with Upper Canada College. Traditional feeling and local attachment make them fancy that the interests of the community would suffer if that establishment was abolished. There is, however, no need for its being abolished. If those who are in its favour think it is such a mighty institution for good, they have only to put their hands in their pockets, form a joint stock company, buy the whole plant from the Government, and run it as a private adventure. If it is so good and so indispensable there can be no reason to fear that it will sink so soon as it is deprived of official patronage and Government pap (?). The fact is, the Upper Canada College has served its turn, and one might as well retain a crutch after he can walk with perfect comfort and success, simply to shew his gratitude and maintain his limp."

THE volume of "The Dominion Annual Register and Review for 1879," which just reaches us as we go to press, has the following in regard to THE MONTHLY, under its critique upon the educational literature of the year: "An important auxiliary to educational progress in Ontario is THE CANADA EDUCATIONAL MONTHLY, edited by Mr. G. Mercer Adam, Toronto. The contents of the various numbers issued during the year embrace a varied field, of value not only for teachers and professors, but for every one interested in educational topics. Questions are treated in that spirit of *fairness and candour* which is best calculated to promote the laudable object the promoters of this publi-

cation have in view." The "Dominion Annual Register" is edited by Mr. Henry J. Morgan, of Ottawa, assisted by a staff of writers, and is an enterprise which should be largely supported by those who value an able historical record of the progress of the Dominion.

A CANADIAN edition of Abbott and Seeley's "English Lessons for English Readers" has just been published by Messrs. Willing & Williamson, Toronto. The work is a useful handbook for students, and contains some valuable chapters, written in a clear and popular style, on the analysis of our English vocabulary. It will be of special service to those desiring to practise, or to perfect themselves in, English composition. Students of English poetry will here find a clear account of the various metrical forms, and writers of verse will do well to read the chapter on the peculiar laws by which English verse is regulated. At the close of the book are some excellent chapters on fallacies in reasoning. This, the most useful result to be gained by a study of formal logic, is here put before the student in a few pages in lucid and simple language. We recommend the work to all teachers.

THE annual distribution of prizes at the Toronto Collegiate Institute, awarded as the result of the examination on the general school work of the year, took place on the 21st inst., in the presence of a large number of friends of the Institute, his Worship the Mayor presiding. Speeches were delivered by Prof. Goldwin Smith and other educationists, who complimented the Rector, Mr. Archibald MacMurchy, M.A., and his staff, on the continued success of the Institution. The Rector cited the following as among the recent records of progress which the Institute had made, viz.: that six boys had obtained twenty-three honors at the Junior Matriculation Examination; that thirteen of the scholars, including one girl, had matriculated at the Toronto University this year, and one at Queen's College, Kingston. Besides these successes, two girls had been prepared for the University of Toronto Ex-

amination for Women, and had obtained six honors as the result of their competition.

INTELLIGENCE of the continued success of THE CANADA EDUCATIONAL MONTHLY will, we doubt not, be as gratifying to the friends of the magazine as it is to its promoters and publishers. While noting the fact of our prosperity we are at the same time gratified at having it to say that the support the publication has received has been a hearty and spontaneous one, in the case of the bulk of our subscribers. A fraction of the number, however—no doubt thoughtlessly—has so far allowed those to whom we have referred to bear the burden of the expense of producing THE MONTHLY without aiding us by the subscription for the year which, as they have had the same *quid pro quo* which their brethren have received, we naturally had a right to expect. This hint will perhaps suffice, and we shall expect at an early day to be placed in receipt of the amount of the subscription still owing by some of our patrons and now much overdue. The following quaint words of Lord Bacon are not without point in this connection: "Every man is a debtor to his profession, from the which, as men do of course seek to receive countenance and profit, so ought they of duty to endeavour themselves by way of amends to be a help thereunto."

WE observe with pleasure that Mr. Justin McCarthy, in the concluding volumes of his admirable *History of Our Own Times*, just published, devotes some space to the consideration of the thoughtful essay on the "National Development of Canada," which appeared in the *Canadian Monthly* for March last, from the pen of Mr. J. G. Bourinot, B. A., of Ottawa. This recognition, on the part of a notable English author, of the writings of a Canadian, will be gratifying to

those who, with ourselves, look hopefully on the future of the literature of the Dominion, and who see in men of Mr. Bourinot's calibre writers who would do honour to the profession of letters, wherever resident, were our people but more appreciative of native talent, and better disposed to encourage the possessors of it in intellectual pursuits. It can hardly be said that it is creditable to us that native literary merit should be left to the accidental notice of literary men of other countries for its proper recognition, or that, as in many instances, they should be the first to discern it. We learn that Mr. Bourinot is about to bring out a lengthy historical Review of the Intellectual Development of the Canadian people, which we trust will awaken some active interest, now too long dormant, in Canadian literature and its professors. Mr. Bourinot, we need hardly inform our readers, is the Clerk-Assistant of the House of Commons.

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It is with unfeigned regret that we chronicle the untimely death—the result of an accident—of Mr. Wm. Warwick, the enterprising school-book publisher, of Toronto. The sad event occurred on the 20th ult., cutting suddenly short a busy, active life, the last twelve years of which had been spent in the conduct of a successful wholesale book and manufacturing business in this city. Mr. Warwick was a shrewd man, of considerable force of character, and strong mental fibre. He was a sturdy type of the hard-working, self-made man, with no emotional moods, yet kind mannered, and possessing a keen sense of humour. His death creates a void in the book circles of Toronto, and removes a firm, steady hand from the management of his affairs. The business is continued by his son, Mr. Guy Warwick, under the firm name of Wm. Warwick & Son.

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