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THE

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INDEX TO VOLUME II.

JULY TO DECEMBER, 1885.

Books Received.	
PAGES	
Pages.. 441, 473, 483, 521, 587, 603, 619, 635, 651, 666, 699, 715, 765, 813, 828	
Book Review.	
Adams' "The Greek Prepositions"	828
Davidson's "The Place of Art in Education"	528
Bardeen's "A Shorter Course of Rhetoric"	513
Beattie's "An Examination of the Utilitarian Theory of Morals"	440
Christie's "Hodgson's Errors in the Use of English"	667
Coulter's "Manual of the Botany of the Rocky Mountain Region"	812
Darwin's "The Descent of Man"	828
Davies and Van Amringe's "Elements of Geometry and Trigonometry"	747
Dreyspring's "The German Verb-Drill"	779
Fellows' "Astronomy for Beginners"	828
Fitch's "Lectures on Teaching"	504
Gummere's "A Handbook of Poetics"	818
Fröbel's "The Education of Man"	458
Hall's "Elementary Algebra for Schools"	747
Johannot's "Neighbors with Claws and Hoofs"	650
Johannot's "Neighbors with Wings and Fins"	650
McCloskey's "Franklin Square Song Collection"	828
Meleney and Giffin's "Selected Words for Spelling, Dictation and Language Lessons"	441
Moore's "Easy Selections from Thucydides"	747
Obiter Dicta	571
Patridge's "The Quincy Methods"	424
Pease's "Singing Book"	829
"Practical Work in the Schoolroom," Part I	521
"Practical Work in the Schoolroom," Part III	504
Rouse's "The Number and Nature of Vowel Sounds"	489
Shepherd's "Elements of Inorganic Chemistry"	813
"Six Lectures upon School Hygiene"	554
Stickney's "A Primer"	619
"The Child's Health Primer for Primary Classes"	521
O'Dea's "Practical Bookkeeper"	666
Thring's "Theory and Practice of Teaching"	555
Tulloch's "Movements of Religious Thought in Britain during the Nineteenth Century"	329
Van der Smitsen's "Kinder- und Hausmärchen der Gebrüder Grimm"	651
Waddell's "A System of Iron Railroad Bridges for Japan"	587
Waddell's "The Designing of Iron Highway Bridges"	587
Watson's "Schelling's Transcendental Idealism"	763
Wentworth's "A Practical Arithmetic"	650
Wentworth and Hill's "Mathematical Examination Manuals"	699
Whetton's "Three Months' Preparation for Reading Xenophon"	424
Wright's "Twelfth Night"	650
Contemporary Thought.	
Pages 418, 434, 450, 466, 482, 498, 514, 530, 543, 564, 580, 599, 612, 628, 644, 660, 676, 692, 708, 724, 740, 756, 772, 788, 806	
Correspondence.	
Again	786
A Mathematical Difficulty	722
An Emendation	512
Arithmetical Question	642
Bad English	674
Chemistry in High Schools	738
Dr. Arnold's Pedagogy	706
Entrance Examinations	476
Note upon Propositions 18 and 20, Euclid, Book I	820
Our Examining Boards	786
"Outis" Again	836
"Outis" Criticised	728
"Outis" in Reply	728
"Outis" on "Modern Instances"	754
Reading Books—Why not Phonetic?	820
Resolution of Waterloo Teachers' Association	674, 738, 836
Reynold's Experimental Chemistry	690, 722, 754, 801, 802, 836
Systematic Pronunciation	820
The Misrelated Participle	770
University Confederation	431
Departmental Regulations.	
Colonial and Indian Exposition, London, England, 1886	803
High Schools and Collegiate Institutes—Entrance Examinations	577
New Regulations Respecting Teachers' Certificates the Course of Study in High Schools and Collegiate Institutes	591
Respecting County Model Schools	610
Teachers' Reading Course	803

Educational Intelligence.	
PAGES	
Agricultural Education	575
A Minister of Education for England and Scotland	446
An Industrial School for Girls	608
Arbor Day in Waterloo County	494
Candidates for Matriculation	427
Cardinal Manning on the English School System	478
CONVENTIONS OF TEACHERS' ASSOCIATIONS:—	
Bruce, East	736, 768
West	768
Carleton	430, 818
Durham	720
Essex, South	752
Glengary	640
Halton	800
Hastings, North	704
Huron, North	736
West	430, 752
Kent, East	656
West	752
Lambton	720
Lincoln and Welland	672
London	818
Middlesex, East	784
West	683
Muskoka District	462
Northumberland	510
Nova Scotia	478, 526
Ontario	818
Oxford	688
Waterloo	625, 640
Wellesley	768
Wellington, North	462
Wentworth	704
York, North	800
Coek County Normal School	768
Correspondence Classes	576
Defaulting School Trustees in Indiana	672
Direct Representation of Teachers in Parliament	753
Educational Matters in England	526
Educational Progress in England	526
Education in New South Wales	478
First Class Certificates	569
Free Schools in England	608
Honors Won by the Schools	478
High School Graduation	672
High School Sports	494
Important School Case	605
Kingston Women's Medical College	688
Manual Training in Schools	576
Ottawa Normal School	446
Pennsylvania State Meeting at Harrisburg	511
Report of Junior Matriculation	477
School Swimming Clubs	526
School Teachers at Government House	494
School Trustees	608
State School Supervision	526
The Academy and its Function	510
The Canadian Shorthand Convention	478
The late Dr. Hore, of the Agricultural College	640
The National Association	494
The National Educational Association	614
The New President of Cornell University	640
The Remissness of Parents	656
The Schools and their Successful Candidates	478
The Secretary of Instruction, a Member of the British Cabinet	753
The Teachers' Reading Circle	526
Toronto Normal School, December, 1885	836
Twenty-fifth Annual Convention of the Provincial Teachers' Association	624
Educational Opinion.	
A New Departure in Teaching Geography—L. R. Klein	569
A Plea for Science in the Schools—J. C. Glaslan	536
Are We Likely to Have a Canadian Arnold?—James M. Hunter, M.A.	728
Auxiliary Educationists—J. G. Hodgins, M.A., L.L.D.	518, 568, 600
Brain Troubles—"The Schoolmaster"	600
Corporal Punishment—"N. Y. School Journal"	745
Defects of Eyesight in School Children—Miss E. J. Preston	809
Dr. Arnold's Pedagogy—J. E. Wetherell, M.A.	649
"Educated" Vice—"Popular Science Monthly"	665
Education in Reference to Character—Rev. Provost Body	530
Entrance Examination—John Munro	534
Examinations—"Practical Teacher"	471
High School Commencement Exercises—D. C. McHenry, M.A.	790
High School Graduation—D. C. McHenry, M.A.	760

History of Corporal Punishment—"N. E. Journal of Education"	
PAGES	
History of Corporal Punishment—"N. E. Journal of Education"	745
How to Teach to Read English—C. P. Simpson	573
Instruction in English—"Ohio Educational Monthly"	649
Leint Stock Companies—J. W. Johnston, F.C.A.	790
Language and Composition—Miss Lizzie P. McCausland	456, 502
Learning to Spell—"Popular Science Monthly"	605
Legends in Words—A. H. Morrison	438, 454
Legislative Aid to High Schools—John Millar, M.A.	808
Modern Examinations—"Daily Telegraph"	471
Nearsightedness—A. F. Ames, B.A.	455
Our Examining Boards—J. C. Harstone, M.A.	744
Paper Universities—Rev. Principal Grant	776
Permanency of the Teaching Profession—D. Fotheringham	532
Professional Honor—"Ohio Educational Monthly"	665
Reading as Part of Elocution—Thomas Swift	560
Science in the Public Schools—J. H. Farmer, M.A.	728
School Examinations "Must Go"	443
Shorthand as a School Study—Thomas Bengough	470
Should a College Educate?—"Atlantic Monthly"	502, 519
Should History be Studied?—Averhill McMechan, B.A.	42
Supervision—"Educational Gleaner"	491
The Bible in the School—R. Lewis	54
The British Association and Educational Ideals—Rev. Principal Grant	664
The Historical Development of Education—David Allison, L.L.D.	616, 632
The Kindergarten—Miss B. E. Hallman	584, 600
The Present, and the Possible Influence of the High School Section—J. E. Wetherell, M.A.	557
The Science of Education—A. F. Ames, B.A.	760, 777
The Secretary to the Scotch Education Department—"Schoolmaster"	601
The Study and Teaching of English—W. Houston, M.A.	620, 666, 712
The Study of English	536
The Study of English—President Elliot	729
The Teacher and His Work—Miss Sara Hopkins	422
The True Position of the High Schools of Ontario—William Oliver, M.A.	552
The Tyrant Examination—John Bradshaw	745
The Written Examination Craze and Written Competitive Examinations—Rev. Principal Grant	808
University Progress in Europe—J. George Hodgins, M.A., L.L.D.	648
"Warren Hastings"—"The Week"	470
Examination Papers.	
University of Toronto; Junior Matriculation in Arts: Pass	428, 444, 460, 492, 524
Honors	450, 476, 492, 528, 524
University of Toronto; Matriculation in Medicine: Pass and Honors	428, 444, 492, 524
Departmental Professional Examinations: Second Class	431, 463
Departmental Non-Professional Examinations: Second Class	528, 658, 674
Third Class	512, 528, 578, 658, 674, 770
Admission to High Schools	432, 448, 464, 480, 496, 626, 642
County Promotion Examinations	706, 722, 770
Science and Art Department, Kensington: Botany	610
Ingersoll High School; Promotion Examination	690
New York State Examination: Drawing	654
Exchanges.	
Pages.. 425, 441, 457, 473, 571, 610, 635, 666, 682, 699, 715, 731, 763, 779, 795, 812, 828	
Literature and Science.	
POETRY:	
Abigail Becker—Amanda T. Jones	710
A Canadian Folk-Song—W. W. Campbell	774
A Grecian Festival—William Morris	516
A Little Song—"The University"	822
A November Evening—Celia Thaxter	711
Christmas Time—"Wide Awake"	832
Composure—Robert, Lord Lytton	457
Dominion Day, 1867—Judge Drafer	468
Earl Cairns—"The Quiver"	711
Farmer and Wheel, or the New Lochinvar—Will Carleton	620
Fate and the Tiger—"Wide Awake"	821
Fire! Fire!—Esther B. Tiffany	711
Gifts—Emma Lazarus	717
Going A-Berrying—Joel Benton	614
Grant—Walt Whitman	711
Indian Names—Mrs. Sigourney	714
In Memoriam—"Punch"	481

PAGES	PAGES
Jason's First Meeting with Medea— <i>Wm. Morris</i> 500	Pages..... 447, 479, 495, 511
Lake Concluching— <i>W. A. Sherwood</i> 420	
Love-Lily— <i>D. G. Rossetti</i> 821	
November— <i>A. Stevenson</i> 742	
One Little Rhyme— <i>St. Nicholas</i> 832	
Rugby Chapel— <i>Matthew Arnold</i> 552	
Sonnet— <i>J. O. Miller</i> 742	
Sonnet..... 821	
The Chambers of my Heart— <i>John Keats</i> 614	
The Deacon's Little Maid— <i>Aletina D. T. Whitney</i> 830	
The Dewdrop— <i>W. W. Campbell</i> 774	
The Lonely Lion..... 832	
The Moon and its "Shine"— <i>Bessie Chandler</i> 711	
The Reunion— <i>John G. Whittier</i> 630	
The Snow-Storm— <i>St. Nicholas</i> 822	
Thirteen at Last— <i>Wide-Awake</i> 832	
"Timidity"— <i>A. I. Macey</i> 832	
"To Lydia"— <i>R. W. Wilson</i> 550	
To the Blind—a Dedication— <i>O. W. Holmes</i> 614	
Vaunses— <i>Tommyson</i> 823	
Welcome— <i>J. G. Whittier</i> 436	
Youth and Calm— <i>Matthew Arnold</i> 566	
PROSE:	
A Boy Naturalist— <i>Sammel Smedley</i> 614	
A Christmas in Rome— <i>Elizabeth R. Pennell</i> 312	
Archdeacon Farrar on Browning..... 727	
Archduke Renier's Manuscripts..... 162	
Authors at Home—Goldwin Smith at "The Grange"— <i>C. G. D. Roberts</i> 726	
Christmas Literature— <i>Julia C. R. Dorr</i> 822	
Francis Richard Stockton— <i>The Book Buyer</i> 823	
Hugo's Prose and Verse— <i>Saturday Review</i> 443	
Louis Agassiz as a Teacher..... 727	
Mark Pattison— <i>Atlantic Monthly</i> 456	
Mr. Lowell— <i>Harper's Weekly</i> 592	
Mr. Lowell on Coleridge..... 593	
Mr. Parkman's Montcalm and Wolfe— <i>Atlantic Monthly</i> 774	
Nathaniel Hawthorne..... 583	
Our First Christmas in the Arctic— <i>A. W. Greely, U.S.A.</i> 830	
Oliver Wendell Holmes— <i>Harper's Weekly</i> 614	
Science and Modern Discovery..... 491	
The Golden Fleece— <i>Tanglewood Tales</i> 485, 500, 516, 550, 566, 583	
The Griffin and the Miner Canon— <i>F. R. Stockton</i> 823	
The Mound-Builders— <i>T. A. Gregg</i> 758	
The Ogre of Ha Ha Bay— <i>Octave Thuret</i> 646, 662, 678, 694	
The Phenomenon of Electricity— <i>Electrical Review</i> 455	
The Right Honorable John Bright— <i>Dr. Smith</i> 742, 759	
The Study of History— <i>J. A. Froude</i> 420	
The Three Golden Apples— <i>Tanglewood Tales</i> 452, 463, 484	
Those Clever Greeks— <i>St. Nicholas</i> 695	
LONGER EDITORIAL.	
A Curious and Unfortunate School Case..... 762	
A "Practical Education"..... 456	
Association of Ideas..... 440	
A Want..... 472	
Colonel Parker..... 698, 714	
Correctness in Writing..... 749	
Credit Given Where Credit is not Due..... 656	
Drawing in Public Schools..... 634	
Education and Conduct..... 554	
Education and Culture..... 520	
How Shall the Teaching Profession be made more Permanent?..... 812	
Individuality..... 483	
Manual Training Schools..... 632	
Mental Apathy..... 504	
Mutual Assistance..... 570	
Partisanship in Education..... 602	
Personal..... 586	
Scholarships..... 773, 794	
Spelling..... 424	
Teaching—In School and College..... 730	
The Cultivation of Memory..... 536	
The "Natural Method"..... 602	
The Ontario Teachers' Association..... 618	
The Status of the Profession..... 714	
University College—Its Intellectual Life..... 650	
Notes and Comments.	
Pages..... 419, 435, 451, 457, 483, 499, 515, 549, 565, 581, 597, 613, 629, 645, 661, 677, 693, 709, 725, 741, 757, 773, 789, 806	

Personals.	
Physical Culture.	
Gymnastics—The Dio Lewis System..... 606, 622, 633, 654	
School Gymnastics..... 606	
Practical Art.	
Elementary Drawing..... 653, 669, 685, 701, 717, 733, 749, 765, 781, 797, 815	
Perspective..... 420	
Public Schools.	
Arithmetical Questions..... 607, 623, 671	
Colonel Parker's Educational Opinions..... 719, 735	
Corporal Punishment..... 657	
Educational Suicide..... 631	
Exercises on Capitals..... 607	
Exercises on Punctuation..... 623, 639, 655, 670	
Good Things from the "Normal Index"..... 700	
Headlessness..... 627	
Hints for Young Teachers..... 679	
Hints on Reading..... 637	
How to Prevent Tardiness..... 530	
Literature for Entrance into High Schools..... 636, 701, 718, 734, 750, 766, 782, 793, 816	
Moral Training in Public Schools..... 461	
Mr. Lincoln and Geometry..... 751	
Moulding in Sand..... 445	
Numbers made Easy..... 767	
Oral, (<i>i. e.</i>) Early Primary Teaching..... 574	
Practical Notes on Parsing and Analysis..... 517	
Practical Work..... 793	
Primary Teaching..... 445	
Reading Tablets for Primary Schools..... 799	
Routine Parsing..... 429	
Spelling..... 782	
Suggestions to Teachers of History..... 671	
Teaching Geography..... 509	
Teaching Writing..... 655	
Ten Suggestions..... 429	
The Four School Arts..... 509	
The New Pupil-Teacher Scheme..... 493	
Twenty Rules for Keeping School..... 733	
What can Teachers do to Secure Proper Home Education?..... 595	
Ventilation..... 670	
Shorter Editorial.	
Religious Teaching in Public Schools..... 447	
Relation of the School to the Church..... 417	
Relation of the Clergyman to the School..... 417	
English and Canadian Accent..... 417	
No Sphere of Life is Humble..... 433	
Systematic Study..... 433	
"Closing Exercises"..... 433	
The Uses of Holidays..... 433	
Reading..... 449	
How Holidays Should be Spent..... 449	
Incompetency of Examiners..... 465	
Remuneration of Examiners..... 465	
"Warren Hastings"..... 465	
The Education System Should be a Unit..... 465	
The University is for the People..... 481	
The New Curriculum of the University of Toronto..... 481	
Importance of Schoolroom Ventilation..... 497	
Ladies Qualified for the Highest Educational Positions..... 497	
Is there a "Science of Education"..... 497	
Importance of Schoolroom Apparatus..... 513	
What Teachers Shall Read..... 513	
How Shall Teachers Influence their Pupils' Reading?..... 513	
Hygienic Conditions of the Schoolroom..... 513	
Our Special Number..... 529	
The Ontario Teachers' Association..... 529	
The Study of English..... 529	
A Wise and Graceful Thing..... 529	
Technical Education..... 529	
The Teaching of Science..... 529	
Education Important for its Own Sake..... 529	
The <i>Dominion Churchman</i> on "What Reading Shall we Choose?"..... 547	
What Shall we Read?..... 547	
School Inspectors to be University Graduates..... 547	
The Secretary of the Ontario Teachers' Association..... 547	
Five Years of Peace and Quiet..... 547	
Charles Francis Adams, Jr. and Classical Education..... 563	
The Kindergarten..... 579	
A Kindergarten Department in the Normal School..... 579	
Certificates for Kindergarten..... 579	
Third, Second, and First Class Certificates..... 579	
Hamilton Board of Education..... 579	

Personals.	
The Bible in the Schools..... 595	
Closing of Pickering College..... 525	
Voluntaryism in Education..... 595	
Toronto Woman's Medical College..... 525	
Want of Education in Aspirants to the Pulpit..... 611	
Religion and Culture both Work Downward..... 611	
Scholastic Qualification of Candidates for the Ministry..... 611	
Normal School Rules..... 611	
Archdeacon Farrar..... 627	
Partisanship in School Elections..... 613	
How to Encourage Art Work in Schools..... 614	
The Education Department and High Schools..... 614	
An Advisory Committee to the Minister of Education..... 613	
The Waterloo Resolutions..... 639	
How Third Class Certificates Should be Granted..... 660	
Importance of Tree-growing..... 639	
How School Grounds may be Improved..... 659	
The Impermanency of the Teaching Profession..... 675	
Rivalry of High Schools..... 675	
An Entrance Fee Should not be Imposed..... 575	
Legislative Aid Should Recognize Quality of Work Done..... 675	
Scholarships in University College..... 671	
Dr. Wilson and the "Basis of Confederation"..... 671	
Unification of the Education System..... 631	
The Michigan System..... 631	
The Education System in the Western States Homogeneous..... 631	
Homogeneity in the Eastern States..... 631	
Bryn Mawr..... 707	
Health of Educated Women..... 707	
Training Institutes..... 707	
Necessity of Professional Training..... 707	
Over-pressure in Schools..... 721	
Dr. Hertel's Report..... 723	
Parents Responsible for the Sanitary Condition of Schools..... 723	
Causes of the Ill-health of School Children..... 723	
The late Principal Buchan..... 732	
Alleged Misconduct..... 732	
Dr. Farrar and Irreconcilable Critics..... 732	
School Discipline and School Punishments..... 755	
Corporal Punishment..... 755	
The Graver School Offences..... 771	
The Teacher the Representative of Law..... 771	
A Reading Course for Teachers..... 737	
Friday Afternoons..... 737	
The Waterloo Resolutions Again..... 737	
A Prohibitory Fee Objectionable..... 585	
Instruction in Civil Institutions and Government..... 805	
Special Papers.	
A Problem— <i>D. F. H. Wilkins, B.A., Bac. App. Sc.</i> 652	
A Railroad Problem— <i>John Ireland</i> 700	
A Study of "Robert of Lincoln"— <i>N. F. School Journal</i> 658	
Climate— <i>C. C. James, B.A.</i> 427	
Colors in Nature— <i>W. A. Sherwood, O.S.A.</i> 443	
English Vernacularism— <i>J. A. MacPherson, LL.D.</i> 453, 474	
Factoring— <i>Arnold Tompkins</i> 652	
Geography— <i>C. C. James, B.A.</i> 621	
Health Duties of School Authorities— <i>P. H. Bryce, M.A., M.D.</i> 601	
How Far Should a Teacher Aid His Pupils?— <i>W. W. Jardine, B.A.</i> 795, 814	
How I Teach Composition—"Head Master"..... 700	
Matthew Arnold as a Master of Style— <i>J. O. Miller</i> 505, 522, 572	
Mental Science for Teachers— <i>F. R. Beattie, M.A., B.D., Ph.D.</i> 490	
Modern Instance—"Outis"..... 700, 780	
Ocular Reading— <i>H. Tytler, M.A.</i> 442	
Old English in Universities— <i>Wm. Houston, M.A.</i> 636	
Only—Its Use— <i>C. C. James, B.A.</i> 653	
Our Girls—"Flora Fern"..... 538	
Papers in Algebra— <i>Richard Lees</i> 429	
Phonetics in the School Room— <i>Caleb P. Symptom</i> 621	
Phonography—Should it be Taught in Our Public Schools?— <i>J. A. Munroe, M.A.</i> 634	
Report on Algebra—"N. E. Journal of Education"..... 732, 748	
Synthetic Arithmetic— <i>Thomas Hammond</i> 582	
Systematic Pronunciation— <i>M. L. Rouse</i> 732, 745	
The Ancient Mariner— <i>H. R. Fairclough, B.A.</i> 716, 764, 780	
Vocal Culture— <i>Miss F. H. Churchill</i> 475, 499, 522	
Table Talk.	
Pages 425, 441, 457, 473, 489, 504, 521, 555, 571, 587, 603, 619, 635, 651, 667, 683, 715, 731, 747	

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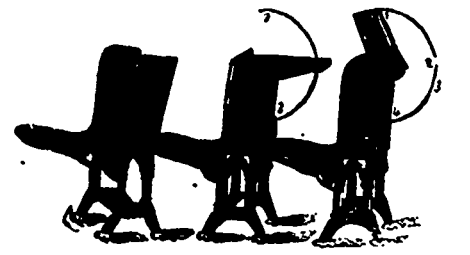
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CONTENTS OF THIS NUMBER

SHORTER EDITORIAL.....	417
CONTEMPORARY THOUGHT.....	418
NOTES AND COMMENTS.....	419
LITERATURE AND SCIENCE:	
Lake Couchiching.....	W. A. Sherwood 420
On the Study of History.....	JAMES ANTHONY FROUDE 420, 421
CURRENT EDUCATIONAL OPINION:	
Should History be Studied?.....	A. McMechan 422
The Teacher and his work.....	Miss Sarah Hopkins 422, 423
LONGER EDITORIAL:	
Spelling.....	424
BOOK REVIEW.....	424
OUR EXCHANGES.....	425
TABLE TALK.....	425
PRACTICAL ART:	
Perspective, No. XIV.....	Arthur J. Reading 426
SPECIAL PAPERS:	
Climate.....	C. C. James, B.A. 427
UNIVERSITY.....	427
HIGH SCHOOL:	
Matriculation Examinations.....	428
PUBLIC SCHOOL.....	429
MATHEMATICS:	
Papers in Algebra.....	Richard Lee 429
EDUCATIONAL INTELLIGENCE:	
Carleton Teachers' Association.....	430
Huron Teachers' Association.....	431
CORRESPONDENCE:	
University Confederation.....	W. J. Robertson, M.A., LL.B. 431
EXAMINATION PAPERS:	
Normal School.....	431
Admission to High Schools.....	432

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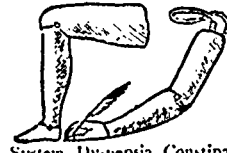
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The Educational Weekly.

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TORONTO, JULY 2, 1885.

ONE would have supposed that when parts of the Scriptures had been selected for the public schools, and their use made compulsory, all sections of the Christian Church would be satisfied, and that we would not have a recurrence of those periodic attacks from certain quarters on our schools as godless. Such expectations have been all but realized. The new order of things meets with favour from the great majority. True, a few days ago, in a deliberative body representing one of the Churches there were some who expressed dissatisfaction with present arrangements, but it was obvious from the tone of their remarks that no concession which could be made would satisfy them. The day is forever gone in Canada when any one body of Christians can secure the right by law to impose its religious teachings on other denominations, whether the latter are willing learners or not.

This discussion did good in a way which those who originated it probably did not intend. It showed that any antagonism to the public school or any dread of the godlessness of its teaching was shared in by but few. It was at once evident that the friends of the non-sectarian school were far more numerous than its enemies. Many of those taking part in the discussion spoke strongly in favour of the public school, and defended the teachers from the charges of irreligion and indifference which certain persons had made.

The proper relation of the school to the church, like that of the teacher to the clergyman, is not one of dependence. Each has its own sphere of action and its own work within that sphere. There is no necessary connection between arithmetic and the Thirty-nine Articles, or between chemistry and the disputed five points. While literature and dogma are distinct, the proper relation of school and church is not one of hostility or even of isolation; they should be mutually helpful. The entire atmosphere of the school life should be such as to instil correct principles of action, to foster reverence, to exalt duty. The teacher's character and conduct are vastly more potent in touching the hearts and moulding the lives of his pupils than any mere intellectual grounding in the truths of religion can ever be. Many, perhaps the great majority, of our teachers are men and women of sterling Christian worth, whose lives in the daily intercourse of the school-room and the play-ground are unspoken sermons.

Why is it that notwithstanding all the interest evinced by the clergy of various denominations in the question of religious instruction in schools, and the amount of time

and energy consumed in fault-finding by a few of them, they have made no effort to avail themselves of that provision of the law which empowers them to give religious instruction to the youth of their own denomination in attendance at the schools, at times which may be agreed upon? Where there are so many denominations represented, and all of them equal before the law, one scarcely need say that nothing more can be done towards special religious instruction than what may be done under that regulation. That, however, is allowed to remain a dead letter; it is a very unusual thing for any use to be made of it. The work which seems to have been expected under it is left to the parent and the Sunday School. Would it not be more consistent for the men who talk so loudly about the immoral and infidel tendencies of secular schools to use the opportunities which the law gives them for imparting religious instruction in the schools, instead of finding fault with an order of things to which they are unable to suggest any workable amendment?

The discussion in the Anglican Synod to which we have already made reference has brought out a letter in the *Globe* from "Only a School Teacher," in which the case is put somewhat harshly. He is too sweeping in his denunciation of Synods, Conferences and Assemblies as all being hostile to the public schools, distrustful of the teachers, and inimical to secular education. With the one exception mentioned, nothing has been said in any of these deliberative bodies which reflects on the character or moral earnestness of our teachers, while in some of them the present order of things has been commended as highly satisfactory. But "Teacher's" view of the relation of the school to the church is substantially correct. The teacher is not the mere shadow of the minister, nor the school the mere appendage of the church. His views will commend themselves to the public as expressing the truth of the matter.

ENGLISH as spoken at the present day brings to the mind three great varieties of English accent. More there are, of course—we forget how many dialects there are in England alone. These we shall not touch. The three varieties that we are going to mention differ so widely from one another that the most careless ear may readily detect each. There is first English as ordinarily spoken in England, English as ordinarily spoken in the United States, and English as spoken in Canada. The first may be easily recognized. The Englishman lengthens and broadens his vowel sounds, especially the *a*, which always takes what we are accustomed

to call the Italian sound heard in the word father. The *r* is slurred over or modified so that its hardness is quite removed, while *ed* at the end of words (as in *crooked—rounded*) is brought out clearly and distinctly, as indeed it should be; these are some of the chief characteristics of a genuine English accent. Widely different is the American accent—a becomes sharp and slightly nasal, *r* is pronounced with all its primitive sharpness, *ed* is welded into the larger part of the word. *Crooked*, of which the Englishman makes two distinct syllables, becomes one large mouthful in which a faint whisper of *ed* is heard adulterated into *ud*. As compared with an English accent that of Americans is sharper, more decisive, less finished and less musical.

Our Canadian accent occupies a position midway between that of England and America. It is neither so refined as the English nor so nasal as the American. But it is unfinished, unmusical and, so to speak, untaught. It is not, to tell the truth, an accent of which we may be proud.

Now, the question arises, whence comes this variety in pronunciation and accent? Americans, Englishmen and Canadians speak a common language. Shakespeare and Milton, we are proud to think, belong to one as much as to the other.

"We must be free or die that speak the tongue
Which Shakespeare spake—the faith and morals
hold which Milton held."

These lines apply to all English-speaking people. Classic English is classic English the world over.

There are two explanations, or rather there are two reasons acting independently of one another. One, of course, is climate. We must admit the effect of climate on voice, though it would take an ethnologist to tell us how far the influence extends. But there is another cause operating in a more subtle fashion, but none the less surely. It is heredity which works in this way. The class of men who formed the original settlers in the New England States, Puritans for the most part, had even before leaving England adopted a nasal twang that seemed to them to typify unworldliness. This became habitual with New Englanders, who, more than any other Americans, affect the twang. Slowly but surely the whole English-speaking continent fell into the habit, the climate, perhaps, having its effect also. Canada has not escaped. The cure for the evil, as we are told by authorities, is simple in its nature, demanding only time for its accomplishment. It is, speak from the chest. Nasal tones and chest tones are incompatible. School teachers would do much good by pointing out to their pupils the faults in ordinary Canadian pronunciation. It is no patriotism to cling to defects. A careful cultivation of the scholars' method of speaking would enable our noble English language to be used to better purpose than in the past.

Contemporary Thought.

THE child's earliest moral tuition is an unconscious tuition; it comes from contact with nature and with human kind. Home and society are training the child morally from the hour that he begins to breathe, calling out and repressing impulses, passions, emotions, choices, and volitions, *ad infinitum*; and the school trains in the same way with mighty power from the moment that the child enters the school yard gate.—*B. A. Hinsdale, Superintendent of Instruction, Cleveland.*

CONTINUALLY we find that the "head boy" of the village school—who, in class, is not to be puzzled by any question about grammatical rules—will, in the street and at home, mix his cases, mutilate his sentences, and (when denial is in order) use up negatives at a rate which threatens to exhaust the supply. He has all the facts necessary to correct speaking stowed neatly away in his brain; but he has not the habit of using these facts for the practical purposes of his daily life.—*The Current.*

IF I may venture to state my own belief as to what constitutes scholarship, I should say that any man who has a wide knowledge of facts and ideas, and can state them clearly, is a scholar; and I see no limit to the kind of knowledge he may possess and no requirement that he must know any special set of facts and ideas. In fact, I think that many men who have had the reputation of being scholars by reason of their familiarity with Greek, or with metaphysics, were only specialists in a narrow field, and were not scholars at all.—*Ohio Educational Monthly.*

THE great Bismarck, of Germany, is wise; he attempts to lay the foundations of the mighty German Empire in the school. He understands well that what you educate a people to be, that they will become. He understands that the schoolmaster of the early years of boyhood moulds character and determines likes and dislikes—that which is sought for, and that which is shunned in manhood's estate. Hence he protects the schoolhouse and determines what is to be taught in the low grades of the public schools, not only what but how, not only what and how, but by whom. As Germany taught Europe to make any man a soldier from youth up, so now she is teaching Europe that not only must every man be a soldier, but an educated soldier—educated after a peculiar system, designed to maintain intact a peculiar system of government.—*Southwestern Journal of Education.*

IF you make a pupil do the work himself—taking "action, action, action!" as your motto, not stupefying him with your "telling," but making him tell—not talking much yourself, but making him talk—not bewildering him with explanations of your own, but requiring his, which must always be the outcome of his knowledge and personal experience—the result will be that he gains power at every step, and that this power will secure him against much blundering, except that which arises from mere inattention;—and "telling" is certainly no remedy for that. The ordinary child who blunders and stumbles much at his lesson is a witness to the imperfection of his previous training. He does not prove by his blunders any native

incompetency on his own part, but he does prove the incompetency of his teacher, who has failed to secure good grounding.—*The Practical Teacher.*

AS the school year closes, the well-worn teachers look about them. Their "rest and recreation" must be largely in the way of getting hold of current ideas, for if instructors do not keep up with the times, the distance-flag is soon flaunted before them by the school-directors. The "convention" and "assembly"—now characteristic American institutions—seem to afford a labor-saving method of diffusing important new ideas, and that is probably the chief reason for their continued popularity. Three or four hundred of the teachers of Missouri will set the ball rolling at Sweet Spring next Tuesday. Chautauqua, Saratoga, Island Park (in Northern Indiana), Minnetonka (in Minnesota), Monteagle (on Lookout Mountain), and Newport, R.I., will soon be populous with teachers, and it may truly be said that when the children stop going to school the teachers are just ready to begin.—*The Current.*

NEITHER the home nor the school has done its full duty in regard to what our youth are reading. Parents and teachers have neglected the obligations devolving upon them of developing in the minds of the young the love of reading good books, which, when once developed, will remain with them through life, and will greatly influence their future lives and characters. Apart from the mere rudiments of an education, what our children are reading is far more important than what studies they are pursuing in school. In my opinion, a boy who leaves at the end of a common-school course with a love of reading good books, is better prepared for a life of influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education, combined with a taste for good reading, is better equipped for the duties of life than the graduate of the best college or university in this country, without such taste. The self-made men who have figured high in State and National councils have, with few exceptions, been men of extensive and judicious reading. In general, those who exert the greatest influence on the communities in which they live, are the readers of good literature.—*John B. Peaslee in "Ohio Educational Monthly."*

How is it in the new profession? Has the teacher anything to fear from this spirit of narrowness which is abroad in the world? If we stop to consider the variety of school systems and the enthusiasm with which the different theories are advocated; if we observe the war of curricula and listen to the clash of methods invented for the presentation of them; we have some reason to fear that narrowness may creep into his vocation. The teacher is engaged in a new profession, the principles of which are being discovered, and concerning which widely different opinions may reasonably be held. If we consider, in addition to this, that he deals eminently with thought, and is constantly imparting it to minds inferior to his own, which he can easily persuade and convince, we are enabled to see why teaching, more than any other profession, is liable to produce persons set in their opinions, bigoted, pedantic, and therefore narrow-minded. It is to be lamented that there are so many teachers, so-called, with minds

so narrow that they do not reach outside the circle of their visiting cards, whose pronunciation is so affected that one can see between every letter in each word, and whose style is so stiff, and manners so full of show as to make the profession the subject of all kinds of disrespectful remarks.—*Indianapolis Educational Weekly.*

WE believe that most Christian people in Ontario were gratified at the fuller provision for the reading of the Bible in our public schools, which has been made by the Minister of Education. It gives the Holy Scriptures a distinct and recognized place in our schools. We see, however, from the report of the proceedings of the recent Anglican Synod in this city that there is still considerable restlessness among a section of the ministers of that Church. In discussing the report of the committee on religious education in schools, reference was made to the efforts to induce the Ontario Government to sanction a uniform system of religious education in the schools, and concluding said:—"It is confidently hoped that sufficient combined pressure may now be brought to bear upon Boards of Trustees to ensure the weekly instruction in the Commandments, and the adoption of the provisions by which religious instruction can be given within the ordinary hours of school teaching." We were not aware that any general effort was made with such an object; and it is very difficult to see how religious instruction can be given during school hours to pupils representing all the churches in the country. As long as existing differences of religious opinion are conscientiously held, we do not think that direct religious instruction could be given in the schools without promoting dissatisfaction and irritation.—*Christian Guardian.*

THE cause of much of the premature decrepitude and nerve degeneracy and break-down of our day is in the many inventions man has devised whereby he robs himself of timely rest. The morning newspaper often read through before breakfast; the telephone in his house to call him at any and all times aside from his repose; the electric light to keep his brain unduly stimulated through the retina; the railroad and the sleeping coach which may keep him constantly on the rail (if he chooses to so travel) for continuous weeks without rest from the noisy and exhaustive cerebro-spinal concussions of this mode of travel; hasty meals and telegrams, and business, and nightmare sleep, all commingled, wither and wreck lives innumerable, which, under wiser management might end differently, and the needless noise of the city, the bells and steam whistles, howling hucksters, noisy street cars, yelling hoodlums that make night hideous with soul-jarring sounds, hasten the premature endings of useful lives. And when, superadded to all this unphysiological strain, we have the assault of a pestilence that poisons, like cholera, how much exemption can such overwrought organisms expect? How much of resting immunity can such overstrained and exhausted nerve force oppose to the invaliding foe? If the epidemic comes, as it almost surely will next summer or fall, there should be a common understanding among physicians to demand as much rest as practicable, for the people, and, by comity among themselves, they should lighten each other's labors and no one should work continuously night and day.—*The Sanitary Journal.*

Notes and Comments.

OUR principal contributors this week are Messrs. Richard Lees, Science Master, Lindsay High School; A. McMechan, B.A., Modern Language Master, Galt Collegiate Institute; W. J. Robertson, M.A., LL.B., Mathematical Master, St. Catharines Collegiate Institute; Miss Sara Hopkins, Flesherton; A. J. Reading, and Chas. C. James.

The oft-repeated complaint about the lack of accommodation in Convocation Hall has to be again repeated. Two of the college lecture rooms have to be used for the purposes of the examination. This inconvenient and expensive arrangement cannot be avoided until a suitable hall is provided for the purpose of examination.

THE Provincial Model Schools are model schools in more ways than one. They set a good example for other schools in having annual games, which this year were held on the grounds of the normal and model schools, on the 24th ult. A large number of grown-up people attended to see the contests in which their young friends took part. The events included all the usual running, jumping, and throwing contests. The prizes were afterwards distributed to the victors in the theatre of the normal school by Principal Kirkland. Why is it that the model school had no competitions, in calisthenics for example, in which the girls could compete? They need physical training quite as much as boys do; the public schools of the city were in advance of the model schools in that particular.

THE Statutes of Ontario relating to education empower the Minister to set apart not more than five high schools or collegiate institutes for the purpose of providing instruction in the theory and practice of teaching, in order to promote the efficiency of assistant masters of high schools, and of teachers holding a first-class non-professional certificate. This provision has not yet been enforced, but it is probable that arrangements will soon be completed for carrying it out fully. When it comes into operation there will probably be one annual session of each training institute, beginning in September and ending in December. These schools are designed for the professional training of graduates and of undergraduates of at least two years' standing, who are to become high school assistants, also for the further professional training of those who hold first-class non-professional and second-class professional certificates.

THE pressure in our high schools is very great, too great for effective work. The terms are short, the number of subjects prescribed for the various departmental examinations is large, and many candidates desire to do the work for non-professional

examinations in the least possible time. As a remedy for this unsatisfactory state of affairs it has been suggested that the non-professional examinations should be divided, and half of the subjects taken in December, the remaining half being left for the following midsummer. This would lighten the labor of high school masters, make the work of constructing a time-table much less perplexing, and give students greater facilities for thoroughness in all the subjects. The schools would not then be disorganized by the influx in January of a large number of students who, as now, often know little of the work taken up during the previous term, but who are anxious to pass the examination with the rest of the class at the end of the half-year.

IT is always gratifying to teachers to find that their labors are appreciated by those under their charge. This is true in the highest degree when the students are young men and women who have themselves some experience of the trials and triumphs of the teacher's life, and who are for that reason in a better position to appreciate honest and successful work in their interest. The valedictory read on behalf of the students of the Toronto Normal School by one of their number at the close of last session speaks in laudatory terms of the teaching staff of the normal and model schools. The students seem to have fully appreciated the merits of all connected with these institutions, but they are especially warm in their expressions of admiration for Principal Kirkland. They speak as follows:—"The experience of the term has proved him to be possessed of qualities which eminently fit him for the position he occupies, and under his able management we can confidently look forward to a future for the Toronto Normal School which shall do honor to our beloved Ontario."

SOME interesting information is given in another column in regard to the various subjects taught in the university classes of our high schools. It would appear that no honor department is so efficiently conducted in the schools as the Mathematical, for in that department there is the greatest number of candidates for honors in the matriculation examination now going on. The sub-department of English is exceedingly popular, as indeed it should be, standing next to Geography and History as the most favored on the list. Modern Languages as a department are next in favor to Mathematics, while there are fewer candidates for honors in classics than in either of the other two departments. The ladies show a marked preference for Modern Languages, 11 of them taking that course, while there are only 2 in honor mathematics and none in honor classics. Of the schools it will be observed that Toronto Collegiate Institute sends up

16 candidates; Upper Canada College, 15; Galt Collegiate Institute, 11; St. Mary's Collegiate Institute, 10; St. Catharines Collegiate Institute, 9, and other schools; a less number. Of course, mere numbers are not a test of efficiency.

AN effort is being made to equip University College with a proper supply of apparatus for experiments in electricity. The appliances in the other departments of physics are fairly complete and of superior quality; but in electricity there has so far been a total lack of the necessary instruments for carrying on practical work. This is all the more injurious to the interests of education because no department of physics is, perhaps, so important at the present time as this one which has been most neglected. The knowledge of electrical phenomena has each succeeding year a more direct bearing on the practical side of life. Electric lighting, the telephone, and electricity as a motive power are so directly connected with the material interests of the country that some provision should be made to enable those who desire it to study the subject scientifically as well as to afford a chance for original investigation. Dr. Wilson has written a letter to the daily papers stating the case and asking the friends of the college to come to its assistance. A considerable sum has been secured, but much more is still needed. Those who are wealthy cannot leave behind them a better monument than the impetus given to the intelligence of this country through their liberality.

THURSDAY last was a day of rejoicing for the children of Toronto. The pupils of the city public schools, to the number of about 9,000, assembled in the Queen's Park in the morning, they then marched down the Queen's Park Avenue, along King Street and up Yonge Street, finally reaching the old lacrosse grounds on Jarvis Street. Each school formed a detachment by itself with banners, and each pupil wore the badge of his school. Several bands accompanied the procession, which attracted a multitude of spectators along its route. The older boys carried wooden guns, and marched with military precision. Nearly all the girls were tastefully dressed in white. His Honor the Lieutenant-Governor, Hon. Wm. McDougall, and the Mayor, viewed the procession from a balcony of the Rossin House. The remainder of the day was devoted to competitions in drill and calisthenics and to games and sports. The company from Wellesley school won the Boswell banner for drill, being first in the competition for the fifth consecutive year. Dufferin school was second. The girls of the Wellesley school were quite as successful in calisthenics as their brothers were in the drill. The Phœbe Street school was second. The various races were keenly contested, and the prize-winners had to work for their laurels.

Literature and Science.

LAKE COUCHICHING.

OFt have I loitered listening, Couchiching,
 To the soft lull of distant waving trees
 At evening, and the sweet murmuring
 Of waters waken'd with the evening breeze.
 To one, whilst wandering thy shores along
 Unseen sweet voices hymn their evening song.

Long since the Red Man named thee Couchiching,
 Or built his wigwam rude upon thy shore ;
 But longer after shall the minstrel sing
 Of him that named thee but knows thee no
 more.

Unlike with thee had I that minstrel power,
 I'd sing thee long, I'd sing thee every hour.

Hallowed that morn when first we learn to know
 How near to nature are the hearts we prove ;
 More hallowed still in even's after glow,
 How dear to nature is the one we love.
 Thus thy bright waters, joyous Couchiching,
 O'er one I love forever seem to sing.

W. A. SHERWOOD.

THE STUDY OF HISTORY.

JAMES ANTHONY FROUDE.

(Continued from previous issue.)

THERE is the optimist theory, again, which has pressed history into the witness-box—and to which I briefly alluded just now—the theory that the human race is perpetually advancing. The optimist points to the growing mastery of man over nature, to the spread of knowledge, steam-railways and telegraphs and general enlightenment on common things, and he constructs his history of the past on this hypothesis ; but in assuming that this is Progress, not relative but absolute, he has to assume also that he knows the object for which man lives. If it be to create material wealth and splendor, then he is right. If it be to develop human character in all ranks of society and make braver and better men and women, then many questions will have to be asked. The modern world is hardly producing greater poets than Isaiah, greater artists than Phidias, greater men than Socrates or St. Paul. No finer type of woman has yet appeared on this planet than Penelope or Cornelia. Or to go lower, if we travel round the sea-coast hamlets of England or America, could we find anywhere a handful of poor fishermen like those who sat listening to their Master's parables on the shores of that lake in Palestine? There are those who, watching these phenomena of Progress, have thought that while "the world grows more and more," the individual withers. To a Schopenhauer the road which we are travelling seems not *up-hill*, but *down-hill*. History well-manipulated will say anything that we wish to make it say, and will answer the fool according to his folly.

Once more, pious persons find in the history of the world a testimony to an overruling Providence. Others desiring as earnestly to find traces of a Providence if it be there, declare sadly that there is nothing of the kind ; "that there is one event to all, to the wise and to the unwise, to the evil and the good. They lie down in the dust together, and there is no difference." Histories written to advocate forms of opinion which are held by large classes of people are always the most popular. They flatter a prevailing sentiment, and are applauded and flattered in return. But the popularity is fleeting, because sentiments change. Each generation has its new philosophy, and the wisdom of the fathers is nonsense to their sons and grandsons. All such books, I have to say again, are merely mythological. They are compounded partly of fact, but partly also of imagination, and are no truer after all than the "Tale of Troy" or "Lay of the Nibelungen."

Writers of large acquirements and strong intelligence, impatient of these uncertainties, have tried to bring history under laws, and have treated the evolution of humanity as the evolution of species has been treated by Mr. Darwin. The scientific theory of things, the conviction that every movement in the universe, organic and inorganic, is the result of definite and measurable forces, has taken strong hold of the modern mind, and is modifying the opinions of all of us on all subjects. Countless phenomena long attributed to chance or to an arbitrary external will have been traced to simple causes which all can understand. That the thoughts and actions of human beings can be similarly explained is not an unnatural inference. If this be so, there is, of course, no such thing as "the freedom of the will." If man acts under a law, he can be no more "free" than an acorn is free to grow into an elm, or a Satellite is free to leave Jupiter and attach itself to Mars. I need not enter into so intricate a labyrinth. I merely say that if we are to have a science of history, we must first have the *facts* of which the science is to be the analysis, and until the facts are clearly ascertained, the philosopher will be merely guessing. The test of a science is whether it can foretell the future. The astronomer who knows his business predicts with certainty the transit of an inferior planet. If he fails, he does not know his business.

WHAT IS HISTORY?

History is the summary of all the actions which have been done by men in all past times, and these are necessarily less accessible to us than the actions of any single man now alive in the midst of us. Let the philosopher, before he goes to history, try what he can do with any one such man. If he knows him intimately, he can foresee his con-

duct in situations which he also knows. Can he pretend that he knows him, or even can know him, so well as to foresee what he will do in new situations? And yet life is made up of new situations, and the closest friends are a perpetual surprise to one another. In studying past times we have not the men themselves before us. We have not even their actions before us, but only such imperfect account of their actions as comes down to us from persons who might or might not have had opportunities of knowing the truth ; who might or might not have chosen to tell it ; while besides the actions, there are the motives and the surrounding circumstances, every fibre of which we ought to have before us also, if our judgment is to be worth anything at all.

The scientific historian sees for himself that as far as detailed facts go, or the acts of individuals go, his case is hopeless. He abandons details as unattainable, and individuals as unimportant. His *latus* he thinks to find in the broad stream of events, and the movements of large masses of men. He will not pretend to know the condition of any given square yard on the surface of Jupiter, but he can tell the time in which the planet revolves on its axis, and the periods of the eclipses of its satellites. So he thinks that he can tell exactly the how and why of the great events in the past fortunes of mankind. Of the past he pretends that he can give a complete explanation ; of the future he can make a reasonable forecast. It is not so. The past, as Goethe says, is "a book with seven seals." He cannot know it. He can know only what this and that writer has said about it. But if he could, it would help him nothing toward a science.

We can have a science only when phenomena occur in a constant order—and the circumstances are perpetually changing. New factors are constantly being introduced which cannot be measured or calculated on. A new art is discovered, like the printing-press, or the use of fire-arms ; a new continent is discovered or opened ; a new man of genius is born, a fresh thinker let loose, a St. Paul or a Luther, and the whole equation is disarranged. Christianity shook into ruins all existing forms of thought, and reorganized humanity on a new principle. No one could foresee Christianity. If the keenest Greek or Roman philosopher had been told what was coming, he would have laughed at it as the dreaming of a maniac. The vital forces of humanity lie beyond the reach of philosophers, ancient or modern. We can see the phenomena of them imperfectly ; of their nature we know nothing. The scientific theory may be taken up as a faith, but it is a faith only, which will give way in time to some other faith.

What, then, after all, is the use of history? It teaches on a large scale what the experi-

ence of life teaches to each of ourselves, that life must not be played with, that there are moral laws which we must learn and understand as universal and as inexorable as physical laws; and that on the large scale as on the small, the sure avenger waits on the transgression of them. Nations and individuals alike thrive and are healthy and strong when they are righteous, temperate, pure and brave; when they think first of duty, and only afterward of power or pleasure. Nations and individuals alike fall to ruin when they "forget God," and go into vain idolatries of self and self-gratification. The best histories which have come down to us have been written by men who felt profoundly this conviction. For one thing (and a rather important one in such a matter), they were afraid to tell lies. The thing they hated was moral evil; the thing they loved was moral good. They represented human life as they saw it, and interpreted it by these canons, with a serious reverence for facts and a wholesome indifference to theory, except this moral one, which experience seemed to confirm. Herodotus is one fine instance of a historian of this kind. Thucydides is another. The Roman, Tacitus, a third. In the modern world I can find one only, but that one is perhaps the greatest of all, Thomas Carlyle. There are no other historians that I know of equal to either of these; not any in whom intellect is so completely controlled by moral conviction. In Gibbon, perhaps, there is an equal respect for facts, but there is an entire absence of serious feeling. He is contemptuously indifferent to shallow speculation and enthusiasms, but he has no proper enthusiasm of his own; nor any certainty that life has any important meaning. To him the world is but a stage where the players are knaves or fools, and the knaves have the best of the game.

HOW TO TEACH HISTORY.

How, then, should a teacher of history proceed? First of all, he must understand that it is his duty to tell the *truth*, neither more nor less, and that he must use his utmost effort to discover it. Next, if he is to explain the actions of men, he must be a *man* himself, loyal and honest and brave, and therefore capable of recognizing these qualities in others and properly estimating them. These are the chief qualifications: but if he is to be a great teacher, he must add to them an imagination capable of throwing itself into different positions, sympathizing in turn with the different parties and persons of whom he has to speak, seeing each at its best, as it saw itself. He will not try to make nature into a schoolmistress, who is to impress this lesson or that; for nature is not a schoolmistress, but a mother with many children and no partialities. The novel with a conscious lesson in it is always

a failure, and the history with a conscious lesson in it is an artificial legend—and not even a beautiful one. Events should as far as possible tell their own story, and the reader or listener should be left to make his own reflections.

Let me illustrate what I mean. The story of King Lear is found in the old chronicles, and is as much the property of the historian as of the dramatist. A historian of the common popular sort, undertaking to deal with it, would probably do something of this kind: He would describe the king as a vain, silly, self-indulgent old man. He would give us a few words on filial ingratitude qualifying his censure with a remark that it was not unnatural under the circumstances, and that the children had probably been very ill educated. He would say some civil things about Cordelia, but would add that she had brought her misfortunes on herself by language studiously offensive. And there would be a half-contemptuous approval of the fidelity of the Earl of Kent. But there would infallibly be a comment also on the wretched condition of a society in which such a man could be subject to such a master; as certainly there would be a severe condemnation of a state of things in which a kingdom and its inhabitants could be portioned out by a foolish sovereign between two worthless daughters, to the ruin of himself and them and his innocent subjects. An instructive contrast would be drawn between a barbarous age and our own more favored time, when Lear might have abdicated with a pension, a decent household, a pack of hounds and a moor to shoot over, while his successors would have been controlled by responsible ministers and protected against their own vices.

This, or something like this, is what a constitutional historian would make of the story, and it would be a meagre exchange for what we have from Shakespeare. As Shakespeare treats it, so a perfect historian would tell it if he could, being careful only to keep to what he knew to be true. The tragedy, however it happened, was wrought out amidst storms of passion and temptation, if not identical with those described by Shakespeare, yet like them; and the truth, if we knew it, would not be less terrible than Shakespeare's version of it, but more so. Dreadful actions, if told at all, should be so told as to suggest something deeper than shallow political commonplaces; but the wise teacher will prefer generally to leave such subjects to poets, who know better how to deal with them. Human history contains large tracts of barren wilderness, with ugly monsters making their dens among the rocks and thickets; but there are bright and beautiful oases scattered here and there in the records of all nations and all times—noble actions done and sufferings nobly borne;

peaceful and innocent domestic idyls which have mirrored themselves in the minds of gifted and genial persons, who were present and wrote them down; and to these a wise teacher will try most to direct his pupils. He will not flatter their vanity by encouraging them in thoughts of their own superiority, but will set examples before them which they may admire and try imperfectly to imitate.

Not all things are worth relating, or all historical figures worth describing; but some things and some persons deserve to be commemorated eternally. Stories like those of Thermopylae and Salamis in Herodotus; the stories of the patriarchs; the Gospel story, which, of all records, has cut the deepest into the hearts of mankind; these and all other narratives of admirable deeds, faithfully told by loyal and honest men, are the true jewels of history, the diamonds in the general gravel-heap. We can leave the gravel where it lies, sifting the gems from the middle of it. The base and mean may be forgotten; the good and the beautiful alone deserve to survive. Each age will have its creeds and its philosophies, despising all that went before, and in its turn to be despised by the next. Each age will have its political panaceas for all human ills; and the ills will not be cured by them, and fresh theories will be twined to the end of time, of sun and moonshine, which equally will not avail. But great actions live forever, and the wise "remnant" treasure up the memory of them; and in looking reverently at what men have done, gather heart and spirit for their own work.—From "*The Youth's Companion*."

A NEW era seems to have dawned on Canadian art. It has now invaded the homes of the people. At the simultaneous Art School examinations held throughout the Province in May last over 1,100 candidates presented themselves for examination, 4,400 examination papers being issued by the Department. No less than 67 trades were represented by the candidates. In freehand 164 candidates passed, or 25 per cent; in practical geometry, 421, or 68 per cent; in linear perspective, 243, or 56 per cent; in model drawing, 115, or 24 per cent; in black-board or memory drawing, 120, or 27 per cent. The last Report on Education shows that there are 222,000 pupils in public schools in Ontario who learn drawing. The progress that has been made in this direction is highly satisfactory and must have an influence on the industrial development of the country. There are over 250 applicants for admission to the free industrial drawing classes which will be conducted during the summer holidays for the benefit of public, model school and high school teachers. These all intend to qualify for teaching drawing in the various schools.

Educational Opinion.

SHOULD HISTORY BE STUDIED?

(Concluded from a previous issue.)

"Ah, but that is so different. It quite carries you back to the times they speak of." "Nothing is history that does not," replies Laurance; and the lady is as much delighted as Molière's *bourgeois* when he discovers that there are two kinds of composition, prose and verse, and that he has been talking prose for twenty years without knowing a thing about it. Laurance goes on to say that history is really a travelling in the past. Pronounce the words Egypt, Venice, Rome to yourself and notice the effect. They act as a sort of spell. They whisk the mind away to other ages, peoples and civilizations. We gain from travel in other times the advantages of travel in other lands, only multiplied and heightened. History prevents us from being merely temporal people as there are merely local people with their oddities and curiously narrow views, and destroys that provincialism of spirit that is so diametrically opposed to culture. This widening of the mental horizon and broadening the view is only a part, but still no inconsiderable part of culture; for consider how imperfect would be our judgment, were it limited by and exercised upon, what had happened only in our own life-time. And even school-history does undeniably bring us into contact with facts we could not otherwise become acquainted with. History as the means of culture is the root idea of Emerson's grandiose, phrase-making, but still powerful essay.

These, then, are some of the advantages of studying even school-history, a desirable kind of information, a rough training in reasoning and the foundation of culture. How is the teacher to obtain these advantages for his pupils? For, in the present instance, it is through the teacher alone that they are to be obtained. It depends entirely on him whether the history lesson means walking about the Valley of Dry Bones and considering the rain-bleached skeletons there, or living and moving among the exceeding great army of the heroes of old, the men who thought and led. And then the hard fact remains that the "tissue" must be taught. Is not scientific method applicable to it? A question not to be asked. The teacher can strive with more success towards ends like these or he can merely turn drudgery into pleasure by simply availing himself of the great well-known laws of mind that govern all acquisition of knowledge. An acquaintance with a few broad underlying principles of psychology is indispensable to the earnest teacher. First and most important is the great principle of association. Nothing is more hopeless and barren than an attempt to drive isolated, unrelated facts into pupils' heads. A mere succession of bare facts can *not* be retained in the mind. But unite all your facts

indissolubly so that the mere mention of one suggests the rest: associate each fact with something—story, anecdote, picture, description, place on a map, plan on a blackboard—and they will form a unity in the memory. No history lesson should be studied without an atlas or taught without a map. The amplest use should be made of the blackboard; and there should be continual reference, both by comparison and contrast, to our own country, state of society and form of Government.

In the second place, it is impossible to teach all the points, even all the main points of a lesson. We must choose between facts and facts. The few strong points must be carefully selected, united in the teacher's mind, in a well-defined plan, and then pressed home upon the pupils. This can be done only by having a single central point, around which the rest are grouped and to which they are subordinate. This arranging of the lesson requires time and thought on the part of the teacher, but the increase in clearness to both himself and his class is no small reward for the labor bestowed.

In the next place we often forget how difficult it is for the mind to grasp abstractions. It is hardly possible to make a history recitation too concrete. Get pupils to understand words are not merely sounds but that at back of them stand realities; that, for instance, a battle is simply men killing one another, sometimes for a reason, sometimes without. Stop at Ramillies or Waterloo to let them hear Dickens' description of a battle, "that when our fellows rode at them in fine style" men had their backs broken, were thrust through with their own bayonets and had their faces trampled into a shapeless mass by the hurrying hoofs. Let them know the actual routine by which a bill becomes law, that there is a real death-warrant of Charles I., and that if they walked into the Cottonian Library they could see a real Magna Charta.

And lastly, let there be the constant change, the wholesome variety that springs from a thorough study of the subject. As facts strike the teacher in different lights he will be able to present them with freshness to the class. Do not adhere slavishly to one order in recitation, even if it be good. Everybody tires of "the same thing over again." Be accessible to new ideas so that fresh avenues of thought may be opened up, stagnation avoided, and interest constantly aroused both in pupil and teacher.

There are principles by which all teachers of all subjects are more or less consciously guided. If method is more needful in teaching one thing than another it is in the difficult subject of history; and therefore these principles should be more widely accepted, more carefully studied and more constantly applied. The principles being once firmly established, the application of them will vary

infinitely to suit the needs and requirements of each individual case. In actual practice a thousand particular expedients and devices will develop themselves, and, taught and studied on these lines, history will become not one of the least important factors in every liberal and practical education.

Arch. MacMechan

THE TEACHER AND HIS WORK.

Read before S. Grey Teachers' Association, May 28, 1885.

BY MISS SARA HOPKINS, OF FLESHERTON.

THE world demands that all should work, and many and varied are the occupations which it affords. With due deference to all honest community-benefiting work, it must be admitted that some avocations, owing to the responsibility and publicity of their nature, claim a greater degree of respect and attention than others. A consideration of the costliness of the material wrought upon in the school-room enables us to form a criterion whereby we can estimate the grandeur, the importance and responsibility involved in the work of teaching. What specimens of gold or silver or precious stones can compare with the jewels of the school-room? God has placed there an array of living, thinking, imitative beings in the beauty and innocence of childhood, with hearts young and tender and susceptible to every influence, good or bad.

Before this grand assembly of diversified tastes, dispositions and temperaments, the teacher comes—comes to assist in the education and development of the mental faculties and in the formation of the character. In the former of these he may have genuine success, but in the latter success may be only partial, owing to influences outside the school, such as afforded by home and society. Children of refined and well-directed homes are easy subjects, and demand no special attention, but children of misguided and neglected homes forcibly claim the sympathy and guidance of the teacher who, if faithful, willingly recognizes and meets their wants. It may be a struggle, and one of no encouraging aspect, the influences of home often being of such a powerful and deteriorating nature as to completely outdo the teacher's most sanguine efforts. But in spite of opposing influences the most brilliant results may be achieved. The example and address of a noble teacher may arouse and place in progressive shape all the moral sentiments of the child, and inspire him with a zeal and ambition which prompt him to press forward in life. In not a few instances successful business men have attributed their prosperity to the energizing and moral influence of some faithful teacher's life. But besides the personal character of the teacher, other agents play their part in

quicken and strengthening the moral instincts of the child. The record of important events and noble lives which adorns the pages of history, contributes liberally, if properly studied, towards elevating the moral sentiments and towards creating a desire for what is beautiful, ennobling and cultured.

Instruction to be effective must be brought on a level with the child's understanding, and rendered in a way that will interest and attract, but it will fail to accomplish its designs no matter how volubly delivered, unless seconded by the exercise of thought. The object should be not so much to get over a vast amount of ground as to cultivate a taste for patient thought and investigation, till every idea is understood and every subject mastered. The pupil trained to think and form opinions for himself leaves school not as the oft-quoted saying is, with a finished education, but with an education which begets education, a fertile, active mind, capable of considering all weighty subjects and possessing a marked degree of decisiveness (for thought strengthens decision), which prevents his soliciting the opinions of others in every emergency.

Instruction should not be limited to that which bears on school work alone. We live in a busy, interesting world, where much of note is transpiring every day. Wars are waged, laws enacted, new discoveries made, heroes, philanthropists and distinguished literary men live and die, and of these the pupil confined to work which strictly relates to school, knows nothing. The introduction of a few newspapers for the perusal of pupils at leisure hours might largely supply this lack and agreeably spice the daily routine of work, attention being paid to the leading topics about once a week by the teacher. In this way interest may be aroused beyond the precincts of the school; children are apt to tell at home what they hear abroad, and their interest in and knowledge of current events may quicken a spirit of inquisitiveness and thought in the minds of those parents who pay little attention to anything outside the humdrum of daily life.

Then, as surroundings contribute largely towards increasing or diminishing the happiness and comfort of an individual, it is necessary that the school-room wear a cheerful appearance, and such can be almost invariably gained by the observance of cleanliness and tidiness, two attributes which when united very materially brighten and invigorate life in every sphere. The character of the school-room, which is usually a reflection of the teacher's character, will doubtless communicate itself to the scholars. If the law be habitually enforced that the school be kept clean and tidy, the scholars will soon display quite a solicitude in that direction, and may in consequence acquire habits of order and neatness, which will cling to them through life.

The attractiveness of the school may be

greatly enhanced by a slight indulgence in the art of decoration by way of planting trees and flowers in the grounds, or by tastefully arranging the latter on the teacher's desk or the window-sills, also by placing evergreen mottoes or pictures of a suitable character on the walls. Such a healthful digression as this may produce or strengthen in some measure a love for the beautiful in nature and in art.

Secular lore, important as it is, should ever be rendered in a way that will acknowledge its subserviency to that higher and better knowledge which alone satisfies the cravings of immortality. Therefore it should ever be the aim by both precept and example to inculcate the importance of observing truthfulness, unselfishness, kindness, proper language, obedience, respect, and above all, veneration for the Deity, qualities which contribute largely towards the decorum of the school, and very largely towards refining and elevating character.

What then must characterize the person in whose presence childhood spends nearly half of its days?

1st. Intellectuality and power to impart.

—To be successful the teacher need not be noted for large mental power, but he must possess enough of such to enable him to fill with ease whatever grade he occupies. Boundless knowledge is not called for, but a mere sufficiency will not do; reserve force is necessary; the teacher must possess more power than is called into requisition. But knowledge and mental capacity, potent as they are, become but feeble instruments in the performance of school-work unless hand in hand with the crowning power—ability to impart. Where this power is lacking, success will be dwarfish.

2nd. Patience.—Amarvellous amount of patience is necessary in the thousand nameless little trials and vexations inseparable from the work. A fussy, irritable teacher will be sure to have a corresponding school, therefore it is to the teacher's advantage to cultivate this sterling virtue.

3rd. Punctuality.—A habit which adds largely to one's success in life should be duly observed. The person who repeatedly fails to be at his post in the proper time displays a lack of interest in his work. The aim of every teacher is, or at least should be, to train his pupils to proper habits, of which punctuality is no mean one, but in this particular he must inevitably fail if he does not set the example.

4th. Tidiness.—To command the respect and love of his scholars the teacher need not be dressed in the height of fashion, but he must be tidy. Children are quick to discover and note any negligence in the care of the teacher's person, and when such a discovery is made the impress on the mind is not one that will enable them to view their teacher as the embodiment of all that is proper and exemplary.

5th. Progression.—Some teachers become stationary, they rest upon their oars

and trust to the laurels of the past for present reputation. They read little and think little, consequently their stock of knowledge soon becomes exhausted. Children are bright and inquisitive and soon learn the depth of their teacher, and once shallowness is discovered, school loses its charm. The teacher who is not endeavoring to store his mind with useful knowledge exhibits a sad degeneracy and falls far short of the standard. His mind should be to his pupils an encyclopædia to which they can refer with confidence.

6th. Earnestness.—The demeanor of the faithful teacher is necessarily characterized by earnestness. His work is no half-hearted operation. Labor produces perhaps for a time no apparent fruits, and the teacher may justly be discouraged, but his unflagging zeal will communicate itself to the scholars and the united ardor of pupils and teacher must surely bring success. The teacher who bears a careless, indifferent attitude towards his work can only have a careless, uninterested school and his teaching career, unless redeemed, will be sadly marked by failure.

7th. Kindness.—A gentle but commanding power often achieves more than the most rigid rule. A sour, gruff teacher only wins for himself the reflection of his own demeanor, whilst the kind teacher not only loves, but is loved by, all his pupils and is wonderfully cheered by their sympathy and co-operation, kindness strengthened by earnestness proves a grand governing power.

8th. Impartiality.—It is absolutely impossible to love all children alike; some are so much brighter and more amiable than others that it is with difficulty the teacher guards against favoring such. But on the other hand, for the sake of the universal good will which should prevail in the school the teacher may extend a more kindly attention to the dull, unattractive and retiring ones.

9th. Stability.—The teacher who is constantly making promises which he does not always fulfil and forever making and unmaking laws, never adopting one for any decided length of time, must signally fail in his purpose and lose the confidence of his scholars. If one way does not succeed new means must be tried. But the teacher who quietly deliberates on what is best for the welfare of his pupils usually finds plans worthy of permanent exercise.

10th. Prayerfulness.—The teacher who fully recognizes the importance of his work and the responsibility of his position will in all sincerity solicit Divine aid. The prayerful teacher enters upon his work each day with the pleasing consciousness that he is assisted and guided by one whose hand is mighty and whose name is above every name. It has been said that nothing great or good can be accomplished without prayer, and as teaching is a great work and one whose influences are carried down the ages, it significantly calls for the blessings which follow prayer. The prayerful teacher may be said to possess all those qualities which constitute a good teacher.

TORONTO:

THURSDAY, JULY 2, 1885.

SPELLING.

It has been well said that spelling is one of those things the knowledge of which brings no credit, but the ignorance of which brings lasting disgrace. The amount of time and labor expended in teaching children to spell is out of all proportion great in comparison with the results obtained. Much of the difficulty arises from the anomalies of English orthography, but it is at least questionable whether this difficulty is not often made greater by far than is necessary. Defective methods of instruction, or the almost total absence of method, have done much to make spelling a burden to many pupils. Every teacher and examiner knows how very common errors in orthography are, even in the writings of those otherwise tolerably skilful in the use of English, and how frequently particular words are misspelled.

We do not intend to discuss the whole subject of teaching spelling in this article; we shall consider mainly the spelling of difficult words, those in which the trouble arises from uncertainty in regard to the combinations used to represent elementary sounds. As a simple example of this, *bead, head, great, heart, wear, ocean, earth*, present *ea* with seven different sounds. Pupils easily learn to spell words in which the sounds are expressed by the usual combinations of letters. These are acquired from ordinary dictation exercises, and from reading books and newspapers. The general use of the phonic method in teaching reading to beginners will make this an easy matter, in fact it will be done almost unconsciously. It would appear then that what is really needed is a small collection of those words which contain peculiar letter combinations. Much time is wasted in going over a great amount of ground with which the learner is already quite familiar, in the hope of obtaining at the same time some knowledge of hard words which he has not yet conquered. The objection to this is not merely that much valuable time is wasted, but also that the words of real interest, because liable to be misspelled, are lost sight of in the multitude of other words quite as formidable in appearance, but much easier. This short list, containing perhaps not more than fifteen hundred or two thousand

words, should be so thoroughly learned that the child can spell orally or write every word in it correctly and promptly, a process which need not consume much time when the number of words is so limited. When the learner has accomplished this his powers of observation will be exercised and his memory so trained that he will speedily notice and remember unusual combinations, and little more will remain to be done in order that he may spell well. At the same time the exercise may be made valuable as a means of teaching orthöepy. The words should be arranged in such a way that no word will suggest the spelling of a succeeding one. A great part of the work spent in teaching spelling from our ordinary spelling-books is unproductive of any beneficial results from this cause alone. The same rule will apply with equal force to orthöepy. Every word in the list should be so marked as to indicate clearly the pronunciation. It may be, and indeed will be, necessary for the teacher here to show the pupil how to study these lists with a view to giving every word its correct sound—how to connect the marks with the pronunciation.

The acquiring of all such words, as regards orthography and orthöepy, is mainly a matter of ear training: rules and short methods are practically useless. It is necessary to thoroughly fix the words in the memory. The only way in which time can be saved is by striking out everything superfluous from the list, thus bringing the learner directly in contact with the work which he has to do. Every teacher knows the advantage of making such lists himself; these may be compiled from the more common errors of the dictation exercises. Frequent reviews of these lists with special attention to pronunciation will do much to eliminate prevailing errors. If the subject were skilfully taught, without the waste of any energy through its misdirection, we should hear much less about the use of spelling reforms.

BOOK REVIEW.

Three Months' Preparation for Reading Xenophon.

By James Morris Whetton, Ph. D., and Mary Bartlett Whetton, A.B. New York: D. Appleton & Co.

This little book is designed to enable the student to save time in acquiring enough knowledge of Greek grammar to be able to read an easy author. It is not complete in itself, but makes constant references, for the grammatical facts, to specified facts of Hadley's Greek Grammar, and Goodwin's

Greek Grammar. An introductory book should contain all that the learner requires in the first stages of his course; constant reference to other works leads to confusion and delay.

The Quincy Methods Illustrated. Pen photographs from the Quincy Schools. By Lelia E. Patridge. New York: E. L. Kellogg & Co. 1 vol., cloth, 686 pp., with illustrations and colored plates. Price, \$1.50.

Probably no term has become more common lately amongst educationists than that of Quincy Methods. It takes its origin from "Quincy," a suburb of Boston, known as the home of the Quincys and Adamses. Ten years ago the School Committee of Quincy, of which Charles Francis Adams, jr., was a member, appointed Col. F. W. Parker to the office of superintendent. That gentleman had just returned from Germany, where he had spent a couple of years in the study of pedagogics and philosophy. Under his management the schools were completely revolutionized. He succeeded in imbuing the teachers with his ideas and methods; these they brought into practical operation in the school-room with such success as to attract attention over a wide extent of country. Many teachers, even those from other States, visited Quincy, to observe the working of the "New Education," as many American journals delight to call it. Though wherein it is new might perhaps not be apparent to those acquainted with the history of educational theories.

Col. Parker, after five years of enthusiastic labor at Quincy, filled many other prominent positions in various places, being afterwards a supervisor of Boston schools and principal of Cook County Normal School, Chicago. Miss Patridge went to Quincy, as did many others, to see for herself the methods in vogue there; and becoming interested gave her time for three years to collecting materials for an exposition of them such as she thought would be of practical value to other teachers who were unable to make themselves directly acquainted with the system. Her aim seems not to have been to give learned homilies on the principles which underlie mental growth; but rather, note-book in hand, to see and record the lessons actually taught in the various primary classes as fully and accurately as possible. The work of which she treats extends over the first four years of the child's school life. It is of course quite evident that no account of class work covering such a length of time and embracing such a variety of subjects could claim to be exhaustive, or to serve as a skeleton of lessons for other teachers who wish to conduct their pupils over the same ground. This, however, is an advantage, not a fault; the proper use of such a treatise is to suggest methods, and by means of specimen lessons actually taught, to unfold principles. No one can slavishly follow the plans of another; differences in ability, temperament, tastes, and attainments, and in fact, in all the multitude of things which help to make one the person which he is, totally unfit him for trying to live the mental life of some one else. To quote Col. Parker: "Imitation never leads to creation." But the laws of mind and the general course of development are the same in all, and no methods of teaching can attain their aim, if they do not con-

form to these. The lessons of which our author has given us an account embrace a wide range of subjects—all those which will engage the attention of the child for the first four years of his school life, more perhaps than are necessary, for the design seems to be to travel over a wide field first, and to gradually narrow it as the pupil advances—a course which is the opposite of that generally pursued. The author has done her work in many respects in a highly creditable way. She herself was an experienced teacher, a graduate of a Massachusetts normal school, and a teacher of teachers in the Philadelphia normal school, and later, in the teachers' institutes of Pennsylvania. She has observed closely, and describes clearly, the methods which she wishes to illustrate. The plan of giving each lesson in detail enables the reader to see how it was conducted, vastly better than any mere summary or general description could do. The notes and comments appended to each lesson bring out clearly the reasons which led to the adoption of the plan which has been followed in it and of the principles which underlie it. It is a great pity that in a book, so much of which is descriptive of the teaching of language, and that too by methods which, it is claimed, produce vastly better results than are obtained by ordinary processes, there should be a large number of errors in English. Americanisms and inaccuracies are by no means rare. It is not necessary to quote examples of these errors which mar an otherwise excellent book. If it were advisable to do so we could, in the words of the author, get "quite a sizable heap" of them. If it be true "that children of Quincy write English earlier, write more, and write it better throughout all the schools of the town than is the case in all the schools of any other town in the country," as is stated by the secretary of the Connecticut Board of Education, then it is very much to be regretted that our author is not a graduate of the schools of that town.

The course of instruction pursued by Col. Parker and his successors at Quincy is based mainly on the theories of Pestalozzi and Froebel. The natural activity of childhood is recognized, encouraged, and directed, not suppressed. That fact is taken as the foundation stone in the building of the system of instruction. Greater prominence than it has perhaps ever received in primary schools is given to the principle that the natural order of acquiring knowledge is the concrete first, then as the mind develops, the more abstract. There is no abrupt transition from the process by which the child has been learning during its earlier years in the home, through the avenues of the senses, to the dry and uninteresting drudgery of poring over school books. The child passes through the initial stages of his school life in simple talks with the teacher about familiar things; this is designed to make his work pleasant, to enlarge his vocabulary, cultivate the faculties of observation and expression, and give him the power of fixing his attention. He learns by play rather than by work. The appliances are simple; blocks, pieces of colored paper, shoe-pegs, toothpicks, and pictures are amongst the materials available. The black-board and slate are in almost constant use. The learner is employed in expressing ideas which he has acquired through the eye and ear; all the language and number lessons are based on this plan. All the teaching done is object teaching, as far as

it is possible to make it such. Drawing, modeling, form, color, and vocal culture, receive special attention. The child is made the objective point, and not courses of study, examinations or promotions. Examinations, so far as they are used, are designed solely to test the teacher's power to teach.

There is much in the Methods that is valuable; they are based on correct educational principles, for they follow the natural law of the child's mental growth. The great tendency of all teaching in our day is to become more objective, less abstract and formal; we deal more and more with things and attach less importance to memorizing mere descriptions of them. But we must nevertheless remember that there is much that cannot be made easy nor in fact be acquired at all in such a way, and it must be our aim to lead gradually up to difficulties and prepare the way for them rather than to ignore them. It is desirable that little folks should acquire knowledge mainly by doing, not by reading or being told; this idea, however, is not a new one. Aristotle bases the acquisition of all knowledge on action. "We learn," says he, "to build by building, and to play on the harp by playing on the harp." However, if our knowledge were to be restricted to what we can each acquire in this way, it would have the effect of excluding us from the results of all past research, except in so far as we are able to reproduce them. The Quincy methods, as set forth in this book, are of value chiefly in the lower classes; they do not constitute a complete system extending to the acquisition of knowledge from books without the aid of the teacher. Nothing can be of higher value to the learner than the power of mastering a new subject for himself, from the facts set forth by original investigators. In many fields, from the very nature of the case, he cannot investigate for himself, but he will frequently be called upon to acquire a detailed knowledge of the researches of others. The Quincy methods if pushed too far in the system of education will unfit him for doing this, rather than aid him. It seems to us too that there is another defect; there seems to be a tendency to make the instruction disconnected and fragmentary, instead of having one thing lead naturally to another in such a way as to give unity and completeness to all that is taught.

In spite of some defects the book is a valuable one; it cannot fail to be suggestive, and if it accomplishes no other result, it will serve to show how young children can be kept constantly and happily employed in the school-room. Its usefulness to all teachers of young children, who will seek to grasp its spirit without slavishly following its letter, cannot fail to be great. The book is well printed on good paper, and is neatly bound. The plates and illustrations are in keeping with the rest of the book. We commend to it the favorable consideration of our readers.

OUR EXCHANGES.

The Wide-Awake for June, Boston: D. Lothrop & Co. This excellent magazine is deservedly a favorite with the young people, and even with some whose hearts are younger than their years. The illustrations are admirably executed, and the magazine is neatly printed on superior paper. The whole tone of its contents is healthful and levitating.

The Popular Science Monthly for July is fully up to the previous numbers in interest and attractiveness. It embraces a wide range of subjects, from Aerial Navigation to Ethics and the Development Theory. While one often cannot endorse the views of the various contributors, still the various discussions will always be found instructive and helpful.

Table Talk.

MISS ELIZABETH STUART PHELPS has in the press of Houghton, Mifflin & Co., a new book describing summer life in a seaside town of Massachusetts. It is to be entitled "An Old Maid's Paradise."

AN addition to the excellent Arbor-Day programme in the treeless West is a proposed imitation of Emerson, in planting a piece of woods on the birth of a child as a continually growing future present on attaining majority.

THE probably most picturesque feature of the British crisis is the wild struggle the French press is making to keep its patrons informed of the doings of "Sir Gladstone," "Lord Northcote" and the "Prince de Salisbury."

THE literary Queen of Roumania began to rhyme when she was a child. Her first impulse in the poetic direction was given by Arndt, who used to hold the little princess on his knee while he read his patriotic poems to her mother.

THE *St. James's Gazette* says the King of the Belgians is about the only European sovereign who was born to a throne and reached it. King Humbert was seventeen years old before a kingdom of Italy existed. The King of Greece is the founder of a dynasty. Don Carlos is watching to pounce upon the Crown of the young Alfonso. The spectre of assassination glowered upon the coronation ceremonies of the Czar. It was an act of abdication that made Francis Joseph Emperor of Austria. The Kings of Prussia, Portugal and Sweden were born younger sons, the King of Denmark a distant cousin, and the Queen of England but fifth in succession to the reigning sovereign.

"MR. LOWELL," the *London Spectator* says, "made, as usual, the finest criticism of the evening when he said that he admired Gray not the less, but the more, for the commonplaceness in the sentiment of his most popular poem. No great poet could help striking the note of commonplace sentiment if he wished to speak to all men and all ages. When Homer described Andromache as smiling through her tears at the child, he appealed to a commonplace sentiment in mankind, but none the less mankind had loved and remembered this passage for three thousand years."

JAMES RUSSELL LOWELL'S speech to the alumni of Harvard College was a bit of graceful pleasantry, such as an unaffected, refined and courteous man might have been expected to make in reply to a demonstration in his honor. Its happiest touch was the assertion that the philosophers of England had told him that the English workingmen received him with so much warmth because he was the countryman of Emerson, who had spoken there before him."

Practical Art.

PERSPECTIVE.

FOURTEENTH PAPER.

Problem 45.—Height, 6'; distance, 16'; scale, 1/48.

Place in perspective the plinth and cross of problem 43, when the planes of the front and back of the cross are perpendicular to PP and the near left hand corner of the plinth is 3' to the right and 2' back.—Fig. 26.

Having completed the plinth, place in its proper position upon the top face, a square, representing the base of the shaft of the cross. From its corners erect perpendiculars, and on one of them measure the necessary heights by means of the perpendicular at *c*, and lines from the several points in it, towards RMP. This measuring line is drawn from the PC found by the diagonal of the base of the plinth, because as this diagonal passes directly beneath two corners of the

in diameter, 3" thick; and on this is a sphere 16" in diameter. Show the group.

The spectator is looking into a room 9' high, 12' long, 10' wide, the centre of the floor being 2' to the right and 6' back. Show, in the centre of the ceiling, a circular skylight, 4' in diameter; in the centre of each side wall a door, 3' wide, 7' 6" high; and in the centre of the far wall a window, 2' 6" wide, 5' high, with its sill 1' 6" from the ground; and represent by a line a man, 5' high, standing on a point 2' to the right of the centre of the floor. Height, distance, and scale, at pleasure.

Draw a cube of 2' edge, placed in any position, to the right or left. Upon one edge of the top, place a vertical square of 2' side. By the addition of the necessary lines, convert this into a chair, the legs, back and seat of which are 2" thick, the legs and the different parts of the back being square.

In the same way, convert a block, 4' x 6' x 2' 6", into a table. It may be placed in

nature of the work, besides furnishing a good proof of the practical application of the principles laid down.

The subject under consideration in these articles, Parallel Perspective, has not been dealt with as fully and completely as might have been done. Many kinds of problems, involving new principles, arising from those already advanced and explained, have not been taken up, and in many respects the papers now in the hands of the teachers of Ontario are incomplete. Yet it is hoped and believed that the object in view, when the work was started, has been attained—namely, to assist those teachers who were desirous of studying Perspective, and who could not obtain suitable text-books. Enough has been said about the subject to enable any one ordinarily intelligent and persevering to pass the examination in Grade B of the Art School course, and this is as much as was expected.

The problems given as exercises, as well as those explained, though not intended to be used in class by the teacher, may be so used. They are illustrations of innumerable other problems involving similar principles, and which will no doubt be suggested by them.

It has been decided to discontinue the papers on Perspective, for a time, to make way for subjects equally important, in which all teachers are interested. It is impossible to take them all up at once, but, probably each one, bearing on technical education, will be discussed in its turn in the columns of this publication.

It has been the aim of the writer of these papers to explain thoroughly every new point as it was introduced, so that the work should be carried on with an intelligent knowledge, not only of the rules given, but of the principles underlying these rules. Whether he has succeeded or not, those into whose hands the papers have come must decide.

Arthur J. Reading

WE have before us the annual report of the schools of New Brunswick for the year 1884. From this report we learn that the number of schools in that Province in 1884 was 1,414, being an increase of 36. The number of teachers was 1,502—increase, 64; the total number of pupils in attendance at the schools within the year ending April 30th, 1884, was 66,074—increase, 1,493. It is gratifying to find from the report that the progress made during the last few years far surpasses that of all previous times in New Brunswick. Great advances are reported in the building of school-houses, the providing of appliances, and the training of teachers. The reports of the Inspectors attest a substantial advancement in the internal economy of the schools and in the extent and quality of the instruction.

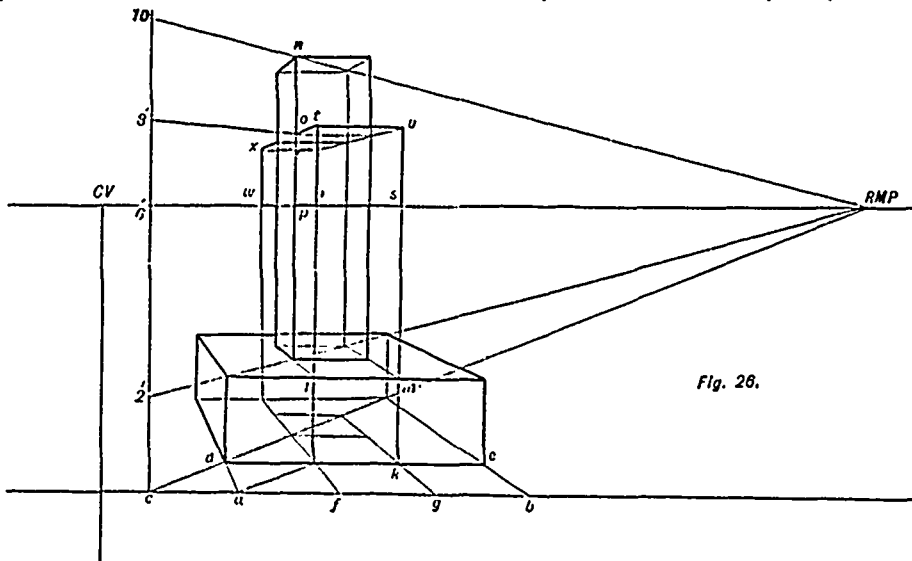


Fig. 26.

square representing the base of the shaft, lines from any part of this perpendicular to RMP as *6'*, *8'* 10', will pass above these corners of the square. This rule of measurement has been explained so repeatedly that this reference to it may be deemed superfluous. The great importance of the rule, however, is the only reason for referring to it again. Through the point *o* draw a line from CV to meet the perpendicular at *l* in *z*. From *l* draw a horizontal line to meet the perpendicular at *m* in *v*. The near end of the arm is thus obtained, and by it the other points can be found without any trouble.

The following problems will be useful as exercises. They should be worked out, using different scales, heights and distances.

Height, 6'; distance, 8'; scale, 1/48. A block, 18" square, 1' thick, lies on the ground, its centre being 3' to the right and 3' back; on this is placed, centrally, a circular shaft 4' high, 16" in diameter; on this a disc 22"

different positions, with its sides or ends parallel with PP.

Place one or both of these articles in a room of given dimensions.

A pyramid 12' high, base 7' square, stands on the ground, its centre being 3' to the right and 6' back. Cut off 4' of the top, and on the horizontal surface thus formed place, centrally, a slab 10' square and 1' thick; and on this slab place a cylinder, 8' high and 10' in diameter. For this problem, a distance of about 20' will be required.

Place in perspective two circles, 4' in diameter, and 4' 6" apart, both perpendicular to and touching PP, and in any position to right or left. Join their centres by a line. The outline of a pair of carriage or cart wheels is thus obtained, and details can be added at pleasure. Such exercises as this will no doubt prove interesting to the members of a class, and serve to divert the attention for a while from the purely mechanical

Special Papers.

CLIMATE.

THE climate of Canada, as well as that of any other country, is a result arising from many causes, but these can all be traced back to the one primary cause, the influence of the sun. Even in changing and modifying the climate by artificial means, the same influences are made use of. Some of these secondary causes and effects we may discuss later on; at present we shall confine ourselves to natural climate, and shall take up the different factors according to their importance, first referring to temperature, the immediate effect of the direct rays of the sun.

The sun is a sphere of about 888,000 miles diameter, sending out its rays in all directions, filling larger and larger spheres of heat and light as they proceed from the sun. The surface of a sphere is in area, $4\pi r^2$; therefore, at any two distances from the sun the whole spherical surfaces receiving light therefrom must vary as the squares of the distances. At one mile's distance from the sun the rays would cover a certain space, but, if the space two miles distant were measured which the same rays, constantly spreading, could cover, it would be found to be four times the size of the former; and since the intensity of the heat will be in proportion to its diffusion, it necessarily follows that the larger area will be only one fourth as hot as the smaller. At one mile from the sun a square foot of surface would receive as much heat as four square feet two miles away, and the nearer square foot would be four times as hot as each square foot of the surface farther removed. We will now condense our rule: "Intensity of heat and light vary inversely as the square of the distance."

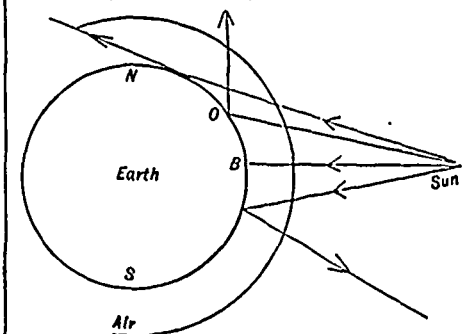
The distance of the earth from the sun being over ninety-one million miles, the earth is situated on the surface of a sphere having this radius, every point on which receives, as far as we know, the same amount of heat. The surface of this sphere is over one hundred thousand million square miles, of which the earth takes up two hundred million square miles (being about the area of a great circle on the earth). Dividing the former by the latter, we then conclude that our earth receives direct from the sun only the one-five-hundred-millionth part of the energy that is constantly streaming off from it into space. Of the remainder an infinitesimal part is thrown back upon us from the moon's surface—but what of the rest? We cannot believe that it is wasted, created to do no work; therefore we must not wrap ourselves up in the conceit that the sun shines only for us—there is doubtless work that we know not of. But we must

return. The average temperature at the equator is 80° , in Ontario 45° , and away at the extreme part of the North American continent it falls to 5° below zero. As we go from the equator to the poles the temperature falls. But if we join all the points in the northern hemisphere, whose average yearly temperature is 45° , we will have a long sinuous line, inclined, at times, almost at right angles to the equator. This isothermal line, as it is scientifically called, runs almost straight east from Ontario till it approaches the sea-coast; it then trends north-east through the northern part of Scotland; then south-east again, round the southern end of Sweden; east across Europe and Asia; north-east again across the Pacific to the northern limits of British Columbia; and thence south-east across the North-West Territory to Ontario whence it started. The curvature northward is thus caused on the oceans, that southward on the continents. But our consideration is first to explain why Ontario has an average temperature of 45° and Brazil of 80° .

Our bodies are affected by the temperature of the atmosphere surrounding them, so that we have to consider the origin of the heat of the envelope of air that surrounds the earth. The air is heated in three ways; first by the direct passage of the sun's rays through it; second, by the outward passage of the rays after being reflected from the earth; third, by contact with the earth that has been heated by the striking of the rays upon it. The passage of rays through a volume of air has but little influence; the efficient cause is that of contact with a warm surface. If it were not so, the air on the tops of the mountains would be the warmest of the globe, being exposed most favorably to the direct passage of the rays.

If a ball be thrown against the side of a building its greatest force will be obtained by throwing it at right angles; if it be thrown at any other angle, it will rebound, along another path, at the same angle as that at which it struck, and with less effect than when thrown square against the surface. The same results follow in the case of the sun's rays. Imagine each ray to be a little ball, hurled from the sun and striking the surface of the earth. The balls that strike the earth at right angles in Brazil will produce most effect on the surface, and will rebound through the same volume of air as that through which they entered: those that strike Ontario will first pass through a longer volume of air; thus slowed up in speed, they will strike the earth at an angle and bound off along a new path through the air to the north of us: while the balls that fly far away to the north will but graze the surface near the poles, and be deflected slightly after leaving behind few marks of their gen-

tle touches. By the aid of a diagram such as the following, a clearer idea of the effect of the rays may perhaps be obtained.



To study these effects, however, we have not to traverse the continent from equator to pole; they can be studied in the varying seasons, in the high sun of summer and the low sun of winter. But they can most satisfactorily be observed in the daily progress of the sun—'t daybreak the rays pierce through the atmosphere for a long distance, just tipping the surface with the rosy hues of dawn; at noon, from its elevated position, in full flare the sun pours down upon us its full power; while at sunset the beauties of the dawn are repeated, more brilliant than before, and the blood-red sun leaves us to the darkness and chilliness of night.

Chas. B. James

The University.

THE total number of candidates for matriculation at the examination now going on in the University of Toronto is 202; 198 in arts, 4 in medicine. Of these 21 are ladies. There are 32 candidates for honors in classics, of whom none are ladies; 8 in Latin only, of whom none are ladies; 55 in mathematics, of whom 2 are ladies; 100 in English, of whom 17 are ladies; 106 in history and geography, of whom 14 are ladies; 45 in French, of whom 16 are ladies; 44 in German, of whom 15 are ladies; 36 take the honor modern course, of whom 11 are ladies. Toronto Collegiate Institute sends up 16 candidates; Upper Canada College, 15; Galt Collegiate Institute, 11; St. Mary's, 10; St. Catharines, 9; Hamilton and Uxbridge, 7 each; Woodstock College, Barrie, Strathroy, Clinton, St. Michael's College, and Belleville, 6 each; Whitby, Orillia, and Bradford, 5 each; other schools send up less than 5 each. Of the 70 candidates at the Local Examinations 27 write at St. Thomas C. I., 13 at Petrolia H. S., 8 at Fergus H. S., 7 at Brantford Young Ladies' College, 6 each at Galt C. I., and Whitby Ladies' College.

The High School.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1885.—JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

Examiner—DAVID R. KEYS, B.A.

1. Briefly indicate the influence of physical geography on the ancient history of Greece and Italy.
2. Name the cities of Gallia Cisalpina, Latium, Achaia, and Ionia, adding brief descriptive notes, and giving, where possible, the modern name.
3. Describe a voyage from Iolchos to Colchis.
4. Mention towns or districts in Europe and America noted for the manufacture of china, silk, toys, wines, woollens.
5. Describe as fully as you can any one of the following districts: Warwickshire, Antrim, Midlothian, Calvados, Grisons, La Mancha.
6. Show to what extent the history of the United States might be recovered from geographical names.
7. Locate as nearly as you can: Murcia, Chemnitz, Mulhausen, Spezia, Spalatro, St. Gall, Cherbourg, Ghent, Moville, Abbotsford, Coventry, Lake Mistassini.
8. Mention and explain the causes that contributed to the glory of Queen Anne's reign.
9. Sketch the history of parliamentary government during the reign of George III.
10. Trace the course of the Roman conquest of Greece from the beginning of the Second Macedonian War to the fall of Corinth.
11. Describe the civil conflicts in Rome from the death of Marius to that of Julius Cæsar.
12. Compare the Greeks and Romans with special reference to their sports, their literatures, and their treatment of women.
13. What changes took place in Greece between the years B.C. 479 and B.C. 431?

MEDICINE: PASS AND HONORS.

HISTORY AND GEOGRAPHY.

Examiner—DAVID R. KEYS, B.A.

Questions marked thus (*) are for honor candidates only.

1. Trace the effect of its geographical position on the history of England.
2. Mention and briefly describe the great constitutional measures that distinguish the reign of Charles I., Charles II., William III., William IV.
3. Describe the social, political and literary condition of England in the time of Queen Elizabeth.
4. Show how the personal character of John, Edward III., and George III., influence the history of England.
- 5*. In what way did England acquire her possessions in and around the Mediterranean?
- 6*. Write short notes on Arkwright, Baxter, Erskine, Godolphin, Herschel, Jenner, Laud, Reynolds, Rodney, Wren.

7*. Write an article on the Geography of Switzerland.

8*. Tell what you know of: Mobile, Mazatlan, Tula, Austerlitz, Kew, Mistassini, Tehuantepec, Squillace, Balbriggan, Monaco, Navarino, Varna.

9. Compare the climate, population, and political institutions of England, Canada, and the United States.

10. Describe the valleys of the Arno, Forth, and Mersey; naming the cities on their banks.

11. Draw a map of Spain.

ARTS: FOR PASS.

MEDICINE: FOR PASS AND HONORS.

ENGLISH.

Examiner—T. C. L. ARMSTRONG, B.A., LL.B.

I.

Composition—all candidates.

The St. Lawrence: It's grandeur and its history.

II.

Grammar—all candidates.

1. *Fair* as the earlier *beam* of eastern light,
When *first*, by the bewildered pilgrims spied
It smiles upon the dreary brow of night
And silvers o'er the torrents' foaming *tide*,
And lights the fearful path *on mountain side*;
Fair as that beam, although the fairest *far*,
Giving to horror grace, to danger *pride*,
Shine martial Faith and Courtesy's bright
star,
Through all the wreckful storms that cloud
the brow of War.

(a) Write out and classify the separate clauses, and parse the words in italics.

(b) Write etymological notes on: as, when first, pilgrim, torrent, danger, martial, courtesy, that.

(c) Give other forms for: Beam, by, pilgrim, path, courtesy, through, cloud, of.

(d) Substitute classical words for: fair, earliest, beam, eastern, smiles, fearful, faith, brow.

(e) Explain the origin and uses of the various adjective and noun affixes in the extract.

(f) Name the stanza: scan and name the first and the last line, and show how they differ from prose.

(g) It smiles. What rule of Syntax does the inflection of the verb follow here? State some of the sub-rules under the general rule.

III.

Grammar—Honors in Medicine only.

1. Mention in their historical order the changes that have been made in English vocabulary and grammar.

2. Point out and define the figures of speech in the extract in II.

3. Account historically for the present distinction between shall and will as auxiliaries of the future tense, and show by what other means we indicate the future.

IV.

Authors—Candidates in Arts only.

1. Mention and account for the chief peculiarities of the form and substance of the poetry in the age of Scott and Cowper, and compare these two

poets as to their relative position with regard to the poetry of their time.

2. "The secret of the success of Scott's poetry lay partly in his subjects, partly in his mode of treating them, and partly in his versification."

Show to what extent this is true in each of these respects, making special reference to the L. of L.

3. Point out any improbabilities you have observed in the plot of the L. of L.

4. "My vision's sight may yet prove true,
Nor bode of ill to him or you,
Sooth was my prophecy of fear;
Believe it when it augurs cheer.
Would we had left this dismal spot;
Ill luck still haunts a fairy grot.
Of such a wondrous tale I know—"

(a) Paraphrase the first couplet; (b) what prophecies are alluded to, and how did they prove true? (c) name the "dismal spot"; why did ill luck haunt such places? what is the "wondrous tale"?

5. "Wrathful at such arraignment foul,
Dark lowered the clansman's sable scowl."

State briefly Fitzjames's accusations and Roderick's answer. How does this dialogue affect the plot? In what respects are the characters of the two men contrasted here and elsewhere in the poem.

6. "Yet trust not that by thee alone,
Proud chief, can courtesy be shown."

(a) What courtesy did each show the other?

(b) Quote the lines describing the fight that follows.

7. "I guess by all this quaint array,
The burghers hold their games to-day,
James will be there."

(a) What was the quaint array?

(b) What burghers are meant?

(c) Mention the sports, and show why the king would probably attend.

(d) Contrast the actions and the sentiments of the monarch and the Douglas at the close of the games.

(e) Relate briefly what took place on the same day on the shore of Loch Katrine.

8. Illustrate from the Task: (a) Cowper's peculiar use of words; (b) his religious sentiments; (c) his sarcasm; (d) his descriptive powers.

FOUR letters from Emerson to Mrs. Hawthorne, the first dated Jan. 20, 1838, the last written July 11, 1864, were published in the *New York Tribune*. In the latest, referring to the death of Hawthorne, the writer says:—"I have had my own pain in the loss of your husband. He was always a mine of hope to me, and I promised myself a rich future in achieving at some day, when we should be less engaged to tyrannical studies and habitudes, an unreserved intercourse with him. I thought I could well wait his time and mine for what was so well worth waiting. And as he always appeared to me superior to his own performances, I counted this yet untold force an insurance of a long life. Though sternly disappointed in the manner and working, I do not hold the guaranty less real. But I must use an early hour to come and see you to say more."

The Public School.

FELLOW teachers, please study, and apply the following ten hints or suggestions. They have the weight of Bible authority and the thorough testing of many :

I. Talk enough, but not more than necessary. "In the multitude of words there wanteth not sin; but he that refraineth his lips is wise."

II. Always speak kindly to an angry pupil. "A soft answer turneth away wrath; but grievous words stir up anger."

III. Do not use sarcasm. "There is that speaketh like the piercing of a sword; but the tongue of the wise is health."

IV. Some pupils expect to be scolded. Disappoint them. "Reprove not a scorner lest he hate thee."

V. Reprove and punish with calmness, judgment and mercy, having a previous interview with offender, if possible. "Debate thy cause with thy neighbor himself."

VI. See everything without appearing to notice anything, yet be not in haste to correct all little faults. "The discretion of a man deferreth his anger, and it is his glory to pass over a transgression."

VII. While careful, be yet prompt and energetic to act in cases of emergency. "A prudent man foreseeth the evil, and hideth himself; but the simple pass on and are punished."

VIII. Do not worry nor fail to sleep nights. "Fret not thyself."

IX. Never become discouraged; be brave and plucky. "If thou faint in the day of adversity, thy strength is small."

X. "Withhold not good from them to whom it is due, when it is in the power of thine hand to do it."

With a firm determination to lift higher and higher the standard of education in my district, I am for the studious hard-working teachers, and against the lazy, indifferent ones who take up teaching as a make-shift, or because they "don't like to work."—*Educational Gazette.*

ROUTINE PARSING.

OF all the relics of the past that have been embalmed and sent down to us, there is nothing, seemingly, more worthless than routine parsing, "common noun, third person, singular number, neuter gender, objective case," year in and year out.

In the early primary grades, children learn the distinctions of common and proper nouns; person is hardly a property of nouns, or admitting the fact of person, volume after volume may be read without meeting any but the third; number is learned in the first grade, and as for gender, the English fortunately follows nature, and no child in the schools needs much instruction in this re-

spect. No one would think of asking the youngest pupil whether *book* is a man or woman.

The formation of the possessive, too, has been learned, and that is about all of declension there is for nouns. The personal pronoun should be declined, but why continue to repeat, like an incantation, that old round, "*nom.*, boy; *poss.*, boy's; *obj.*, boy; *ind.*, boy," to which half a dozen others might as well be added. It unlocks no hidden treasures.

In the study of some author for the nice expression of the thought and the true structure of the sentence, this commonly dry and barren subject may easily be made one of the most attractive and fruitful branches of school work. In many of our schools it has already become such, while the pupils at the same time obtain a more correct, because more appreciative, knowledge of the technique of the subject.

With so much of importance in the study, it does seem pitiful that the inquiring, eager spirit of our pupils should be quenched by this unmeaning, benumbing routine.—*George Howland, in the Practical Teacher.*

Mathematics.

PAPERS IN ALGEBRA.

I.

FOR SECOND CLASS.

$$1. \frac{(a-b)(a+b)^2 + (b-c)(b+c)^2 + (c-a)(c+a)^2}{(a-b)(a+b)^2 + (b-c)(b+c)^2 + (c-a)(c+a)^2} = 2(a+b+c). \text{ Prove.}$$

$$2. \text{ Find the square root of } 2 \left(1 - \frac{a^2 + b^2 - c^2}{2ab} \right) \left(1 - \frac{b^2 + c^2 - a^2}{2bc} \right) \times \left(1 - \frac{c^2 + a^2 - b^2}{2ac} \right).$$

$$3. \text{ If } \frac{x+y}{3a-b} = \frac{y+z}{3b-c} = \frac{z+x}{3c-a}, \text{ prove that } \frac{x+y+z}{a+b+c} = \frac{ax+by+cz}{a^2+b^2+c^2}.$$

4. Prove that a quadratic equation can have 2 roots only.

$$5. \text{ Solve: (1) } x+y+xy=11 \quad (2) \ x+y=72 \\ x^2y+xy^2=30. \quad \sqrt[3]{x}+\sqrt[3]{y}=6. \\ (3) \ x^4+x^2y^2+y^4=91 \\ 4(x^2-xy+y^2) = \frac{32}{(x-y)^2}$$

$$(4) \ \sqrt{a+x} - \sqrt{a-x} = \sqrt{x}. \\ 6. \text{ If } A \text{ and } B \text{ be the roots of the equation } ax^2+bx+c=0, \text{ find the equation of which the roots are } \frac{1}{A} \text{ and } \frac{1}{B}.$$

$$7. \text{ Find the factors of (1) } a^3+b^3-c^3+3abc; \\ (2) \ x^2(y-z)+y^2(z-x)+z^2(x-y).$$

$$8. \text{ Find the product of } (\sqrt{a}-\sqrt{b})(a-\sqrt{ab+b})(\sqrt{a}+\sqrt{b}) \times (a+\sqrt{ab+b}).$$

9. The sum of two numbers added to the sum of their squares is 42; their product is fifteen. Find the numbers.

10. What are eggs selling at, when, if they be raised 3d. per dozen, one would get four fewer for a shilling?

II. FOR THIRD CLASS.

1. Divide the product of $a^2 - b^2 + c^2 + 2ac$ and $2ac + b^2 - a^2 - c^2$ by $2ab - a^2 - b^2 + c^2$.

$$2. \text{ Prove that } \frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd} \text{ and that } \frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}.$$

3. Factor: (1) $x^4 + x^2y^2 + y^4$; (2) $14x^2 - 37x + 5$; (3) $m^4 - n^4 + 2m(m^2 + n^2) - (m+n)^2(m-n)^2$.

$$4. \text{ If } \frac{a+b}{a-b} = \frac{c}{d} \text{ show that } \frac{a^2+ab}{ab-b^2} = \frac{c^2+cd}{cd-d^2}.$$

$$5. \text{ Simplify:} \\ (1) \frac{x+y}{x-y} \frac{x^2+y^2}{x^2-y^2} \frac{2x^2y}{x^4-y^4} \frac{2xy^7}{x^4-y^4} \\ (2) \frac{a^2+2ab-8b^2+a+4b}{a^2+6ab+8b^2+a+4b} \\ (3) \frac{x^2+1}{x^2-1} \div \left(\frac{2x}{2x-1} - \frac{2}{2-x} \right).$$

6. Prove that the product of the H. C. F. and G. C. M. of any two quantities is equal to the product of the quantities.

7. A takes $n+2$ steps while B takes $n+1$, but $n-2$ of B's steps are equal to $n-1$ of A's. Which is the faster walker?

$$8. \text{ Solve:} \\ (1) \frac{x-1}{x-2} + \frac{x-6}{x-7} = \frac{x-2}{x-3} + \frac{x-5}{x-6} \\ (2) \frac{6x+7}{15} - \frac{2x-2}{7x-6} = \frac{2x+1}{5} \\ (3) \frac{x+y}{2} - \frac{x-y}{3} = 8, \frac{x+y}{3} + \frac{x-y}{4} = 11 \\ (4) \frac{1}{x} + \frac{1}{y} = 1, \frac{1}{x} + \frac{1}{z} = 2, \frac{1}{y} + \frac{1}{z} = 1\frac{1}{2}.$$

9. Two persons, A and B, could finish a work in m days. They work at it together for n days, when A is called away and B finishes it in p days. In how many days could each do it alone?

Richard Lees.

A NEW geography and atlas is soon to be published in this city by Mr. W. C. Campbell. That gentleman certainly deserves credit for his enterprise in undertaking a work involving so much expense and risk. His aim is to make maps the primary and the letterpress the supplementary study.

Educational Intelligence.

COUNTY OF CARLETON TEACHERS' ASSOCIATION.

THE regular semi-annual meeting of this association was held at Bell's Corners, and was one of the most largely attended meetings ever held in this county.

J. A. McCabe, M.A., Principal, Normal School, Ottawa, read a paper on "English Composition" which will be of great benefit to those present, as he treated the subject in a thoroughly practical and logical manner. Mr. Hill's paper on "Short Methods in Arithmetic," showed that he was wide awake to the importance of making this study as attractive as possible. "English Vernacularism," by J. A. McPherson, LL.D., proved a treat both from its literary form and from the concise way in which he treated with the growth of the English language. Mr. Garrow read a paper on "School Hygiene," in which he urged on the teachers the importance of this branch of school work. Throughout all the meeting the discussions were lively and interesting, showing a progressive spirit on the part of the teachers of this county.

HURON TEACHERS' ASSOCIATION.

THE teachers of the County of Huron, to the number of over two hundred, met in Clinton on the 18th, 19th and 20th ult. The associations of the North and West Ridings held separate meetings in the Model School, afterwards uniting in a general meeting in the Town Hall. Below is a minute of the several proceedings:—

NORTH HURON.

The regular meeting of the North Huron Teachers' Association was held in the Central School, Clinton, on Thursday, June 19th; the President, Mr. W. G. Duff, in the chair. The President appointed Messrs. Malloch, Henderson, King, McFaul and Harstone a committee on nominations.

Mr. Duff gave the annual address, taking for his subject "The Better Education of Farmers' Sons," pointing out the advance of education among the agriculturists, but urging a still further acceptance of the advantages within their reach, if they would occupy the position to which their wealth and numbers entitle them.

Mr. Linklater, of Clinton Model School, took up the subject of "Language Lessons," showing with a class his method of teaching the use of new words.

The committee on nominations presented their report as follows:—President, D. M. Malloch, Esq., Clinton; Vice-Pres., Mr. Harstone, Seaforth; Sec.-Treasurer, Mr. W. E. Groves, Wingham. Executive Committee, Messrs. Henderson, McFaul, Shaw,

King and Lough. Mr. Linklater was appointed delegate to the Provincial Teachers' Association, in Toronto.

It was also decided that any teacher in the inspectorate, who paid a membership fee of fifty cents, should be furnished with the EDUCATIONAL WEEKLY for the year. Any teacher wishing to join may send his or her name to Mr. Groves, at Wingham.

The next meeting of the Association will be held at Wingham.

WEST HURON.

The West Huron Teachers' Association met in Clinton Model School, on June 18th, at 1.30 p.m., the President in the chair. Messrs. Baird, Gregory and Cressweller were appointed a business committee.

Mr. Brown read a valuable paper on "The Object of Teachers' Institutes," and was accorded a hearty vote of thanks for it.

The travelling expenses of the Executive to the last two committee meetings were ordered to be paid.

Mr. McIntosh gave a very humorous and pithy address on "Practical Points in Teaching," for which the thanks of the meeting were tendered him.

Mr. T. Henderson read a valuable paper on "Practical Hygiene," receiving the thanks of the Association for the same.

Mr. Brown was elected delegate to the Provincial Association. The time and place of next meeting were left in the hands of the Executive. After a profitable and agreeable session, the Institute adjourned till called by the Executive.

GENERAL ASSOCIATION.

A general meeting of the teachers of the county was held in the Town Hall, on Friday morning, Mr. Malloch, President of the North Huron Teachers' Association, presiding; Mr. Halls, of Goderich, acting as secretary.

The President introduced Mr. Tilley, Assistant Director of Teachers' Institutes and Inspector of Model Schools. Mr. Tilley opened his address with a few remarks explanatory of the action of the Minister of Education, in the appointment of Directors of Teachers' Institutes. He then took up the subject of "Composition," in an address of upwards of an hour.

Miss Simpson, of Clinton, then introduced a class of little girls, in a series of Kindergarten songs, which was particularly creditable to Miss Simpson and her class.

Mr. Duff, of Roxboro, took up the subject of "Uniform Promotion Examinations," urging different reasons for and against their adoption in the county. This subject brought forth any amount of discussion, indulged in by Messrs. Brown, Groves, Henderson, (Goderich), McLung (Ashfield), Perrin (Winthrop), Murch (Holmesville), Inspector Miller, Tilley, and Gregory, (Exeter).

Mr. Harstone moved the adoption of a reso-

lution providing for the introduction of uniform promotion for this county, commencing with 1886. This motion, on a standing vote, was lost.

Inspector Miller discussed in a very concise manner the changes which mark recent legislation on the school law. Mr. Miller was, at the conclusion, besieged with a host of questions, propounded by Messrs. T. W. Sloan, McFaul, McClung, McIntosh, and Groves.

Mr. Turnbull, of the Clinton High School, then discussed the recent regulations with reference to entrance examinations. Discussion followed by Messrs. Duff, Groves, and Brown.

Mr. Gregory, of Exeter, then took up a class on entrance literature.

On Friday evening a public meeting was held, the Town Hall being filled to the utmost. Mayor Forrester occupied the chair, and the following programme was rendered:—Singing, by a class of children; songs, Miss Killovan, of Seaforth; Misses Greig and Jackson, of Clinton; readings by Miss Henderson, of Goderich, Mr. Groves, Wingham; recitations by Prof. Tyndall, and Mr. Cressweller, Zurich; and an address by Mr. J. J. Tilley on "The Relation of Education to the State," full of practical ideas and original thought.

On Saturday Mr. Cressweller illustrated simple perspective to junior classes.

Mr. Strang, of Goderich, considered the programme for second and third class teachers' non-professional examinations. He complained of the excessive amount of work entailed on the High Schools, to cover the ground, and proposed as a relief, that certain of the subjects be examined at the close of the fall term, and that a second examination in July should include the balance. A motion favoring that method was concurred in by the association, and the Secretary was instructed to acquaint the Minister of Education with the wishes of the association.

Then followed Mr. Tilley on "The Relation of the Teacher to his Work." This was one of the finest addresses we have ever had the pleasure of hearing. There the duty of the teacher was clearly outlined, and the parent was allotted his share of the responsibility. Mr. Tilley was most deservedly applauded on concluding.

A vote of thanks to the Hon. the Minister of Education for his provision in appointing experienced men to assist in the work of the Association, and to Mr. Tilley for the excellent assistance he rendered during the present meeting, was passed.

Another motion recommending the Department to give at least one year's notice of any contemplated changes, was carried, and finally the ladies and children who favored the meeting with the Kindergarten exercises were tendered votes of thanks.

Correspondence.

UNIVERSITY CONFEDERATION.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I feel like apologizing for mentioning this subject, but your article of this week, taken with the recent discussions in the Methodist Annual Conference and in the daily press, suggests some thoughts.

Take it for granted that there is a general desire on the part of the graduates and friends of Victoria and Toronto Universities to have the standard of our university education raised, and the means of obtaining such education placed within the reach of every boy and girl in Ontario. I suppose it is natural for graduates of Toronto University and Victoria to look primarily to the interests of their own institutions; and, although we may regret it, we can scarcely expect the Methodist body to view with favor any scheme which would lessen the influence and prestige of their church. Taking the ground that the whole confederation movement should proceed from a desire to improve higher education, I wish to ask, is it by any means certain that University Federation, as outlined in the draft scheme lately submitted to the public, would accomplish the long-sought end? We have too many weak colleges—no one doubts it; we have too low a standard for graduates: that also may be taken for granted. Would confederation give us strong colleges, a high standard, and, above all, would it give us strong and efficient-teaching, and judicious examinations? Allow me to say, I have very serious doubts that it would give us any of these desiderata. We cannot have strong colleges without a large expenditure of either public or private funds. Where are the funds to come from? Can the Province of Ontario afford, and if it can, will it afford, to spend a million or so in fully equipping with teaching staff, suitable buildings, library and apparatus, the State College and University? I doubt it—not that the object of such expenditure would not fully warrant a much larger outlay, but because as a Province we are already committed to large expenditures, and because our income is by its very nature a limited one. Again, is it likely that the denominational colleges, Victoria, for instance, would receive an adequate support from their denominational friends, if they entered into Confederation? It is dangerous to prophesy, but if I know aught of the disposition of the Methodist people, the conclusion I must reach is, that Confederation means the extinction of Victoria as an Arts College. Supposing, for argument's sake, that Confederation would extinguish every Arts College save that supported by the State, can we afford to look with complacency upon any such result? To some, perhaps to yourself, the end attained would be good; to me, it has serious defects. No college, no university, can be truly efficient, which does not give thorough, painstaking, energetic instruction, and careful and wise examinations. The very life of a college is its professors and examiners. Endow as much as we please, we cannot make a good university if provision is not made for good teaching and judicious examining. I see no security in this scheme of Confederation for the main elements of a good college and university; but I do see that the evils which now weaken and lessen the

power for good of University College and Toronto University, viz., somewhat ineffective teaching and bad examining, may be extended, if all rivalry in the form of competing universities should be abolished.

G. J. Robertson
St. Catharines, June 26th, 1885.

SECOND CLASS PROFESSIONAL EXAMINATIONS, JUNE, 1885. NORMAL SCHOOLS.

HYGIENE.

Examiner—J. DEARNESS.

- (a) Give notes of a lecture to your pupils on the benefits of good ventilation.
(b) In a school-house unsupplied with any provision specially designed for ventilation, what can the teacher do towards ventilating the room?
- Write short notes on the following topics:—
(a) Water supply for the school.
(b) Infectious diseases in the school.
(c) Accidents.
- State the chief functions of the skin, and give rules to maintain it in a healthy condition.
- Name and give the situation of the larger organs, or parts of the nervous system, and the special function of each.
Distinguish between conscious and automatic or reflex nerve action. (Use illustrative diagrams where you can.)
- (a) What are the most marked effects of the prolonged use of alcohol on the stomach, heart and brain?
(b) Give notes of a lecture to your boys on the use of Tobacco.

CHEMISTRY.

Examiner—JOHN SEATH, B.A.

- What is the educational value of the study of Chemistry? Describe, generally, the best method of teaching the subject in a Public School.
- At what stage in a course of lessons in Chemistry should the following topics be respectively introduced:—The Law of Constant Composition, The Law of Definite Proportions, The Law of Multiple Proportions, The Atomic Theory, Combustion, and Equivalency?
Justify your answer in each case.
- Give notes on lesson on "Carbon—its preparation, properties, and economic value."
- Write a concise paper on the practical value of a knowledge of the sources and properties of Ammonia.

BOTANY.

Examiner—J. C. GLASHAN.

- Name the essential elements of plant food, and the principal constructive materials formed from these.
Distinguish between Assimilation and Metastasis. Name some of the important secondary products of metastasis.
- Briefly describe the enveloping and the essential organs of a flower and the modifications due to cohesion, adhesion and suppression of these.
- Describe the structure and the germination of the following named seeds:—Cucumber, Bean, Pea, Sugar Maple, Morning Glory, Pine, Peppermint, Iris, Wheat, Oat, Maize. (Illustrate by drawings.)
- Give the general and the distinguishing characteristics of each of the following named families, and name some common Canadian wild flowers belonging to each:—Ranunculaceæ, Sapindaceæ, Labiate, and Trilliaceæ.

PHYSICS.

Examiner—J. C. GLASHAN.

- NOTE. —Four questions constitute a full paper.
- Enumerate the chief sources of heat.
Show that the heat developed in an incan-

descent electric lamp, whose current is supplied by a dynamo driven by water-power, was originally derived from the sun.

2. Explain the terms "unit of heat," and "latent heat of fusion," and describe how the latent heat of water may be determined.

Explain the action of the common freezing-machine used in making ice-cream.

3. State the laws of reflection and of refraction of light.

In looking upwards into an aquarium from the side, all the fish appear to be swimming near the top. Why is this?

4. Briefly explain the optical structure of the eye, the condition of distinct vision, and the causes and the remedies of long and of short sight.
(Illustrate by diagrams.)

5. Describe experiments to prove that if an insulated conductor be electrified, the electrification will be wholly on the surface.

Does increasing the surface without increasing the sectional area of a lightning conductor, increase its "conducting power"? Give reasons.

6. Describe, in general terms, the action of an electric current upon a magnetic needle, freely suspended near the current.

Describe the construction and the action of any form of the electric telephone.

ENGLISH LITERATURE.

Examiner—JOHN SEATH, B.A.

1. Define the term "Literature," and state clearly the educational value of the subject.

2. What object, or objects, should be kept in view in teaching Fourth Book Literature? Define, in each case, the relations to Literature teaching, of Grammar, Derivation, History, Geography, Composition, and the Figures of Speech.

3. (a) *Duncan*. This castle hath a pleasant seat; the air Nimbly and sweetly recommends itself Unto our gentle senses.

Banquo. This guest of summer, The temple-haunting martlet, does approve, By his low'd mansionry, that the heaven's breath

Smells wooingly here: no jutty, frieze, Buttress, nor coigne of vantage, but this bird

Hath made his pendent bed, and procreant cradle;

Where they most breed and haunt, I have observ'd,

The air is delicate.

(b) *Macbeth*. But wherefore could not I pronounce "Amen"?

I had most need of blessing, and "Amen" Stuck in my throat.

Lady Macbeth. These deeds must not be thought

After these ways; so, it will make us mad.

Macbeth. Methought I heard a voice cry,

"Sleep no more!"

Macbeth does murder sleep,—the innocent sleep,

Sleep that knits up the ravell'd sleeve of care;

The death of each day's life, sore labour's bath,

Balm of hurt minds, great nature's second course,

Chief nourisher in life's feast,—

Lady Macbeth. What do you mean!

Macbeth. Still it cried, "Sleep no more!"

to all the house:

"Glamis hath murder'd sleep, and there-

fore Cawdor

Shall sleep no more, Macbeth shall sleep

no more!"

Write notes on the foregoing passages, explaining and commenting on the chief difficulties only, developing any beauties of thought or expression, and bringing out, as fully as possible, the spirit of each speaker's remarks.

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

[We intend for the future to insert under this heading, in chronological order, the various examination papers that have been set for admission to high schools.]

FOURTH BOOK AND SPELLING.

JULY, 1879.

1. "Dressed in robes of gorgeous hue,
Brown and gold with crimson blent,
The forest to the waters blue
Its own enchanting tints has lent;
In their dark depths, life-like glowing,
We see a second forest growing,
Each pictured leaf and branch bestowing
A fairy grace to that twin wood
Mirrored within the crystal flood."

—*Indian Summer*—*Mrs. Moodie*.

(1) What is said to be 'dressed in robes of gorgeous hue'? What is meant by 'dressed in robes of gorgeous hue'?

(2) Explain the meaning of 'blent,' 'tints,' and 'crystal' in the place in which each occurs.

(3) What is said to be 'life-like glowing'? Arrange the words of lines five and six in a different order, so as to show what the meaning is.

(4) Point out the silent letters in line five and line seven.

2. Give in your own language the substance of the lesson on the conquest of Peru.

3. "Any one who thinks a mansion in Belgravia the acme of splendor would have been astonished, had he lived in those days, to find how completely the abodes of these Roman lords outshone 'the stately homes of England.' On entering the former the visitor passed through a vestibule decorated with rows of pillars, and then found himself in the *impluvium* in which the household gods kept guard over the owner's treasure, which was placed in a safe or strong box, secured with brass or iron bands. In this apartment guests were received with imposing ceremony, and the patron heard the complaints, supplications and adulations of his great band of clients or dependents, who lived on his smiles and bounty, but chiefly on the latter. Issuing thence, the visitor found himself in the *tablinum*, an apartment paved with mosaic and decorated with paintings, in which were kept the family papers and archives. It contained a dining room and a supper room, and a number of sleeping rooms, hung with the softest Syrian cloths; a cabinet filled with rare jewels and antiquities, and sometimes a fine collection of paintings; and, last of all, a pillared peristyle, opening out upon the garden, in which the finest fruit hung temptingly in the rich light of a golden sky, and fountains which flung their waters aloft in every imaginable form and device, cooled the air and discoursed sweet music to the ear, while from behind every shrub there peeped out the statue or the bust of some great man, carved from the purest white marble, and placed in charming contrast with bouquets of rare flowers springing from stone vases."

(1) Of what is this a description?

(2) Where are Belgravia and Syria?

(3) Explain the meaning of 'mansion,' 'acme,' 'vestibule,' 'guests,' 'patron,' 'supplications,' 'adulations,' 'issuing,' 'mosaic,' 'decorated,' 'archives,' 'cabinet,' 'jewels,' 'anti-

quities,' 'peristyle,' 'device,' and 'bust,' in the place in which each occurs.

(4) Are the letters *ch* in 'archives' pronounced like *k*? Show, by spelling the word according to its sound, how you pronounce 'bouquets'.

(5) 'In those days' (1st sentence). In what days?

'On entering the former' (2nd sentence). On entering what?

'Issuing thence' (4th sentence). Whence?

(6) 'Lived on his smiles and bounty, but chiefly on the latter' (3rd sentence). Explain the meaning.

(7) 'Discoursed sweet music' (last sentence). What 'discoursed sweet music'? What is meant by discoursing sweet music?

4. What is the difference in meaning between 'statue and statute'; 'cloths and clothes'; 'find and fined'; 'rows and rose'?

DECEMBER, 1879.

1. Tell what you know about the founding of English colonies in North America in the seventeenth century.

2. "They threw themselves at the feet of Columbus with feelings of self-condemnation mingled with reverence. They implored him to pardon their ignorance, incredulity, and insolence, which had created him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing, in the warmth of their admiration from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by Heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the ideas and conception of all former ages."—*Robertson*—*The Discovery of America*.

(1) In what year was America discovered by Columbus? In whose service was he at the time, and how many vessels did he have with him?

(2) What part of America did he first discover?

(3) Explain the meaning in which 'implored,' 'incredulity,' 'prosecution,' 'well-concerted,' 'reviled,' 'inspired,' 'Heaven,' 'sagacity,' 'fortitude,' 'conception,' 'ages,' are used in the passage.

(4) 'Created him so much unnecessary disquiet'. To what does this refer? What was 'his well-concerted plan'?

(5) 'From one extreme to another'. What were the two extremes?

(6) 'More than human'. What is understood after 'human'?

3. "The Red Man came,
The roaming hunter tribes, warlike and fierce,
And the Mound-builders vanished from the earth.

The solitude of centuries untold

Has settled where they dwelt. The prairie wolf

Hunts in their meadows, and his fresh-dug den Yawns by my path. The gopher mines the

ground

Where stood their swarming cities. All is gone;

All—save the piles of earth that hold their bones,

The platforms where they worshipped unknown gods,
The barriers which they builded from the soil

To keep the foe at bay, till o'er the walls
The wild beleaguers broke, and, one by one,

The strongholds of the plain were forced, and heaped with corpses."

—*Bryant*—*The Prairies*.

(1) 'The solitude of centuries untold'. Explain the meaning of 'untold'. Parse it.

(2) Explain the meaning in which 'yawn,' 'swarming,' 'beleaguers,' and 'forced' are used in this passage.

(3) What is meant by 'keep the foe at bay' and 'the strongholds of the plain'? Who, according to Bryant, were the foe?

(4) What is the gopher?

(5) Point out the silent letters in 'The roaming hunter tribes, warlike and fierce'; and in 'The platforms where they worshipped unknown gods.' What final letter in the latter of these lines has a sound different from that which it usually has?

4. What is the difference in meaning between pine, the noun, and pine, the verb?

rue, " and rue, "

crew, " and crew, "

mean, " and mean, "

fare, " and fare, "

row, " and row, "

rail, " and rail, "

hail, " and hail, "

ward, " and ward "

blow, " and blow, "

mow, " and mow, "

peer, " and peer, "

JULY, 1880.

1. Tell what you know about the battle of Thermopylae.

2. "Impoverished by these disasters, it was not till the patent had nearly expired that Sir Humphrey procured the means to equip another expedition. With the assistance of Raleigh, now in high favor with the Queen, he collected a fleet of five ships. 'We were in all,' says the chronicler of the voyage, 'two hundred and sixty men; among whom we had of every faculty good choice; as shipwrights, masons, carpenters, smiths, and such like, requisite to such an action; also mineral men, and refiners. Besides, for solace of our own people, and allurement of the savages, we were provided with music in good variety; not omitting the best toys for morris-dancers, hobby-horses and many like conceits.'"

—*Fourth Reader*, pp. 34 and 35.

(1) Give Sir Humphrey's surname; quote the celebrated saying he uttered before he was lost, and tell what you know about the expedition.

(2) Name the queen referred to.

(3) Tell what you know about Raleigh.

(4) Explain the meaning of 'impoverished,' 'disaster,' 'patent,' 'chronicler,' 'voyage,' 'mason,' 'mineral,' 'refiner,' 'solace,' 'allurement,' 'savages.'

3. Speed on the ship! but let her bear

No merchandise of sin,

No groaning cargo of despair

! Her roomy hold within,

No Lethcan drug for Eastern lands,

Nor poison-draught for ours;

But honest fruits of toiling hands,

And nature's sun and showers!

—*Fourth Reader*, p. 69.

(1) Explain the meaning of 'merchandise,' 'cargo,' 'despair,' 'hold,' 'Lethcan,' 'drug,' 'draught.'

(2) To what kind of business does the poet refer in lines 3 and 4? in line 5? and in line 6?

(3) Parse 'sun,' line 8.

(4) What is meant by 'fruits,' in line 7? Why are they called 'honest'?

4. Distinguish 'paine' from 'pain,' 'rain' " " 'rein' and 'reign,' 'main' " " 'mane,' 'fame' " " 'feign,' 'lain' " " 'lane.'

5. Name the vowels. What is a diphthong? Point out the diphthongs in lines 3, 5 and 6, of the stanza quoted in question 3.

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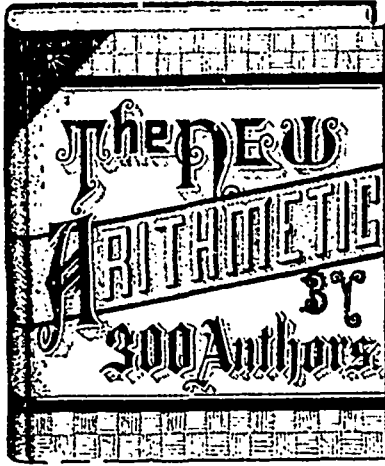
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