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THE

Educational Weekly

VOLUME IV.

FROM JULY 1ST TO DECEMBER 31ST, 1886.

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THE GRIP PRINTING AND PUBLISHING COMPANY.
1886.

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TORONTO, JULY 15, 1886.

WE are not in accord with the so-called "reformed" spelling movement, and cannot endorse the views of our esteemed correspondent, Mr. William Houston, whose letter will be found in our correspondence column in this issue. Although the suggestions his letter contains, which are, he writes, recommended both by the Philological Society of England and by the American Philological Association, would greatly facilitate the work of teaching children the use of written language, yet would not the ultimate effect of such teaching and the adoption of such radically new methods of spelling, be such as would debar the next generation from enjoying and benefiting by the wealth of literature we now are all able to read, but which to them would be a sealed letter? Besides this objection, we would call the

attention of Mr. Houston and our readers to two others equally insuperable, which we cannot do better than describe in the words of a writer in the *Atlantic Monthly*. He says, in referring, to one of them, that the proposed reform would increase the already too great similarity in words. Syllables that are at present identical only to the ear would then become alike to the eye also. Now the true theory of a visible and audible language demands that *the symbols of ideas should differ as much as the ideas. Rite, right, and write* are three wholly distinct ideas, and their symbols ought to be correspondingly distinct. In the natural and undisturbed development of a language they would differ both to ear and to eye; but our present tongue is the result of confusing influences, and the sounds of our speech have been allowed in many instances to lose their differentiation. The eye, however, being a more intellectual organ than the ear, has refused to permit the visible symbols to break down into this indistinguishable similarity. If we cannot have every idea represented by a different symbol to the ear, at least let us not throw away, at the command of a false notion, whatever difference remains to the eye. *Meat, meat, meet; night and knight; sight, site, cite; mind and mined; aisle and isle; by, bye buy; sent, scent, cent; sell and cell; wait and weight; all and aul*, and a great number of other such pairs or triplets, would lose what little is left of their individual identity. Depend upon it, this difference of spelling has not been a result of accident. It has been retained because of a felt instinct of the usefulness of keeping things separate in appearance which are separate in fact. Any one who has dabbled in phonography knows that the fatal defect of all shorthand systems of writing, for any but those who make a long-continued specialty of their use, is the extreme similarity of the signs, especially when combined in words and phrases. The advantage of our alphabet lies in the ingenious diversity of its forms, enabling the eye to seize on the special characteristic of each letter, even in hurried script. This

is the secret of its having been retained unchanged through so many generations of men. The further objection to phonetic spelling to which we refer, is that it would petrify any language in the forms which it happened to have at the moment of adopting the "reform." Now, whatever certain eminent philologists may say, the language-making instinct is by no means extinct in us. So far as the iron grip of the dictionaries will let it, language tends to move and change. And this, too, not at hap-hazard, but in obedience to a felt congruity between sound and sense. One or two examples are as good as a hundred to illustrate this. Why do children, and all persons not standing in awe of the dictionary, incline to say *tinny* or *teeny*, for a minute object, instead of *tiny*, if not that the likeness of the sound is more suited to the likeness of the thing? And why do so many persons show a reluctance to pronouncing the *o* in the name of the Deity short, as in *dog* or *fog*? If a fixed phonetic spelling, backed up by all the power of the more and more tyrannical dictionaries, is allowed to paralyze all the instincts of growth and change in the language, throwing it into a dead and fossil condition before its time, there will no longer possible such progress as, for example, that from the old English *ic* to the *I*. *ic* was too insignificant a sound the whole weight of the first person, and that, too, in its nominative case of willing and acting. The idea needed (and once had) a more fitting sound-symbol, and at last found it again in this noble vowel, a compound whose first tone is *ah*, that broadest and fullest utterance in any language.

WE hear a great deal of indignation expressed in various parts of the province in reference to a certain algebraic paper set for candidates for the second class June examinations. A Kingston exchange says of it that it is probably the most objectionable ever given in a long line of peculiar examination papers, and a united protest will likely be made by teachers and pupils against it.

Contemporary Thought.

THE student who relies upon himself will always succeed. It is better to solve one problem than to copy twenty.—*Normal Index.*

THE erratic movements of the Salvation Army, and especially the noisy demonstration of its bands of musicians who disturb the peace on Sunday, are at last to be brought under some sort of regulation. The Home Secretary, has, it is announced, given his sanction to a new by-law, which can be adopted by the corporation of any town where the Army creates a nuisance. It empowers the police to proceed against any person who may refuse to desist from playing any musical instrument, or from singing or making other noises, after having been required by any householder, or by a police constable to discontinue such practices, either on account of the illness of any inmate of a dwelling house, or for any reasonable cause; and the magistrates may, upon conviction, inflict a penalty not exceeding £5.—*Church Bells* (London, England.)

THAT the Knights of Labour should come forward with a bill for Governmental loans to all applicants is only the logical result of allowing the Governmental finances to fall into the hands of private money-lenders. The one extreme has produced the other. The one is incredible; the other would be incredible were it not in actual existence. History shows that the masses can and will legislate against the rich, but history does not show that such hostile legislation ever benefited the people as a whole. The only way for this country to truly prosper is as follows:—Teach little children to love their country and respect legal authority; teach men to work hard and save money; teach legislators to pay national debts; punish thieves and repudiate all their operations, by whatever name. These acts will be feasible when men shall be better; therefore, aid the Church to do its work on earth.—*The Current.*

If it is right for all the employes of all the railways or all the manufacturing establishments in a large district of country to strike, because one of their number has been wrongfully discharged, is it not right for the same railways or manufacturing establishment to lock out all their employes if one of the latter wrongfully breaks his contract by refusing to work for the time agreed on? Suppose a skilled workman agrees to finish a piece of work by a certain time, but in the middle of it goes off on a spree and does not return to the shop. In this case a "brother"—the employer, is injured. Is it not the duty of his brethren, that is all neighbouring manufacturers to "stand by him" and refuse to give work or pay wages to any employe until the offending workman comes back and pays for all the loss he has caused? If Knight of Labour logic does not lead to that conclusion we shall be obliged to any one who will point out the reason why.—*Master Mechanic, Chicago.*

THE Yankee fishermen are in high indignation because the Canadians are determined to protect their fisheries, and the Michigan lumbermen are highly indignant because the Canadian Government has placed an export duty on saw-logs,

which will necessitate the establishment of saw-mills in Canada. The trouble with these Americans is that they have always been accustomed to think of Canadians as slow-going innocent country people, easily imposed upon and willing to always remain hewers of wood and drawers of water for the Americans. They will soon understand that Canadians are wide-awake practical people, quite able to take care of themselves, and that it takes more than an act of the United States Congress to decide any matter in which Canada is concerned. The right place for the saw mills is in the district where the lumber is cut. Northern Ontario is especially well provided with water power and there is no reason why mills should not be erected there as well as in Michigan.—*Boston letter, from the Trenton Advocate.*

SOMEbody has condensed the mistakes of life, and arrived at the conclusion that there are fourteen of them. Most people would say, if they told the truth, that there was no limit to the mistakes of life; that they were like the drops in the ocean, or the sands of the shore in number, but it is well to be accurate. Here, then, are fourteen great mistakes. "It is a great mistake to set up our own standard of right and wrong, and judge people accordingly; to measure the enjoyment of others by our own; to expect uniformity of opinion in this world; to look for judgment and experience in youth; to endeavour to mould all dispositions alike; to yield to immaterial trifles; to look for perfection in our own actions; to worry ourselves and others with what cannot be remedied; not to alleviate all that needs alleviation as far as lies in our power; not to make allowances for the infirmities of others; to consider everything impossible that we cannot perform; to believe only what our finite minds can grasp; to expect to be able to understand everything."—*Daily Witness.*

THE irritation in Australia at the action of the Government in the New Hebrides question, the dictatorial proceedings of Canada with respect to American fishing craft, and now the refusal of the Newfoundland Legislature to approve the Convention made between England and France, are all indications of the serious disagreements that are likely to arise between us and our colonial kinsmen if the Colonies do not show a more accommodating spirit. In each case the policy pursued by England has been moderate and conciliatory; that of the Colonists exacting and overbearing. The Australians would keep every foreigner out of the South Pacific; the Canadians would exclude Americans from their coasts, and the people of Newfoundland would pay but scant attention to French rights. But this means, if not war, the risk of war with great Powers in support of claims condemned by responsible English opinion—war of which England would have to bear the brunt. There must be give and take in these matters if we are to remain on good terms with the Powers, and Colonists must learn to abate their claims until such time as they are independent. If then they choose to proclaim a Monroe doctrine, it will be for them to enforce it, and meanwhile it should be made clear to them that England is not inclined to support pretensions which, as in the present dispute, are, in her opinion, excessive.—*The London Echo.*

PROFESSOR SARGENT, director of the gymnasium at Harvard University, astonished the Massachusetts Medical Society recently by arguing strongly against military drill for boys at school. The following requisites for good physical exercise, he said, are not met by the drill:—"First, the person should be sufficiently interested in the exercise to give it his attention, in order to secure the necessary volition of power to start the movement; second, there should be a weight of resistance to overcome, in order to bring out the working force of a muscle; third, the exercise must be performed with sufficient vigour and rapidity to ensure the energetic contraction of the muscle employed; when this is done the old tissue is broken down and its place is supplied with new material in an increased quantity, thus augmenting the size of the muscle; fourth, as many muscles as possible must be brought into action, in order to secure an harmonious development of the whole body; fifth, a sufficient number of muscles should be called into action at one time to stimulate the action of the heart and lungs, and to increase the circulation and respiration; sixth, a moment of rest should, as far as possible, precede every movement in exercise; seventh, the exercise of the young should be of such a composite nature as to bring about the co-operation and co-ordination of the muscles; this involves principally the training of the central nervous system."—*The Mail.*

SOME fallacies worth remembering: 1. That there is any nutriment in beef-tea made from extracts. There is none whatever. 2. That gelatine is nutritious. It will not keep a cat alive. Beef-tea and gelatine, however, possess a certain reparative power, we know not what. 3. That an egg is equal to a pound of meat, and that every sick person can eat them. Many, especially those of nervous or bilious temperament, cannot eat them, and to such eggs are injurious. 4. That because milk is an important article of food it must be forced upon a patient. Food that a person cannot endure will not cure. 5. That arrow-root is nutritious. It is simply starch and water, useful as a restorative, quickly prepared. 6. That cheese is injurious in all cases. It is, as a rule, contra-indicated, being usually indigestible; but it is concentrated nutriment, and a waste repainer, and often craved. 7. That the cravings of a patient are whims and should be denied. The stomach often needs, craves for, and digests articles not laid down in any dietary. Such are, for example, fruit, pickles, jams, cake, ham or bacon, with fat; cheese, butter and milk. 8. That an inflexible diet may be marked out which shall apply to every case. Choice of a given list of articles allowable in a given case must be decided by the opinion of the stomach. The stomach is right, and theory wrong, and the judgment admits no appeal. A diet which would keep a healthy man healthy might kill a sick man; and a diet sufficient to sustain a sick man would not keep a well man alive. Increased quantity of food, especially of liquids, does not mean increased nutriment; rather decrease, since the digestion is overtaxed and weakened. Strive to give the food in as concentrated a form as possible. Consult the patient's stomach in preference to his cravings, and if the stomach rejects a certain article do not force it.—*Technics.*

Notes and Comments.

THE *Georgetown Herald* says of us, "That the EDUCATIONAL WEEKLY has completed its third volume. It is an exceedingly valuable journal to all interested in school and college work."

THE failure to notice the form of a word when first presented to the eye is the basis of most incorrect spelling as well as incorrect pronunciation. It is not because the combinations of letters seem absurd or irrational to the child that he fails to remember them, so much as because he fails to notice them.—*H. L. Boltwood in Intelligence.*

THE vexed subject of practical education is, we think, rightly described by Professor Sandison in the *Normal Index* in the following words.—"The most practical education is to put a child forth into the world with all his powers harmoniously developed, his observation acute, and his judgment quick and accurate. The important question with every teacher is not how he can make a child see more clearly into arithmetic, but to teach him how he can best employ it and similar studies as a ground-work for the highest possible development."

THE International Congress of Educators agreed on a kind of educational platform, among which the following points regarding normal schools should be noticed: . . . "Some of the classical (literary) books placed in the hands of the students should remain their property. . . . More time should be given to literary culture . . . more time to physical training. The directors of the normal schools should be *ex officio* members of the examining boards which grant teachers' certificates. . . . The primary school attached to a normal school should be called school of application" . . . etc.

SCIENCE at the present day is not the meaningless word it was in the last century. Archdeacon Farrar said, in his address at the John Hopkins University, that *science* "has not only revealed infinite time, infinite space, and infinite organism, but she has been a great archangel hovering beneficently over mankind. She economizes labour, extends human life, and extinguishes human pain. She restores sight to the blind, mitigates madness, and tramples upon disease. After all these enormous services she ought to be cultivated, and we congratulate the university devoting so much to the subject."

PRESIDENT E. T. CARPENTER, of Drake University, well says that in the long run it will be found it is early, thorough and persistent discipline that tells. Now and then, genius, aided by extraordinarily favourable condi-

tions, blazes forth into some kind of temporary success and notoriety. But the possessors of such fame are almost certain to eventually settle back to their merited place of mediocrity. No man can truly be said to be great when fame rests upon an accident or upon a single achievement. It is the slowly, but well-built tower of work and character, reared piece by piece, during a whole lifetime, that forms the enduring monument of real greatness.

IN a recent issue the *London Advertiser* writes of us as follows:—"The *Presbyterian Review* recently admitted a captious and would be witty criticism of the Scripture readings for schools. The *Educational Weekly* deals with the criticism by pointing out that it is not the sphere of the Government to teach religion, but that it is its duty to see that the schools inculcate morality. Some people would not be satisfied with anything less than having the schools made the machines of propogating sectarianism, and then they would be dissatisfied with any other Scripture teaching and interpretation than that coinciding with their own theories."

ALL true education of the intellect is conditional on a real development of feeling—on the culture of the sentiments. The intellectual sentiment, including, interest in study, love of knowledge, the pleasure of discovering knowledge, the pleasure of pursuing knowledge, the pleasure of detecting logical consistency, and the love of truth, what forces are these in education? Well does Hamilton exclaim, "What can education accomplish without an appeal to the feelings!" And then there are also the various forms of the æsthetic sentiment and the moral sentiment. How often does the instructor forget to stimulate into activity these mighty forces in education, forgetting that all vigorous self-development of the intellect is based on a large development of the feelings.—*New England Journal of Education.*

A CABLE despatch to the *N. Y. Herald* announces the death of Charles d'Albert, the once celebrated composer of dance music—waltzes, polkas and galops. He was born of French parents, near Hamburg, in 1815. His father, who was a cavalry officer in the French service, died while Charles was a child, and his mother took him to London. He became a musical pupil of the famous Kalkbrenner, and studied singing and the ballet at the Paris Conservatory. Afterwards he was first dancer and ballet-master at Covent Garden, and there he danced with Taglioni, Cerito, Carlotta Grisi, Fanny Ellsler, Lucille Grahn and other queens of the ballet. His Princess Marie galop is still popular. He leaves one son, Eugene, a composer of repute, whose sym-

phony in F is a feature at the present Richter recitals.

WE regret to notice that Robert Barry Coffin, the author who wrote under the name of "Barry Gray," died on June 10th, at his residence in Fordham, N.Y., of general debility. He had been an invalid for two years, and during the last few months before his death had been unable to do any work. Mr. Coffin was born at Hudson, N. Y., in 1826. He began his literary career in 1850, writing for the *Home Journal*, of which he became assistant editor in 1857, succeeding Thomas Bailey Aldrich. His contributions were chiefly essays, sketches and poems. He wrote much in the style of Charles Lamb. His published works include "My Married Life at Hillside," "Matrimonial Infelicities," and "Cakes and Ale." They were republished not long ago by Herd & Houghton. He was also a prolific writer on gastronomical subjects, and once started a weekly paper called *The Table*, which had only a short existence. In 1862 Mr. Coffin received an appointment in the auditor's office of the custom house, and retained the position until a few months ago, when failing health compelled him to give it up.

"TEACHER," writes a letter, dated Madoc, to the *Mail* as follows on the subject of normal schools:—"There is a wide-spread belief—periodically increasing at the close of each normal session—that these institutions have outlived their usefulness. The decline of this usefulness dates from the institution of the county model schools, and the rapidity of decline increases with the rise towards perfection of the model system. The consensus of opinion of late normal students declares that in regard to practical 'methods' absolutely nothing has been taught. Where then are these methods obtained? Have a three months' course at the model school, three years' practical teaching, semi-annual conventions and an abundant supply of educational literature failed to give these? If they have, our whole system of common school education is rotten. There is no doubt that wherever the young aspirant to pedagogic sway first attends an institute of training there will he first be initiated into the pedagogic art. Without further discussing this point, the suggestion I wish to make is this. Why not do away with these schools altogether? Reserve the second-class non-professional examinations. The professional aptitude to teach a higher subject differs in no essential from that required to teach primary subjects. After passing the non-professional examination let the professional certificate be awarded on the teacher's success during the three years of his third-class certificate. In judging of this merit, who has a better knowledge thereof than the county inspectors?"

Literature and Science.

THE ADVENTURES OF ULYSSES.

BY CHARLES LAMB.

CHAPTER II.

ON went the single ship till it came to the island of *Æëa*, where *Circe*, the dreadful daughter of the Sun, dwelt. She was deeply skilled in magic, a haughty beauty, and had hair like the Sun. The Sun was her father, and *Perse*, daughter to *Oceanus*, her mother.

Here a dispute arose among *Ulysses'* men, which of them should go ashore and explore the country; for there was a necessity that some one should go to procure water and provisions, their stock of both being nigh spent; but their hearts failed them when they called to mind the shocking fate of their fellows whom the *Læstrygonians* had eaten, and those which the foul Cyclop *Polyphemus* had crushed between his jaws; which moved them so tenderly in the recollection that they wept. But tears never yet supplied any man's wants; this *Ulysses* knew full well, and dividing his men (all that were left) into two companies, at the head of one of which was himself, and at the head of the other *Eurylochus*, a man of tried courage, he cast lots which of them should go up into the country, and the lot fell to *Eurylochus*, and his company, two-and-twenty in number, who took their leave, with tears, of *Ulysses* and his men that stayed, whose eyes wore the same wet bandages of weak humanity, for they surely thought never to see these their companions again, but that on every coast where they should come, they should find nothing but savages and cannibals.

Eurylochus and his party proceeded up the country, till, in a dale, they descried the house of *Circe*, built of bright stone, by the roadside. Before her gate lay many beasts, as wolves, lions, leopards, which, by her art, from wild she had rendered tame. These arose when they saw the strangers, and stood upon their hinder paws, and fawned upon *Eurylochus* and his men, who dreaded the effects of such monstrous kindness; and staying at the gate they heard the enchantress within, sitting at her loom, singing such strains as suspended all mortal faculties, while she wove a web, subtle and glorious, and of texture inimitable on earth, as all the housewiferies of the deities are. Strains so ravishing sweet provoked even the sagest and prudentest heads among the party to knock and call at the gate. The shining gate the enchantress opened, and bade them come in and feast. They unwise followed, all but *Eurylochus*, who stayed without the gate, suspicious that some train was being laid for them. Being entered, she placed them in chairs of state,

and set before them meal and honey, and *Smyrna* wine, but mixed with baleful drugs of powerful enchantment. When they had eaten of these, and drunk of her cup, she touched them with her charming-rod, and straight they were transformed into swine, the bristles and snout, and grunting noise of that animal; only they still retained the minds of men, which made them the more to lament their brutish transformation. Having changed them, she shut them up in her sty, with many more whom her wicked sorceries had formerly changed, and gave them swine's food—mast and acorns, and chestnuts—to eat.

Eurylochus, who beheld nothing of these sad changes from where he was stationed without the gate, only instead of his companions that entered, (who he thought had all vanished by witchcraft) beheld a herd of swine, hurried back to the ship, to give an account of what he had seen; but so frightened and perplexed that he could give no distinct report of anything, only he remembered a palace, and a woman singing at her work, and gates guarded by lions. But his companions, he said, were all vanished.

Then *Ulysses*, suspecting some foul witchcraft, snatched his sword and bow, and commanded *Eurylochus* instantly to lead him to the place. But *Eurylochus* fell down, and, embracing his knees, besought him by the name of a man whom the gods had in their protection, not to expose his safety, and the safety of them all, to certain destruction.

"Do thou then stay, *Eurylochus*," answered *Ulysses*: "eat thou and drink in the ship in safety; while I go alone upon this adventure: necessity, from whose law is no appeal, compels me."

So saying, he quitted the ship and went on shore, accompanied by none; none had the hardihood to offer to partake that perilous adventure with him, so much they dreaded the enchantments of the witch. Singly he pursued his journey till he came to the shining gates which stood before her mansion; but when he essayed to put his foot over her threshold, he was suddenly stopped by the apparition of a young man bearing a golden rod in his hand, who was the god *Mercury*. He held *Ulysses* by the wrist, to stay his entrance; and "Whither wouldest thou go?" he said, "O thou most erring of the sons of men! Knowest thou not that this is the house of great *Circe*, where she keeps thy friends in a loathsome sty, changed from the fair forms of men into the detestable and ugly shapes of swine? Art thou prepared to share their fate, from which nothing can ransom thee?" But neither his words nor his coming from heaven could stop the daring foot of *Ulysses*, whom compassion for the misfortune of his friends had rendered careless of danger: which when the god perceived, he had pity to

see valour so misplaced, and gave him the flower of the herb *moly*, which is sovereign against enchantments. The *moly* is a small unsightly root, its virtues but little known and in low estimation; the dull shepherd treads on it every day with his clouted shoes; but it bears a small white flower, which is medicinal against charms, blights, mildews and damps. "Take this in thy hand," said *Mercury*, "and with it boldly enter her gates; when she strikes thee with her rod, thinking to change thee, as she has changed thy friends, boldly rush in upon her with thy sword, and extort from her, the dreadful oath of the gods, that she will use no enchantments against thee; and then force her to restore thy abused companions." He gave *Ulysses* the little white flower, and, instructing him how to use it, vanished.

When the god was departed, *Ulysses*, with loud knockings, beat at the gate of the palace. The shining gates were opened, as before, and great *Circe*, with hospitable cheer invited in her guest. She placed him on a throne with more distinction than she had used to his fellows; she mingled wine in a costly bowl, and he drank of it, mixed with those poisonous drugs. When he had drunk, she struck him with her charming rod, and "To your sty!" she cried; "out swine! mingle with your companions!" But those powerful words were not proof against the preservative which *Mercury* had given to *Ulysses*; he remained unchanged, and as the god had directed him, boldly charged the witch with his sword, as if he meant to take her life; which, when she saw, and perceived that her charms were weak against the antidote which *Ulysses* bore about him, she cried out and bent her knees beneath his sword, embracing his, and said, "Who or what manner of man art thou? Never drank any man before thee of this cup but repented it in some brute's form. Thy shape remains unaltered as thy mind. Thou canst be none other than *Ulysses*, renowned above all the world for wisdom, whom the Fates have long since decreed that I must love. This haughty bosom bends to thee. O *Ithacan*, a goddess woos thee."

"O *Circe*," he replied, "how canst thou treat of love or marriage with one whose friend thou hast turned to beasts, and now offerest him thy hand in wedlock, only that thou mightest have him in thy power, to live the life of a beast with thee, effeminate, subject to thy will, perhaps to be advanced in time to the honour of a place in thy sty. What pleasure canst thou promise that can tempt the soul of a reasonable man? Thy meats are spiced with poison; or thy wines drugged with death? Thou must swear to me that thou wilt never attempt against me the treasons which thou hast practised upon my friends."

(To be continued.)

Mathematics.

ELEMENTARY PROBLEMS IN STATICS.

1. THE result of two equal forces acting at an angle of 120° is $99\frac{1}{2}$ lbs. What is one of the forces?
2. The resultant of two forces acting at an angle of 120° is perpendicular to the smaller component. The greater component is a force of 100 lbs. Find the other component and the resultant.
3. Two forces acting in the same direction on a particle have a resultant of 31 lbs., and acting at right angles to each other have a resultant of 25 lbs. What are the forces?
4. The forces $\frac{1}{3}$ lbs., $(2\frac{1}{3} - \frac{1}{2})$ lbs., and $(\frac{1}{3} - \frac{1}{2})$ lbs. keep a particle at rest. How are they situated?
5. A string, ABC, hangs perpendicularly from the fixed point A, weights of 10 and 4 ounces respectively being attached to the points B and C. What are the tension of the parts BC, AB? Mention all the forces acting.
6. On a horizontal rod 10 feet long, the extremities of which are supported, a weight of 45 lbs. is placed 4 feet from one of the supports. Find the pressure on each support.
7. A body weighs 2 lbs. in one pan of a balance; and its true weight is known to be 31 ounces. What would it appear to weigh in the other pan of the balance?
8. Two forces acting on a particle include an angle of 120° . Given that one force is four times as great as the other, find the resultant.
9. On compounding two forces of 2 lbs. and $\frac{1}{3}$ lbs., the resultant is found to be half the greater. Find the angle of inclination.
10. A cord, whose length is 10 feet, is fastened at two points A and B in a horizontal line, distant from each other 6 feet, what is the tension of the cord when a weight of 20 lbs. is suspended from a ring that moves freely upon the cord?
11. What power is required to maintain a block of stone weighing 120 lbs. on a plane inclined on an angle of 45° to the horizon? The power acts parallel to the plane.
12. Weights of 5, 6, 9 and 7 lbs. are suspended from the corners of a horizontal square, 27 inches in the side. Find where a single force must be applied to the square to balance the effect of the forces at the corners.
13. Weights of 1 lb., 2 lbs., 3 lbs., and 4 lbs., are hung from a uniform lever 5 feet long, at distances of 1 ft., 2 ft., 3 ft., and 4 ft., respectively, from one end. If the mass of the lever is 4 lbs., where will the lever balance?
14. Find the magnitude, direction, and line of action of the resultant of four forces, P, $2P$, $3P$, and $4P$, acting along the sides of a square, taken in order.

LEXUS.

HEALTH was about the first question considered by the ancient Greeks. It is about the last considered by the modern Americans. The Greeks took exercise to preserve their bodies. The Americans take pills.

Practical Art.

DRAWING.

OBSERVATION and reading are the two great means of thinking. Drawing and painting are modes of expressing thought gained from observation—therefore drawing and painting are in education the means of observation. Observation is thinking by means of external objects. The closest examination is brought about by making an object; next to making comes modelling, and then come painting and drawing. Each mode of expression has its special function—a function that no other mode of expression can take the place of. Take a pencil or brush in your hand, and try to paint or draw an object, and, presently the object becomes almost new to you—so many new attributes and new relations are recalled. You see the object as you never saw it before. Descriptions by words can never arouse perception as drawing does. Drawing is often used for the sake of the drawing itself. Like all other modes of expression, when drawing is made the end, the mode of expression loses its educational value. The motive determines the method. The wrong motive demands a wrong method. Long before a child can conceive a straight line he is made to draw. What? Straight lines? No, he draws an oblong, a four-sided object called a straight line. Art, outside of drawing abounds in straight lines; nature in curved lines. The meeting of two surfaces presents to the eye a straight or curved line. It is a well-known fact that the common concepts of objects in children and adults are very imperfect. All forms consist of one or more surfaces; surfaces are limited by straight lines; lines are limited by points. It follows that the main defects in concepts of forms are due to imperfect ideas of surface limitations, *i.e.*, lines. What a child really sees in a form, are imperfectly limited surfaces.

Trying to force pupils to reproduce that which is not in their minds, is one of the fundamental errors in teaching. The result of this unnatural method—of making pupils reproduce from flat copies—is painfully apparent. *It weakens the power of observing.* We learn to observe that which we observe; a child may be trained to see a representation or picture by drawing from flat copies, but he cannot be trained in this way to form a true concept of the objects represented by the picture.

A picture is a symbol, and no symbol can represent the reality, unless the constituent parts of the reality are already in the mind; these elements of a true concept can come into the mind in only one way—by observation.

What is the use in beginning with a representation—a flat copy—when the world is full of realities?—*Col. F. W. Parker in the New York School Journal.*

Educational Opinion.

PRACTICAL EDUCATION.

PRACTICAL education is fitness for some occupation whereby one may earn a living; ability to step out of the schoolroom into the machine shop, store, manufacturing establishment or other employment that brings money. Practical education, stripped of all secondary ideas, means ability to get money, to get it quickly, to get it easily.

The demand for practical education is increasing. Fathers in sending sons to college object to certain studies as of no value to them: their sons are to be farmers or business men. The boys themselves agree with their fathers. Schools are springing up on every hand which chime in with the song of parents and boys. They are ready to furnish the practical education in the form of teaching as a means of making a living, book-keeping as a means of livelihood, music and painting for the girls as a means of making money.

There is great good in all this. Young men who formerly lounged on the street corners, or sat and whittled on the dry goods boxes are doing much better to learn book-keeping and thereby possess the capacity to create values. Farmers' sons who once spent their winter days at the town grocery have greatly improved their condition by becoming able to teach the country school. The vain and thoughtless girl who conceived that the world should work for her, wait on her, indulge her, serve her, she doing nothing in return except to smile and frown, is much better employed teaching the elements and combinations of beauty as manifest in colour, form and sound.

But what shall we do with our money? What shall these young people, who have taken a long stride toward a better life, do with their money? A silly question, eh? "If I had plenty of money I'd have no trouble about spending it." Would you spend it in such a manner as to be satisfactory to you after it has passed away? Do men spend money well?

A labouring man went on an excursion a few days ago, because, as he said, "everybody is going." A week later, he scarcely had money to buy food for his family. Did he spend his money well? No, he lacked forethought and frugality.

An unmarried man, who earned \$70 per month as foreman in a mill, was always in debt. Suddenly he came into a fortune of \$10,000. He embarked in a hazardous enterprise and sunk not only his own fortune but considerable sums of money borrowed from friends and relatives. Did he spend his money wisely? What he needed more than money was an appreciation of obligation to creditors whose property he had, and

capacity to determine exactly the risks of success and ruin in business affairs.

The theoretical education which many are inclined to ignore is designed largely to inculcate foresight, honesty, and to enable us to weigh in the balance the probabilities of success and failure: to teach that reasonable prudence which all should have, who are charged with the responsibilities of property, life and character.

Fifty years ago the farmer was thankful to get his grain to the market by travelling in his waggon thirty miles a day. Now he can get it off his hands in an hour. He has gained nine hours of time. What shall he do with these nine hours? The machinery which he now employs, enables him to accomplish four times as much: to do as much as he and three others could do formerly. He has the power of four men. What shall he do with these three men's power that he has gained? Shall he raise hogs and corn? Then what? More hogs and corn? Is life never to reach beyond the raising of hogs and corn?

Now, the purpose of the theoretical education to which many seem averse, is to enable us with this extra time, to become like God himself, a spiritual being—a being who loves truth, goodness, beauty for its own sake. This is spiritual life. The everlasting routine of hogs and corn, corn and hogs, is but little above the life of the slave: simply a change of masters. The end of life is to make us free—free from the constraints of ignorance, ugliness, sin.

The purpose of vocation, trade, occupation, is not money as an end, but money as a means whereby the products of our own toil and thought may be exchanged for whatever of good the rest of the world has.

How to determine what is good, what to buy with our money, and buy wisely, is determined by careful study of the ground principles of value. These things belong to the so-called theoretical education.—*Indiana School Journal.*

CORPORAL PUNISHMENT.

THAT corporal punishment is at times necessary, even if it be classified among the things that are said to be evil, is beyond all dispute. The public is occasionally confronted with the mischievous and unruly bent of the youthful mind—only too familiar to the teachers, who are maligned if they adopt the simplest and most effective means of procuring an amendment. As an example of the evil as it meets the public eye, and the impression which it makes on the intelligent journalist of the day, we quote the following from the *London Globe*:—

The maternal mind is with difficulty brought to confess that little boys are, in their general conduct, manifest examples of the "inbred sin" theory. But less partial

observers have remarked that boys are mischievous just as men are wicked, on the whole, just as often as they get a good, that is a safe, opportunity. Now mischief is merely infantine wickedness, and some forms of it should be punished with considerable sharpness. Prominent among juvenile misdemeanours we must place the practice of trying to upset a train. At the Marylebone police court, two young apprentices to sin, aged respectively ten and nine years, were charged with placing an iron bolt on the London and North-Western Railway; and on the previous day, at the Worcester Assizes, two youths were convicted of the more serious offence of deliberately piling five iron bars on one of the Great Western Railway lines. Neither of the diabolical devices were successful; but they none the less deserve to be severely punished. There is one punishment which is most appropriate to such wanton acts of dangerous criminality. The birch is the true remedy for these youthful offences. The tree of knowledge of good and evil was beyond doubt the excellent, but too much neglected, birch-tree. Selected samples of its foliage, applied with discrimination and vigour, can correct almost anything in young people—from the perpetration of false concords and false quantities to the commission of the more serious errors of judgment which we have above alluded to. Why the young of our population seem to have a hankering after the wrecking of a train is an insoluble difficulty in juvenile ethics. But because we cannot say why this thing is, there is no reason for not recognising the fact of its frequent recurrence, and punishing it becomingly with a punishment both ignominious and painful.—*The Schoolmaster.*

TENDENCIES OF THE TIMES.

It has seemed to us that the tendencies of the times are bearing men and women in quite different directions in regard to the ideal of a true life. It seems to us that the prayer of Burns, "That sense and worth, o'er a' the earth, may bear the gree and a' that," is being realized in our day. The tendency has been steadily in that direction. The great mass of people in America, including the best educated and the most noble, believe that labour is respectable. One kind of work is not more ignoble than another, if the workman possesses intelligence and virtue. As to the occupation of women, the tendency seems to be in an opposite direction.

The avenues have, of late years, been opened to women, so that at present she may do any work which she wishes to do and can do. Women have become public teachers in almost every form, authors, editors, lecturers and school teachers. Whether they do it intentionally or not, the doctrine

that housekeeping is an unworthy calling is certainly gaining ground to a remarkable extent.

The result of this false and most pernicious doctrine is, that no help can be secured that is trustworthy or desirable. Only the lower class of foreigners and coloured help is in the market; the more intelligent girls go to the factory and almost any other employment. Strange to say, this doctrine does not keep girls from marrying. For marriage means founding a home, and a home must have a home keeper. The young men who can set up an establishment with all the help necessary, so that the wife need do no work with her hands, are very few, and yet they marry. And, as the wife is not to degrade herself by house work, and as they cannot afford to hire, they must board. This means to use up the husband's meagre salary and the wife to read novels and be useless. The boarding system is entirely abnormal, and so out of harmony with the idea of marriage and the home, as not only to fail to establish healthful domestic relations, but it develops habits of thought and modes of living that are destructive of those endearments and healthful inspirations that should characterize home life.

The fact still remains, after all these false notions about a career for women, that home keeping, or housekeeping, if you will, is the career for women. They form the exception with whom it is otherwise. The unmarried woman should do that which will make her most useful to herself and to the world, let it be what honest work it may. But the duty of married women is to make a home. And, when they realize that to do their whole duty in this respect, to toil with the hands if need be, but to bring to their work, be it humble or exalted, all the intelligence and culture, refinement and virtue that they can, they will be the happier, and run their highest career on earth.

Ought not the public teachers everywhere to impress the honourableness of housekeeping upon the public mind, until the mothers of this land shall put it into practice by teaching their daughters the dignity of their calling? Then to find a young lady in well-to-do families who is not an adept at such work, will be the exception, instead, as now, the rule.—*Educational Advocate.*

THE *New York School Journal* says that money cannot be compared with life; life cannot be compared with character. By omitting to do a single act, fortunes have been lost; by neglecting to take a little precaution, lives are sacrificed; by not resisting temptation, character is shipwrecked. In a thousand instances the things that ought to be done, and are not done, are the very ones that cause the most trouble.

Methods and Illustrations

ERRORS IN ENGLISH.

HAVING asked the pupils of my class (a fourth form), to bring in all the paragraphs found in the prose lessons of the Fourth Reader that contained grammatical errors, I soon had a large collection, a few of which I give below.

Teachers may find it interesting and profitable to take up these sentences with their classes to see whether these paragraphs are really couched in doubtful English.

Page 41—"Shoot upwards, Norman archers, that your arrows may fall *down* upon their faces."

Page 47—"I, too, have had a *good* deal to do with Mr. Toil."

Page 49—"Everywhere there was sure to be somebody wearing the likeness of Mr. Toil, and who, as the stranger affirmed, was one of the old schoolmaster's innumerable *brethren*."

Page 168—"These twentynobles," he said, "*which* thou hast fairly won, are thine own."

Page 226—"He retired alone under the shade of some trees, and passed *near* an hour there in thought."

Page 238—"Meanwhile the French had given way, and were *flying* in all directions."

Page 239—"Throughout all the land were illuminations and public rejoicings, *except* in the little Kentish town of Westerham."

"One of the most momentous political questions that *has* ever yet moved the human race was decided in this struggle."

Page 249—"Most men are born poor, but no man, who has average capacities and tolerable luck, *need* remain so."

THOS. HAMMOND,
Aylmer P. S.

READING AND ELOCUTION.

I WISH this week to direct your attention to what is known as the "Inflection of the Voice." All good speakers modulate, or accentuate, the tones of the voice, according to the manner in which they wish to interpret their feelings to their audience. There is a certain average, or level, in which every speaker utters his sentences, but from this, sometimes, the voice, as it were, slides upwards, and sometimes downwards, and these shades, or changes, vary, often in very slight degrees; in fact, they are capable of innumerable changes, in the utterance of a perfect elocutionist. For he not only has perfect command over the organs of speech, and knows exactly the position in which he should stand, so as to give full play to the muscles of the chest, that the lungs may

have as much room as possible in which to expand; but he also enters so thoroughly into the spirit of the words to which he is giving utterance, whether they are his own ideas or those of others; that he will give the proper inflection of voice in the right place, in order to express exactly the spirit of every sentence and phrase which he utters.

These various inflections, used by all speakers, have been classified and are known as (1) the *monotone*, (2) the *rising*, (3) the *falling inflections*. The last two of these being again divided into (1) the *intense* or *full*, (2) the *moderate*, and (3) the *slight*, rising or falling inflections, and to all these is added what is known as the *circumflex*, or wave, in which the rising and falling inflections are united on the same syllable. This is again divided into the *rising circumflex*, when the voice commences with the falling inflection, and ends with the rising; and the *falling circumflex* when it begins with the rising, and ends with the falling inflection. You will find these accents marked in many works on elocution in the following manner: The rising inflection by the acute accent (´). The falling inflection by the grave accent (`). The circumflex rising (ˆ), falling (˘), and the monotone (-). But I am not going to advise you to attempt to trammel yourself with the use of these marks, for, as one good writer and practical elocutionist has said, "Walker's system has been an incubus on elocution, preventing thousands from thinking rationally, or thinking at all, on the subject. It never could make a good reader, reciter or speaker; the study of it has rendered the delivery of many unnatural and ridiculous."

It is quite right that you should understand, and be able to distinguish and use, the various inflections of the voice; but, if you blindly attempt to follow certain rules, you will, as the writer just quoted says, find them an incubus and a snare.

One who feels what he is reading or speaking, and has an earnest desire to impress his hearers with his own ideas, will inflect properly; and one who has so studied the thoughts of others as to make them his own, will do the same. Nevertheless, to inflect perfectly, requires great attention and practice, at the hands of every one of us; because the necessary character of our early reading is mechanical, and then, not knowing the various inflections of the voice, or not caring to use them, or, perhaps, not knowing how to use them, the inflections have the same recurring character, indicating, simply the procession of the words, halting at the inferior stops, and closing at the full stop, but aiming at nothing more. And there is a character of reading, which in general continues long after we have mastered the mechanical art, very often throughout life; because to change these early habits

requires, as I have said, peculiar attention, and a course of practice exactly fitted to effect the change.

In the first place, having a general notion of the nature of modulation, we should observe, carefully, how the voice is modulated, so as to be significant by those whose habits of speech are national and polite; for they are the accents of speech, which are to be used in reading, in place of the mechanical, or uniformly recurring accents, to which allusion has just been made.

You will remember that in my first paper I told you that a good reader should be able, at a glance, as it were, to take in the construction of the sentence which he is about to read. He will note the subject, the predicate, the various clauses and phrases, and their relations to each other; and without he can do this, it will be impossible to inflect properly, because every sentence, as you are no doubt aware, consists of the same logical parts, namely, of a subject and a predicate, and however much we may extend either of these the same logical connexion continues, and the same inflections must be used, to make our meaning clear. But even a mechanical reader can hardly fail to give the proper inflection, when he meets a sentence of the shortest and simplest construction, as "man dies," where he would use the rising inflection on *man*, and the falling on *dies*. We know, however, that both the nominative and the verb may be made up of several parts, and yet these parts still retain their logical relations. The same inflections, therefore, which are used upon *man* and *dies* will be used at the end of the extended parts, because these are the inflections by which we are to make its construction, and consequent meaning, plain. The difference will be, that the mechanical reader will drag through the extended sentence in similar accents, whilst the trained and significant reader will so modulate his voice in the parts of the subject, that his hearers will be led on from the commencement, until the rising inflection takes place; where the voice is, as it were, suspended; and then again he will use modulative accents in the extended predicate, until he leads his hearers on to the conclusion, where he uses the falling or finishing inflection. These inflections, then, as you will see, are the *significant accents*, and the others, by which the hearer is led on, through the various extended parts of the sentence, may be called the *modulative accents*; and it is the proper management of these delicate inflections of the voice, giving the various shades of meaning to the parts of the sentence, that can only be attained by constant observation, thought, and practice. Do not imagine for one moment, that every good reader will use precisely the same modulative accents, or that even the same reader will use them at different times, or

(Continued on page 410.)

TORONTO.

THURSDAY, JULY 15, 1886.

THE RELATIVE ADVANTAGE
AND DISADVANTAGE OF
RESIDENCE IN COLLEGE.

THE matriculation examinations for the University of Toronto are now over. Before the close of the summer all the pupils who have been for many months studying in the different high schools and collegiate institutes for the entrance examinations of the various universities will have gone through the ordeal successfully or otherwise. The majority of those pupils who have entered the ranks of undergraduates are, of course, purposing to proceed to their bachelor's degrees. They will leave their native towns and be obliged to take up their residence in Toronto, or Cobourg, or Kingston, according as they are members of University College, Trinity College, Victoria or Queen's. In many cases they go to a city where they have but few, if any, relatives and perhaps fewer friends. Often they know not to whom to apply for advice as to where and how to live. Some have the benefit of the experience of an elder brother or an old acquaintance; but in the majority of cases both pupil and parent are obliged to rely upon their own judgment.

This question of where and how to live while attending lectures is a delicate and also a vital one. The different universities are situated in populous cities where life is very different from that of country towns and villages. The new-comers are exposed to temptations such as they have never before experienced, perhaps never even heard of. Up to this time they have been treated as boys and have associated with boys; now they are treated as men and all their companions are men. They are perfectly free to live whatsoever kind of life they choose, provided only they submit to the discipline and rules of their college. There is no one to say "Do this" or "Go there;" they divide their time between study and recreation pretty much as they like; in short they enjoy a degree of freedom never before accorded them.

This freedom, too, is very suddenly acquired. Between even the head boy in a collegiate institute and the youngest undergraduate of a university there is a great gulf fixed. And the leap from the one to

the other is sometimes a difficult—often a hazardous one.

For these and many other obvious reasons, upon which it is needless to dwell, it is a question of very great moment both to the parent and to the pupil how and where the youthful collegian shall live during, at all events, his first term of attendance upon lectures. Upon this question we purpose to make a few remarks, hoping that they may be found useful, not only to those intending to enter a college in the approaching autumn, but also to the parents of these. Indeed, it is to the parents that this subject is the more important, for it is they who are chiefly concerned, and yet who perhaps are least in the position to judge.

At the outset, then, it may be definitely stated without fear of contradiction, that of all the different methods of living in a new city whilst attending college, residence in that college, if such is provided, is the most advantageous. There are, of course, both *pros* and *cons*, but the former far outweigh the latter. Let us, however, consider both. And first the *pros*.

The success of a man's university course depends but little on the closeness of his name to the top of the class lists. It is quite possible to carry off the gold medal, and yet be obliged to confess that that seemingly brilliant feat was of little practical benefit. The fact that a man was a medallist it does not take long for the public to forget. Not that this should in any way lead to a disparagement of a high stand in the yearly examinations. By no means. Let a man's stand be as high as health will permit; but let him not sacrifice for it all the other benefits which should accrue from a university course.

And these other benefits are neither few nor unimportant, and are chiefly to be derived from residence in college.

For, firstly, the undergraduate will there be brought into constant contact with minds of a great variety of calibre and bent. Than this few things are more advantageous to the intellect when it is in that keen, active, and grasping stage created by new surroundings and new objects of thought. Hours with men, we hold, are very often far more fruitful than hours with books. And to obtain the utmost possible amount of good from the friction induced by the contact of mind with mind, nothing is so conducive as residence. One can there choose, to a very large extent,

one's own companions; can seek their society without let or hindrance; can at any hour obtain their advice or criticism; can join with them both in study and in sport; and, by no means least, can make of them fast friends for life. None of these opportunities is quite possible to those who choose to "dwell apart," to live by twos and threes in boarding-houses. The "pensive citadels" of these may indeed witness hard study and laudable perseverance; but they can never or but seldom witness the forging of those ties of friendship, or those hours of intellectual enjoyment which, it may safely be said, are an education in themselves.

Secondly, residence tends—to use a good but hackneyed phrase—to "make a man" of the undergraduate. He there meets with a variety of characters, and has to take his place amongst them. There are different ranks and grades of men, and he is taught first to recognize authority, then to wield it.

Residence is a community in itself: hedged in by the same hopes and fears, ambitions and pursuits. It draws out the best qualities of its members. As in every community, some must lead, some follow. There is, therefore, ample scope for influence, for emulation, for determination, for the practice of calm judgment—none of which qualities can be so fully developed as by such a community as a residence affords.

Thirdly, there is the amenability to discipline. The community lives under certain rules and regulations—social, traditional and official. There is the regular attendance at morning and evening chapel or prayers; the punctuality of the meals; the necessity of keeping certain hours; and the general submission to the authority of the dean or provost—so very beneficial to those emerging from boyhood and beginning to taste the delights of the liberty of manhood.

Fourthly, there is, not at all to be despised, that *esprit de corps* which only residence can create to the full. And who shall say that the creation of a noble *esprit de corps* is not one of the chief elements in the education bestowed by a university career?

Lastly, there is unconsciously produced in the minds of residents, we feel confident, a certain breadth of view and liberality of opinion, the value of which it would be as difficult to overestimate as it would be

impossible to analyze or to define. A man who has for a period of three or four years been brought into daily, almost hourly contact with men differing widely from him in character, mode of thought, intellectual bent or habit of mind, must by the sheer force of such surroundings imbibe a tolerant and generous spirit. He will lose narrow views taught at school or in the home-circle; will escape from grooves which solitude, habit, or sameness of companionship may have dug out for him and will be saved the formation of what may be called angularities or excrescences in mind or mien. The classical man will associate with the mathematician, and both will find pleasure and instruction in the society of him with eyes bent on science. And from such companionship how much is often learned! much that in after life we find to be valuable beyond compute.

Many other advantages might be mentioned, but we consider the above sufficient to warrant the assertion with which we set out. Let us now turn our attention to the *cons.*

The only one of these that needs mention is that some may derive more harm than profit from the companionship which is a necessary concomitant of life in residence. Given a body of young men not earning their livelihood and left to occupy their time as they please, there is sure to be developed by some of the weaker minds certain tendencies to extravagance, idleness, and even recklessness. This is inevitable as long as young men continue to be young men. The question to decide is whether these tendencies are increased by the perpetual congregating together of these young men. We think that even if the answer be in the affirmative, this affords no valid argument against residence in college. Those who through deficiency of determination receive injury from such tendencies would in all probability receive injury in any mode of life. The injury is not to be traced to the fact that they lived in residence and not in boarding houses. Other disadvantages than these we know of none.

The case has been stated fairly and unprejudicedly. The opinion has been expressed deliberately and thoughtfully. Theory and the experience of those who can speak of residence in more than one college and more than one country have

been brought into requisition. The verdict is for the residence.

One caution, however, may be mentioned. If possible, in all cases, let the undergraduate, if he has no near relatives in the city, be armed with letters of introduction to friends; and let those at home see that he uses these letters and makes friends for himself amongst the people in the city.

A shy youth on entering a strange town is apt often to retire still further into himself and to shrink from meeting with people in his own rank of life. This is injurious to a degree and should be discountenanced as severely as possible. Many fall into this error, both those living in residence and those living outside. It is a habit natural in youth to those finding themselves strangers in a strange land. But it is a habit that should be fought against.

OUR EXCHANGES.

THE number of *Littell's Living Age* for June 26th is a very interesting one and contains "The Pilgrimage to Mecca," *Asiatic Quarterly*; "Theodore Agrippa d'Aubigné," *National*; "Ocean Steamers," *Fortnightly*; "Who wrote Dickens?" *Macmillan*; "Some Bye-gone Bath Days," *Temple Bar*; "Notes on Earthquakes in China," *Nature*; with instalments of "The Unequal Yoke," and "Claudia," and poetry. A new volume begins with the next number.

The Century for July displays its customary wealth of illustration, and contains papers by Theodore Roosevelt and Henry Cabot on "Cross Country Riding in America"; also an interesting contribution by Emma Lazarus entitled "A Day in Surrey with Wm. Morris." Of the various other articles we have room only to notice those on "The Capture of New Orleans," and to point out that they do not at all remove the stigma which has hitherto attached to General Butler for having acted with brutality in causing the execution of Mumford.

The Popular Science Monthly for July contains a number of most attractive papers. "The Influence of Exercise upon Health," by Prof. E. L. Richards, is most timely, and ought to be read by everybody; and the same remarks apply with equal force to Prof. Ambrose L. Ranny's contribution on "The Care of the Brain." Exceedingly timely also, and most ably written, is the paper on "Transportation and the Federal Government," by J. C. Welch. There are fifteen other numbers in the part, all of which will amply repay a careful perusal. (New York: D. Appleton & Co., \$5 a year.)

The Atlantic Monthly for July opens with a charming paper by Dr. Oliver W. Holmes containing a brief description of his visit to the Old World many years ago, and commenting on the marvellous changes he must necessarily witness on his present excursion. "The Golden Justice," by Wm. Henry Bishop; "The Princess Casamassima,"

by Henry Jones, and "In the Clouds," by Charles Egbert Craddock, are continued. "The Labour Question," by George Frederick Parsons, is a most interesting paper, the subject being well and fairly handled. Philip Gilbert Hamilton contributes a first paper of a series entitled "French and English." A most attractive and able paper, too, is John Fiske's "Failure of American Credit After the Revolutionary War." Altogether it is an admirable number. (Boston: Houghton, Mifflin & Co., \$4 a year.)

REVIEWS AND NOTICES OF BOOKS.

Bouquet of Kindergarten Songs. Introduction by Mrs. J. L. Hughes. Notes and Gestures by Mrs. Hughes and Bessie E. Hailman. Toronto: Selby & Co. Paper cover, 50 cents.

The songs show great care in their selection, comprising only those which have given the best satisfaction and results in the Kindergarten and Primary Classes. The same care has been manifested in the directions for movements and gestures, and will prove of great benefit to the teacher. It is customary to overlook the introduction, but in this case a careful perusal of it will repay the reader, as it is full of information and hints on Kindergarten songs and singing.

The Child's Book of Health in Easy Lessons for Schools. By Albert F. Blaisdell, M.D. Boston: Lee and Shepard. New York: Charles T. Dillingham.

This little book, as the author sets forth in his preface, aims to present in a manner interesting and intelligent to the youngest reader, the simplest facts relating to the body and bodily life; and, in this the author has succeeded to the full. As a school text-book we deem it of great value, and should like to see it in general use. A number of really important truths to which it calls attention are, we believe, frequently not acquired by many people until late in life, if at all, and these unconsciously suffer through their ignorance.

I. The Mystery of Matter. II. The Philosophy of Ignorance. By J. Allanson Picton. J. Fitzgerald, Publisher, 393 Pearl Street, New York. Post free, 15 cents.

There exists in our time no such schism between religion and intellect as that which characterized the eighteenth century. On the contrary, side by side with a growing independence of traditional creeds, there is a more marked tendency than the world has ever known before, to associate the emotions of religion with the discoveries of science. To those whose only notion of alliance between religion and science consists in the futile compromises of the current schemes of "reconciliation," this may appear a bold assertion. But those to whom the most obvious emotion of religion is reverential awe, and its chief fruits self-subordination, uncompromising truth and charity, will gladly allow that science as represented by its most distinguished masters, is increasingly affected by the inspirations of the spiritual life. This view of the relations between science and religion is admirably illustrated in the two very remarkable essays named above.

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that inflections are essential to the sense, because the English, Irish and Scotch use the inflections differently, and yet no ambiguity follows with regard to the sense. The sense of the piece, perfectly understood and felt, is the true guide to the use of the inflections.

Do not forget this *general* rule, but to which there are many exceptions. "The rising inflection is *generally* used when the sense is incomplete, and the falling inflection when the sense is complete." But many readers confound the term *inflection* with that of "power;" and, consequently, finding that the ends of their sentences are very often inaudible, owing to their use of the falling inflection, as they should *generally* do, they raise their voice at the end of *every* sentence. A writer on elocution has said: "Of course, it is much easier to be heard by adopting this plan, than by speaking the other way, but it is foreign to the nature and custom of the English language as spoken by natives who are educated and free from provincialism. Mr. Charles Dickens used this peculiarity with admirable effect in his reading of the speech of Serjeant Buzfuz, in the trial scene from 'Pickwick Papers.'" The same writer says: "The secret is simple. To be heard by a large audience, you have only to speak slowly, and to *sustain the power* of the voice to the end of the sentence." By this means you will be enabled to use the inflections in their proper places; while, at the same time, you will do that without which all your efforts will be of no avail, viz., make yourself heard throughout the whole of your speaking or reading.

For the purpose of practising the rising and falling inflections of the voice, you cannot do better than study well the lines which Cowper addressed to his mother's picture—presented to you in my last paper—and any similar pieces of a quiet, easy, and impressive character. The reading of "Sir Roger de Coverly," from the *Spectator*; or of "Green's Short History of the English People," will also afford you ample scope for practising these inflections, if you will carefully study beforehand the chapters which you read.

I will conclude this paper by a few remarks and examples of the use of the monotone in reading or reciting.

The use of this inflection has great effect in the reading of some pieces.

It differs from the ordinary level tone used in reading, in that it is generally in a lower pitch than the preceding part of the sentence.

Its notes are usually deep and solemn, and instead of observing the ordinary pauses at the stops, its sound is continuous and gravely monotonous.

The speech of the ghost in Shakespeare's

"Hamlet" should be read throughout in this tone.

It can be used with great effect in several of the poem's of Edgar Allan Poe, as in "The Raven."

"Ah! distinctly I remember, it was in the bleak
December,
And each separate dying ember wrought its ghost
upon the floor.
Eagerly I wished the morrow, vainly I had sought
to borrow
From my books surcease of sorrow, sorrow for the
lost Lenore,
For the rare and radiant maiden whom the angels
named Lenore,
Nameless here for evermore."

Indeed, the whole of this piece, if you can obtain it, will give you a fine exercise in reading, because it must be read very slowly throughout, very distinctly, and the first thirteen verses are read nearly in a monotone, with slight variations upon the rising and falling inflections to suit the expression of the poet's feelings; whilst the last five verses are a fine study in sudden changes of inflections and in tones of the voice.

Another fine example of the effect of the monotone is to be found in "The Bells," by the same poet.

"Hear the tolling of the bells—
Iron bells!
What a world of solemn thought their monody
compels!
In the silence of the night,
How we shiver with affright
At the melancholy menace of their tone!
For every sound that floats
From the rust within their throats
Is a groan
And the people—ah, the people—
They that dwell up in the steeple,
All alone;
And who, tolling, tolling, tolling
In that muffled monotone,
Feel a glory in so rolling
On the human heart a stone—
They are neither man nor woman,
They are neither brute nor human,
They are ghouls,
And their king is that tolls;
And he rolls, rolls, rolls,
Rolls
A pean from the bells!
And his merry bosom swells
With the pean of the bells!
And he dances and he yells,
Keeping time, time, time,
In a sort of Runic rhyme,
To the pean of the bells—
Of the bells;
Keeping time, time, time,
In a sort of Runic rhyme,
To the throbbing of the bells—
Of the bells, bells, bells;
Keeping time, time, time,
As he knells, knells, knells,
In a happy Runic rhyme,
To the rolling of the bells—
Of the bells, bells, bells,
To the tolling of the bells,
Of the bells, bells, bells, bells,
Bells, bells, bells,
To the moaning and the groaning of the bells."

This verse has a splendid effect, if read entirely in a monotone, which should deepen and deepen in its pitch until it imitates the *moaning* and the *groaning* of the bells, as expressed in the last line.—*The Teachers' Aid.*

CURING A BAD MEMORY.

OUR readers have, doubtless, heard of *mnemonics*, the name given to any system of rules intended to assist the memory. The practical working of such a system is hindered by the fact that it requires a good memory to remember its precepts, when the occasion comes to use them. But a writer in *St. Nicholas* gives two simple rules for the improvement of the memory, which can be easily recalled and readily put in practice:

Your memory is bad, perhaps, but I can tell you two secrets that will cure the worst memory. One—to read a subject when strongly interested. The other is not only to read, but think.

When you have read a paragraph or a page, stop, close the book, and try to remember the ideas on that page, and not only recall them vaguely in your mind, but put them into words, and speak them out.

Faithfully follow these two rules, and you have the golden keys of knowledge.

Besides inattentive reading, there are other things injurious to memory. One is the habit of skimming over newspapers, all in a confused jumble, never to be thought of again, thus diligently cultivating a habit of careless reading hard to break.

Another is the reading of trashy novels. Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read.

I know a grey-haired woman, a life-long lover of books, who sadly declares that her mind has been ruined by such reading.—*Educational Gazette.*

HOW TO TEACH GEOGRAPHY.

THE most common errors made in teaching geography are,—

1. Attempting to teach too many facts (details).
2. Failure to train the intellect properly; burdening the mind with disconnected facts, unfamiliar knowledge.
3. Losing sight of the great purpose of all teaching, *all* school work, to interest your pupils in the study of nature, the world in which we live, its beauties and resources.

Real knowledge does not consist in storing away a multitude of *detached* facts, but in effecting such an arrangement of them that they can be readily reached and employed when required. No teaching can be considered scientific, that lacks system, perspicuity, and logical sequence, and that does not aim to relieve the memory of unnecessary effort, as well as secure a clear comprehension of the principal truths through certain principles, a careful study of which supplies a full explanation of detailed facts, by the application of these principles. Geography, as generally taught in our schools, is dull to the boy, and useless to the man. It should be presented to the learner as a science,

rather than an assemblage of disconnected facts.

The natural features of the earth, the atmospherical phenomena, and the animal and vegetable life, should be treated as *parts* of a grand mechanism, with *definite* offices to perform. The study of the divisions of water, mountains as regulators of rain-fall, geographical positions and climate as determining the products and industries of the earth, should be made with reference to the effects upon trade and commerce, domestic and foreign.

All legitimate interest begins with "home." "The world we live in;" "We and our neighbours;" "The way we live, and what we do now;"—these are the captions which should head a natural system of geography.

Beginning thus, education would leave the pupils fitted to learn from the best and greatest teacher, Life,—not mere existence, nor personal observation simply, but the observation and experience of thousands, brought together and laid before us by Life's most active educators.—*Ex.*

HINTS ON SCHOOL MANAGEMENT.

THE tendency of young teachers is to give almost entire attention to those children who are naturally bright and attentive, passing over those who seem dreamy or uninteresting, hoping that they will come around all right in the course of time. Such hope is vain. Unless efforts are made to cultivate habits of attention in *all* from the first, the teacher finds, at the end of a month or two, perhaps one-half her school far in advance of the others. What shall she do? She cannot begin over again, on account of the bright ones; she cannot go on allowing the others to fall still further behind. Thus the inexperienced teacher finds herself in deep water and altogether discouraged.

The old maxim, "Haste makes waste," is eminently true in low-grade work. By teaching slowly I do not mean that a teacher is to weary her pupils day after day with the same old lesson until every child knows it. That would be worse than useless. An ingenious teacher is constantly inventing new methods for presenting old subjects. After the traditional "cat on a mat" has done service, banish him. There are numerous pictures of cats with balls, cats and rats, cats with milk, etc., to interest children and hold their attention until the form of the word is fairly fixed in their minds.

A mistake frequently made is in dwelling too long at a time upon a subject when it might better be given in several shorter lessons. Little folks fresh from the nursery are not used to keeping at one thing very long. They soon tire if compelled to sit in one position any length of time. The natural activity of childhood should be kept

in mind, and simple gymnastic exercises frequently given during lessons. Five minutes of rapid, energetic work is worth more to a child than a whole day spent in a lazy, bungling, half-attentive manner. In schools where long lessons are given, even though well planned, it is impossible to hold the attention of the class. Children will get restless and out of order, and the teacher is likely to become worried and impatient, making everything a dismal failure.

Sacchini says, "Instruction will always be best when it is pleasant." "That which enters into willing ears, the mind, as it were, runs to welcome, seizes with avidity, carefully stows away, and faithfully preserves." Little folks are quick to appreciate a teacher who has the faculty of making things run smoothly. There is a pleasure in being held to work gently but firmly.

The children like to feel when school is over that they deserve their play; they hasten home with light hearts, and with great respect for themselves, the school, and its teacher.—*New England Journal of Education.*

UNSEEN LESSONS.

THE teacher, in the exercise of high office, is constantly parading before his pupils, facts, appearances, habits, methods of thought, and styles of action which are quietly assimilated by his hearers. Each one is involuntary or unconsciously laid away in some mysterious hiding place, each one helps in the formation of character, and all combined unite in thus affecting the happiness and well-being of the coming man.

The fact exists, unquestioned and unchallenged, that unseen lessons are constantly given by every teacher, the exercises therein are constantly made, and the averages properly recorded for the inspection of all.

The justice and equity, the truthfulness, and frankness, the fidelity to promises made, the trustworthiness exemplified in the everyday work of the teacher in his intercourse with parents, trustees and pupils, leave an impress upon the easily affected minds of the pupils, which, deepening day by day, with each recurring word or fact, becomes at last rooted and fixed, with a strength and power that years of effort cannot remove. So, these unseen influences mould the character for good or for evil; so these wavering, uncertain feet are placed in paths which lead to ban or blessing.

On the other hand, your habitual shortcomings will in like manner be presented in the after life of the pupil. Do you act as if your public duty was a certain, indefinable something which can be put on or off at pleasure, and for which you are paid a certain amount per diem or otherwise? Do

you slice off ten or fifteen minutes at each or either end of your day's work and then vainly suppose that the public-spirited citizens who are now your pupils will not do the same? Do you take a day or days for pleasuring, receive pay for the day so taken and the duty so unperformed, and then do you think that the men and women who now sit at your feet, will consider public duty a public trust? Do you do insincere, superficial work, where you know the prying eyes of investigation come not, and then blame your pupils for similar practices under similar circumstances? Do you use slang or uncouth expressions while professing to teach a "pure well of English undefiled," and then expect a product of refinement and culture?—*Philadelphia Teacher.*

SCHOOLROOM DECORATIONS.

"Cleanliness is next to godliness."

A YOUNG teacher, writing from a small town in Vermont, says: "I am teaching a district school, and now you can see my surroundings, for all district schoolrooms look alike."

"And pity 'tis, 'tis true," or too nearly so, One's fancy instantly pictures it; an oblong room lighted by windows on two sides, a teacher's desk at one end, a door at the other, rows of graded seats, blackboards more or less battered, the floors not over clean in the morning and worse at night, yellow window-curtains with the fixtures usually out of order, a coal stove that can neither be ignored nor beautified, certain dusty cords that lead upward to a primitive ventilator, and a clock on a high shelf.

If the town is large, the house is as unattractive without as within. The playground is a paltry space, without trees or grass, and adjacent buildings are so near that only a fragment of sunshine penetrates the gloomy building. If the town is small, real estate is not so valuable, and the schoolroom gets the benefit of the sun and wind, and the scholars have plenty of playroom, a grove, or plain, or hillside, as nature ordained.

Of course there are happy exceptions. Some towns carry out a wisely-liberal policy towards their schools, and tasteful, well kept, well furnished school buildings supplement a teacher's efforts and prove their worth.

But there are a vast number of schoolrooms in New England that answer to the above description. Must it always be so? In these days of costly, beautiful homes, surely the place where our children pass so large a part of their days ought not to be left barren and bare. Of course boys and girls will creep unwillingly to the place where the morning sun is shut out by brick walls.

What teacher can anticipate her work when she goes from the brilliant October air

into a dim room with a chill in the atmosphere left over from the last rainy day? How, in such a place, can she have the happy, "good time" way that shall put her pupils in sympathy with her, and inspire them with the belief that multiplication tables and map questions are the most delightful things in life? If the blackboard is full of white plaster spots, what boy can resist the temptation to aim paper-wads at them, or failing of his mark, see if he can tell the difference between the holes and the pellets from his distance?

How dinginess and dirt wear on the spirits! How enthusiasm melts before them! How harsh words and tones accord with them! Gradually, too, dainty dresses are discarded in "that dirty place," and dark gowns add their mite to the general gloom.

But let some fairy, or liberal-hearted taxpayer put in windows, east and west, and furnish them with inside blinds; cover the remaining space with good blackboards within the children's reach; make a deep fire-place in the chimney, where a small, wood fire can furnish the best possible ventilation, or take off the morning chill, or brighten a rainy day; put a commodious and tasteful desk on the platform; and provide for the thorough, daily sweeping and dusting, and in the winter such care of the fires as shall insure a warm room when school opens; and with the same teacher and pupils he will see a transformation in the school that will astonish him. Animation will lighten dull work, interest will follow comfort, pleasure will increase according to the square of improvement that follows interest. The boy who threw paper-wads most dexterously will make his examples an ornament on the board, and his neighbour, who drew caricatures on his slate, will execute drawings when he works on that alluring board that will attract his teacher's attention, and win from her approval and useful suggestion.

Pretty dresses will gladden the eyes of all again, and increase the wearer's attractions; dainty manners will grow out of dainty surroundings; glad tones will soften harsh voices, and brightness will beget brightness, till the boys will cease to say, "How cross our teacher is!" and the teacher will declare that she has the pleasantest school in the world.

Aren't there are a hundred towns where this experiment might be tried? And when all this is done, there are other improvements that might be added.

Every school ought to own a set of wall maps, so hung as to roll easily, either in a case on the wall, or in a movable case that can stand where the light strikes most favourably. Besides these, there should be an atlas stand, accessible to small scholars, and plenty of atlases on it, and statistical charts that teach and fascinate at the same

time; and a slanting desk, with a dictionary; and a set of shelves for various books of reference. If the school is of a primary grade, a dozen well-selected picture books among them would be of incalculable help to a teacher and happiness to the children.

When all this is done it is time to think of decorations, but of that we will speak in another article.—*New England Journal of Education.*

Educational Intelligence.

SOUTH SIMCOE TEACHERS' ASSOCIATION.

FOR the information of those members who were not present at the last convention of this Association, we are requested to state that a resolution was passed to the effect that all teachers in this division on payment of \$1.25 to the Secretary-Treasurer, Mr. J. C. Morrison, are entitled to membership and a copy of the EDUCATIONAL WEEKLY for one year.

GOULBOURNE TEACHERS' MEETING.

A VERY interesting meeting of the Goulbourn Teachers' Association was held at Richmond early in June. The first work was the election of officers and general business. Mr. J. Lackie, President, took the chair and carried out the following programme: "Elementary Grammar," Mr. E. Pratt; "Writing," Mr. J. W. Kemp; address, Rev. T. W. Glassford; "Lecture," Principal McCabe, Ottawa Normal School. On the second day, "Little Folks' First Lessons in Note-Singing," Miss Lena J. McEwen; "Physiology and the Teacher," Mr. J. S. Heinrichs; lastly, a meeting of the Richmond Public School Literary Society.

An excellent paper on "Geology," given by Rev. T. W. Glassford, helped to enliven the proceedings. In the evening the association listened to a lecture delivered by Principal McCabe, on Education. The meeting ended with an address from the Rev. W. Philip, B.A. Mr. J. W. Kemp performed the duties of secretary. It was decided to hold the next meeting at Stittsville.

WEST BRUCE TEACHERS' ASSOCIATION.

THE annual meeting was held on the 10th June. Only a few teachers were in attendance. The treasurer's report was read, and the appointment of D. A. Ross and Robert Stothers as auditors, was made. At the afternoon session the report of the committee on uniform promotion examinations was read, and on motion of F. C. Powell and A. McNeill was referred to a committee to be nominated by the president. The committee nominated was N. D. McKinnon, Robert Stothers and C. J. Cameron.

The report of the committee on the circular from the Waterloo Association read as follows: 1st. Inasmuch as an entrance fee is now charged, we deem it inexpedient to make any change. 2nd. The establishing of an advertising bureau for the

benefit of teachers and trustees we believe would be an advantage. 3rd. That though unprincipled persons will sometimes enter the profession, and perhaps take advantage of those already in the profession in securing situations, still your committee deem it inadvisable to establish a court of enquiry, as such would lead to endless trouble and expense.

The report was received and adopted on motion of N. D. McKinnon and Alex. McLeod.

The president read a circular respecting changes in the text-books in history, and the formation of classes in botany for the holidays.

Miss A. McKenzie gave a recitation, and R. D. Hall gave an address.

John Dearness, P. S. Inspector, East Middlesex, also gave an address.

F. C. Powell read a paper.

Mr. Dearness dealt with Reading in First Lessons.

In the evening the advisability of forming a Teachers' Union was discussed.

The meeting was continued on the following day, and the association adjourned to meet in Kincardine in October.

NORTH HURON TEACHERS.

A CONVENTION of the teachers of North Huron was held at Brussels on the 10th and 11th June. The attendance was fair, and the meeting was one of the most interesting that has yet been held. Mr. D. M. Malloch, president, occupied the chair, and the first order of business was to appoint a committee, composed of Messrs. Burchill, Plummer and Stewart to prepare and forward reports of the proceedings to the press.

Mr. Malloch gave his address on "School Discipline," in which he gave some useful hints to the teachers.

Mr. Groves concurred with the president in his remarks. Some one thought that it would be difficult to keep pupils busily engaged. W. H. Stewart thought that the little pupils should be allowed long recesses. Mr. Malloch, in addition, hinted that visiting parents is an important factor in securing discipline. Mr. Dorrance outlined his method of becoming acquainted with the parents. Mr. Linklater, delegate to the Provincial Association, read his report. At the conclusion of the report Mr. Groves said he believed that the payment of teachers' salaries quarterly should be compulsory and not optional. The secretary's report was read and adopted. Moved by Mr. Burchill, seconded by Mr. Thompson, that the *School Supplement* and *Educational Monthly* be added to the list of papers received through the association. Moved by Mr. J. W. Shaw, Brussels, seconded by Mr. Burchill, that the delegate, Mr. J. C. Linklater, be paid his travelling expenses. At this point Mr. Malloch read a circular from the Department about the formation of drawing classes for teachers. Mr. Groves then read an essay on Arbor Day. Mr. Malloch said that 1,015 trees were reported to have been planted in 1885. Mr. Linklater said that last year the teachers of the Model School did the work without the aid of the pupils. He noticed that the pupils showed no interest in the matter. This year the children did the whole work, and the opposite effect was quite astonishing. W. H. Stewart thought that the idea

of making a map of the school-yard containing drawings of the trees, etc., and to be placed in the school-room, a good one, and advised the teachers to try it. A committee, consisting of Messrs. Stewart, Linklater, McFaul, Plummer, and Dorrance, was then appointed to select officers for the ensuing year. Mr. Burchill followed with a very carefully prepared essay on Orthography. He advised the teachers to keep a list of words commonly mispronounced. He also gave a number of good examples. At the evening session, on resuming business, Mr. Groves gave a very instructive lesson on the Connective Use of "As." Quite a discussion followed, in which Mr. Lithgow, an old teacher, took a part. At Friday's meeting W. H. Stewart dealt with Short Methods and Peculiarities in Arithmetic. Mr. J. W. Shaw, Blyth, took up the subject of Drawing. Mr. Duff followed with an address on Time Tables for Ungraded Schools. The officers elected for the ensuing year are as follows: President, Mr. J. C. Linklater, of the Model School, Clinton; Vice-President, W. H. Stewart. Howick; Delegate, Mr. J. W. Shaw, Blyth; Secretary, Mr. W. E. Groves, Wingham; Executive Committee, Messrs. Harstone, McFaul, Dorrance, Duff and Burchill; Auditors, Messrs. Dr. McDonald and A. H. Morton, Wingham. The following resolutions were brought before the Association:

I. Moved by Mr. J. C. Linklater, seconded by Mr. D. C. Dorrance, that this Association heartily approves of the suggestion made by the Public School Section at the last meeting of the Ontario Teachers' Association that the amount of British history required for entrance examination be limited to one period, to be changed from time to time, and it regrets that the Honourable the Minister of Education has not seen fit to adopt that suggestion.

II. Moved by Mr. A. M. Burchill, seconded by Mr. D. Johnston, that we, the teachers of North Huron, having considered in session the subject of Religious Instruction in Schools, desire to express our approval of the action the Honourable the Minister of Education in preparing the book of Bible Readings; and that a copy of this resolution be forwarded by the secretary to the Minister of Education, and to the school journals and to the *Globe* and the *Mail*.

III. Moved by J. C. Linklater, seconded by Mr. S. Hicks, that in view of the opposition in certain quarters to the authorized series of Readers this Association desires to place on record its entire satisfaction with the series and its approval of the action of the Honourable the Minister of Education in authorizing the said series.

Each of these resolutions brought forth considerable discussion, but as they met with the almost universal approval of the convention each one was carried.

After passing votes of thanks to those who had favoured the meeting by reading papers, the convention adjourned to meet again in Seaford in October.

PRINCIPAL MULLIN, of the normal school, Fredericton, and Mr. G. R. Parkin, of the collegiate school, have left for England.

It has been decided by the board of the Collegiate Institute at Ottawa to grant a sum of money towards the construction of a gymnasium for the

use of the students as is required by the Education Act.

ON a recent occasion the senior scholars in Mr. McKinnell's room, in the public school at Orillia, presented him with a valuable writing desk and materials. Mr. McKinnell made a suitable acknowledgement.

AT a recent meeting of the board of the collegiate institute at St. Mary's, Mr. A. S. Martin was appointed mathematical master at a salary of \$800, and Mr. T. H. Follick's engagement was renewed with a similar stipend.

THE Orillia High School appears to rejoice in the possession of a model teacher in the person of Miss Hanna, judging from the encomiums passed on her diligence and efficiency by the Rev. A. Stewart at a recent meeting of the school board.

AMONG the Vice-Presidents elected by the College of Ottawa last month, we noticed the name of Thomas O'Hagan, M.A., of Pembroke. This gentleman gave a recitation at the annual dinner of the college in a very happy vein, and elicited warm approbation.—*Observer*.

THE teachers and pupils of the Parkdale Model School gave a most successful concert in the concert-room of the school, in aid of the 3,000 destitute people in Vancouver, B.C. (the unfortunate city which was lately burned to the ground), on Thursday, June 24th, 1886. The affair was well managed.

THE usual annual exercises of the Ontario Ladies' College, Whitby, were held last month. They are reported to have been the most successful in the history of that excellent institution, and must have been a source of great satisfaction not only to the faculty, but also to the board of management.

THE annual convocation in connection with Alma Ladies' College, St. Thomas, was held at the end of last month in the college convocation hall, which was crowded. The Collegiate Institute, of the same place, also held their annual exhibition, which was of a most pleasing and gratifying character.

THE trustees of the High School, of Mitchell, find that the accommodation of the school is not sufficient for the number of scholars attending, are making the necessary arrangements to have the school enlarged at a cost of \$3,000. They have also secured the services of Mr. W. J. Greenwood, B.A., as a third teacher.

A BILL was passed in the New York legislature appropriating \$70,000 for the state literary fund, the money to be divided among the academies of the state, and distributed by the Board of Regents. Governor Hill objects that the bill is unconstitutional as it appropriates money for private academies where a tuition fee is charged.

MR. L. E. HORNING, B.A., for the past two years Mathematical and Science Master in the Peterborough Collegiate Institute, and who has resigned the position to accept one as Adjunct Professor of Classics and Modern Languages, at Victoria University, Cobourg, had the pleasure to receive an address and presentation from his pupils on the eve of his departure.

THE examination of the Philipsburg, Que., Model School, under the tuition for the past scho-

lastic year of Miss Scroggie, of Montreal, took place Wednesday, June 9th, 1886. There were present the following clergymen: the Revs. Messrs. Allen, Fowler, Crothers, and the Rev. H. Montgomery in the chair. At the close the chairman, on behalf of the school, presented Miss Scroggie with a lady's gold chain.

PURSUANT to the inspector's circular the teachers of East Flamboro' township held a meeting on Saturday at Waterdown for the purpose of organizing a reading circle, and it was decided that such an institution be established; that the meetings be held at Waterdown the first and second Saturdays of each month at 9 a.m., the next meeting to be held on the first Saturday in September. Further arrangements to be made at the first meeting. A full attendance is expected.

THE following is the Board of Management for Manitoba College for the ensuing twelve months: Hon. A. G. B. Bannatyne, chairman; Principal King, Prof. Hart, Dr. Bryce, D. M. Gordon, C. B. Pitblado, J. Pringle, D. Stalker, A. Bell, Jas. Robertson, Jas. Farquharson, A. Urquhart, Hon. G. McMicken, Sir D. A. Smith, Hon. Justice Taylor, Hon. C. E. Hamilton, Duncan McArthur, John Sutherland, A. Dawson, James Fisher, W. B. Searth, Alex. Macdonald, Geo. R. Crowe, W. D. Russell, J. B. McKilligan.

AT a meeting of the senate of the University of New Brunswick, a resolution was passed allowing women the privilege of entering the university and taking the course laid down for male students. It will be remembered that nine young ladies in the Victoria school passed the matriculation examination a few days ago. Some of them may present themselves in September along with the sterner sex. Eight male students will enter from the collegiate school, Fredericton, and two or three young ladies, besides one who passed the matriculation examination last year.

THE teachers of the town of Woodstock have organized a meeting of their number to be held semi-monthly. They propose to discuss matters that more particularly affect their own schools, but will also consider and discuss educational matters generally. We consider the movement a good one, and believe that much benefit may be derived from such gatherings. We also note that eight excellent works have been added to the library of the high school in the same town by Jas. Sutherland, M.P. This is the second gift of books to the High School Library during the past year from gentlemen of the town. The former was Chambers' Encyclopaedia from Mr. Beard, Q.C. The teachers and pupils will always feel grateful to these gentlemen for placing such valuable works within their reach.

A MEETING of the North Wellington Teachers' Association was held in Mt. Forest on May 27th and 28th. Papers were read by Miss Michell, of Mt. Forest, by Miss Noonan, of Minto, by Mr. H. Jarret, of Arthur, by Miss Helen Spark, of West Luther, by J. J. Tilley, Model School Inspector, by Mr. S. B. Westervelt, by Miss Sarah Cloy, of West Luther, by D. C. Munro, of Palmerston, by Mr. Bright, of Drayton, by Mr. D. F. H. Wilkins, B.A., Bac. App. Sci., of Mount Forest H. S., by A. B. Cushing, of Luther, by J. L. Smith, of Glenallen, and by Mr. Sanderson, of Harriston. The following officers were elected: President, P. H.

Harper; 1st Vice, Jas. McMurchie, B.A.; 2nd Vice, John Noble; 3rd Vice, Mrs. Jelly; Secretary, Miss Carrie Jones; Treasurer, S. B. Westervelt; Librarian, D. Clapp.

THE Parry Sound District Teachers' Institute held a meeting in the school house, Parry Sound, on the 24th and 25th of June. There was an unusually large gathering. Mr. J. J. Tilley, a government director, and the district inspector, Rev. Geo. Grant, were present. Mr. Tilley was heartily received by the teachers. His lecture on Thursday evening in Union Hall, "A Plea for National Education," was a forcible address. At the close of the lecture and of the institute, resolutions were unanimously adopted tendering thanks to Mr. J. J. Tilley for his eloquent address and valuable services. The Rev. G. Grant contributed greatly to the success of the institute.

The following officers were elected:—President, Rev. G. Grant; Vice-President, W. Mathewson; Sec.-Treas., D. McEachran; Committee, Misses Mustard, Watson, and McKay; Messrs. Butler and McMillan.

COLUMBIA COLLEGE is renowned as one of the most conservative and prudent colleges in the country, and it has been "chaffed" sometimes for allowing its reverence for tradition to chill its interest in progress. But yet it is one of the few great colleges which have admitted women to examination and to a college certificate of their attainments, and it has recently decided by a unanimous vote of the board of trustees to confer upon women the various literary and philosophical degrees to which, upon examination, they may be found entitled. Consequently at the late commencement, this venerable mother of arts, literature and science, for the first time—and we believe first of any institution of similar standing in the country—conferred upon a young woman in person, who was already a Bachelor of Wellesley College, the degree of Doctor of Philosophy *cum laude*.—*Harper's Weekly*.

A MEETING of the board of governors of King's College was held in Halifax at the residence of the bishop on the 5th June. The most important business transacted at the meeting was the appointment of the present professor of divinity and acting president, Rev. Canon Brock, to the position of president. Canon Brock has proved himself an able administrator and under his regime the college has assumed a prominent position among the educational institutions of the province. New life and material progress is visible in every department and the friends of King's look forward with confidence to an era of prosperity for the college marked by a widening influence for good and a substantial increase in the number of students. Mr. Hammond who has lectured in classics during the present year and whose connection with the college has been eminently satisfactory was re-appointed.—*Hant's Journal*.

IN the theatre of the Normal School the usual closing exercises were given on the evening of the 18th ultimo by the pupils of the school; and at the same place on the 25th a week later, the Ontario Model School held a similar gathering. The readings and recitations given at the latter were noticeable in many instances for faulty tone and

pronunciation, with the notable exception of Miss May Francis, whose tone and graceful action formed a strong contrast. The clever essay, "The Works of Robert Burns," was remarkably well read by Miss McClure, but the EDUCATIONAL WEEKLY cannot for a moment uphold the views of the essayist that the poet would have been enabled so effectually to reach the hearts of his more humble admirers, had he been blessed with opportunities for higher education. The blue ribbon of the school—the Governor-General's medal—was awarded to Miss Emma Rollo in the senior 5th, and to Miss Maude Kingsmill in the senior 4th division.

THE annual meeting of the Lanark County Teachers' Association was held at Almonte on the 13th and 14th of May. A very large number of teachers was present. Mr. Mitchell, M.A., I.P.S., pointed out how he would teach geography to pupils in the public schools, followed by Mr. D. A. Nesbit, H.M.P.S., Pakenham, who took up mental arithmetic. An essay was read by Miss Tivey. Mr. Houston, Parliamentary Librarian, was the next spokesman, followed by Dr. McLellan, who also gave a lecture in the evening. The officers for the next year are as follows:—N. Robertson, B.A., H.M.H.S., Smith's Falls, President; Miss L. Steadman, Vice-President; M. M. Jacques, H.M.H.S., Perth, Sec.-Treas. Committee of Management, Miss Girard, Carleton Place Public School; J. R. Johnston, B.A., H.M.H.S., Carleton Place; Miss F. Gilroy, S. Falls; J. McCarter, H.M.H.S., Almonte; T. J. Malrond, Math. Master, Almonte High School. Auditors, J. C. Hamilton, H.M. Smith's Falls P. S.; A. J. Goth, H.M., Carleton Place P. S. Delegate to the Provincial Association, F. L. Mitchell, M.A., I.P.S.

THE Wilmot and Wellesley Teachers' Association held their 5th meeting in Wellesley, June 12th, a fair number of teachers being present. The programme was as follows:—"President's Address," Mr. Filkins; "Freehand Drawing," Mr. Wilkinson; "The Teachers' Four Great Plagues," Mr. Donneworth; "Woman's Sphere," Mr. Beatty. The following resolutions were adopted by the association:—1. That the association disapprove of the mode by which our public school inspector examines the copies when he makes his visits. 2. Moved by Mr. Wilkinson, seconded by Mr. Beatty, that whereas in many instances considerable difficulty is experienced by married teachers to find dwelling houses at all convenient to their schools, and therefore often have to remove from a section for this reason, and in many cases leave the profession simply because a permanent situation is scarcely obtainable, even in the case of able teachers; and resolved that in the opinion of this association, the interests of education in general would be better served, and also that a step towards greater permanency in the profession would be secured, if school sections were required to build suitable residences for teachers.

AT Gravenhurst on the 17th and 18th June the teachers' convention for the district was attended by a large number of the teachers. The proceedings were interesting and instructive. The first day Mr. Thomas Prin, of the Bracebridge P.S., occupied some time on the subject of drawing; next Mr. Bradley, with an essay on history; Dr. Davis

followed with some practical remarks on hygiene. On the second day convention was opened with prayer by Mr. Reazin, P.S.I., who afterwards occupied a short time on elementary algebra. Dr. McLellan then brought before the convention his mode of teaching arithmetic to the primary classes; after which Rev. Mr. Clark, M.D., addressed the convention on the subject of the teachers' dignity. In the afternoon Dr. McLellan took up the subject of literature. He thought that teacher the most successful who not only succeeded in implanting in his pupils a desire for further reading than they can get at school, but who succeeds in implanting a desire for the right kind of reading. The teacher must have a love for the right kind of reading, and must read, or he cannot beget that desire in the minds of his pupils. The lectures and essays were agreeably interspersed with instrumental music and Kindergarten songs.

THE Manitoba Teachers' Association had a meeting at the end of June. There was a very large attendance of teachers. Mr. Somerset, the president, delivered his opening address, reviewing the work of the year. He asserted that the composition of the board of management should be based more upon the knowledge that members had of the needs of the country than their being representatives of a certain section. Referring to the increase of schools and advance of education, he pointed out that in 1882 there were but 200 schools in the province; now there are 450. He also referred to the high qualifications necessary to fit persons for teaching, and the efforts put forth to secure the necessary training. Out of 426 teachers now teaching in the province 285 had received a normal school training. Mr. N. McCallum, of Portage la Prairie, read a paper on "Written Examinations." The officers elected for the ensuing year are:—President, Mr. Somerset, re-elected; vice-president, Mr. Goggin; second vice, Mr. McCallum; secretary, W. A. McIntyre; treasurer, Mr. Kerr. The following were elected as the council:—D. McIntyre, E. S. Popham, Miss S. Sharp, E. A. Blakely, and N. McCallum.

AN interesting exhibition of skill and discipline by the pupils of the board school in Crampton street, Newington Butts, was given in the presence of the Rev. J. Diggle, chairman of the London School Board and a small party of ladies and gentlemen. This was the first semi-public display of the kind, the class only having recently been formed. Thirty-eight pupils, all young girls between the age of ten and thirteen, took part in drilling and gymnastic exercises. The gymnasium is a broad and lofty structure, fitted up with a perfect network of wooden bars round the walls, and provided also with bars and chains and hanging poles of a very substantial kind. Attired in neat white overalls, with pale blue sashes, the little ones presented a very pleasing sight as they marched in in double file, singing a simple Tyrolese melody. Obedient to the word of command from either of their instructresses, Miss Strachan and Miss Ely, they marched and counter-marched and did right about, left, with all the precision of a regiment of regulars, and went through all their gymnastic exercises with evident gusto in the same orderly and simultaneous fashion. The system of teaching prevailing here is that of the Swedish

professor, Ling, which aims at graduating the lessons in such a fashion, that all the muscles of the body may be brought into action in succession upon scientific physiological principles. — *The Schoolmaster.*

Correspondence.

SEPARATE SCHOOL SECEDERS AGAIN.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—The view taken by the Education Department, on the question which I submitted to you two weeks ago, appears to me a very peculiar one. When the agreement between the trustees and the teacher is signed by the trustees, and sealed with the corporate seal, does not this act of the trustees bind the whole section as it then exists to pay the teacher's salary? Each member of a corporation is bound by the acts of the legal representatives of that corporation, and it is beyond the power of law to absolve a man from fulfilling his legal obligations.

If this view be correct, then the seceders will have to pay their share of all the debts contracted by trustees, up to the time that they became a separate corporation; if it be not, then this law is most unjust. Is it not possible that after a teacher has been engaged at a high salary, and has taught more than two months, that nine-tenths of the ratepayers may then form themselves into a separate school section, before the first of March, thus forcing the remaining one-tenth, according to the view taken by the Education Department, to pay the teacher's salary?

The opinion of the Education Department is based on Revised Statutes of Ontario chapter 206, section 31, which you quoted last week, but is not this section modified by section 33 of the same chapter, which reads thus:—"Nothing in the last three preceding sections contained shall exempt any person from paying any rate for the support of public schools, public school libraries, or for the erection of a school-house or school-houses, imposed before the establishment of such separate school."? If we separate section 31, chapter 206, from its context, as the Education Department seems to have done, we would infer that the ratepayers of a separate school section are exempted from paying their share of all the debts contracted by the public school section previous to the formation of the separate school section. That this is not the case is clearly shown in Revised Statutes of Ontario, chapter 204, section 78 (11), which, speaking of money borrowed by the trustees, for school purposes, says:—"Notwithstanding any alterations which may be made in the boundaries of such section or division, the taxable property situated in the school section or division at the time when such loan was affected, shall continue to be liable for the rate which may be levied by the township council for the repayment of the loan."

If, therefore, the ratepayers of a separate school section have to pay their share of one species of debt that existed before their secession, why should they not also pay their share of the teacher's salary? Your opinion is respectfully solicited.

EQUITY.

[We have authority for stating that it does not appear that any decision has been made on the

point raised by "Equity" in the courts, and it is open to any person concerned to take proceedings under the advice of a solicitor for procuring judicial decision.—ED.]

SPELLING REFORM.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As there is amongst those who have the direction of education in this country widespread misapprehension of the aims and methods of the spelling reformers kindly grant me the privilege of calling public attention to the amended spelling recommended by the Philological Society of England and the American Philological Association. These two learned bodies, after years of co-operation, formulated their recommendations in twenty-four rules, which may be thus briefly stated:

1. Drop final *e* when it is phonetically useless, as in 'live,' 'have,' 'vineyard,' 'masculine,' etc.
2. Drop the phonetically useless letter out of the digraph *ea* in such words as 'head,' 'heart,' 'earth,' 'meant,' etc.
3. For 'beauty' use the old English form 'beuty.'
4. Drop the phonetically useless letter out of the digraph *eo* in such words as 'people,' 'leopard,' 'yeoman,' etc.
5. Drop *i* out of 'parliament.'
6. Substitute *u* for *o*, dropping phonetically useless letters when there are any, in such words as 'above,' 'some,' 'dozen,' 'tongue (tung),' etc., and substitute the Old English 'wimen' for 'women.'
7. Drop *o* from *ou* in such words as 'journal,' 'arish,' 'trouble,' 'rough (ruf),' etc.
8. Drop *u* from such native English words as 'guard,' 'guild,' 'guilt,' 'guess,' etc.
9. Drop the digraph *ue* after *g* when the change would not affect the pronunciation, as in 'apologue,' 'demagogue,' 'colleague,' 'harangue,' etc., retaining it in such words as 'vogue.'
10. Substitute 'rime,' for 'rhyme.'
11. When doubling final *b, d, g, n, r, t, f, l,* or *s* serves no useful phonetic purpose, drop the last letter, as in 'ebb,' 'add,' 'egg,' 'inn,' 'purr,' 'butt,' 'staff,' 'dull,' 'buz,' retaining such forms as 'all,' 'hall,' etc. Omit also one *b* from 'abbreviate,' one *c* from 'accrue,' one *f* from 'affix,' one *l* from 'traveller,' etc.
12. Drop silent *b* from 'bomb,' 'crumb,' 'debt,' 'doubt,' 'dumb,' 'lamb,' 'limb,' 'numb,' 'plumb,' 'subtle,' 'succumb,' 'thumb,' etc.
13. Change *c* back to *s* in 'cider,' 'fierce,' 'hence,' 'pence,' 'whence,' etc.
14. Drop the *h* from *ch* when it is phonetically useless, as in 'chamomile,' 'stomach,' 'cholera,' 'school,' etc.
15. Substitute *t* for *d* or *ed* in 'crossed,' 'looked,' 'passed,' etc., retaining the *e* when the loss of it would modify the sound of the preceding syllable, as in 'chanced,' 'chafed,' etc.
16. Drop *g* from 'feign,' 'foreign,' 'sovereign.'
17. Drop *h* from 'aghast' and 'ghost.'
18. Drop *l* out of 'could.'
19. Drop *p* from 'receipt.'
20. Drop *s* from 'island,' 'aisle,' and 'demense,' and write *z* for *s* in 'abuse,' 'rise,' etc.
21. Drop *c* from 'scent,' and write 'sithe,' for 'scythe.'
22. Drop *t* from 'catch,' 'pitch,' 'witch,' etc.

23. Omit *w* from 'whole.'

24. Write *f* for *ph* in 'philosophy,' 'sphere,' etc.

I need only say by way of remark on these rules: (1) That their number might be considerably reduced by a different mode of statement; (2) that though our spelling would, in spite of their operation remain somewhat capricious and irregular, the changes they suggest would greatly enlarge the area of constant orthography; (3) that as spelling is a purely conventional matter, we have a right to make these changes if we choose to do so; (4) that English spelling has in the past undergone changes far greater than those recommended by the philological societies; (5) that orthography has been similarly simplified in other languages; (6) that even this amount of simplification would greatly facilitate the work of teaching children the use of written language; and (7) that there would be no appreciable loss to offset this great gain. Yours, etc., Wm. HOUSTON.

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FACULTY OF MEDICINE.—October 1st.

FACULTY OF LAW.—October 1st.

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Summer Shorthand Class.

With the consent of the Hon. the Minister of Education, the undersigned will conduct a Shorthand Class in the Education Department concurrently with the sessions of the Botany Class in July. For particulars address,

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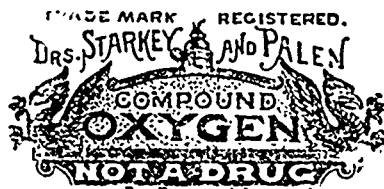
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EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 21st, 1886.

DEAR SIR,—

From the replies already received respecting the proposed Summer Class in Botany, the Minister of Education has decided to complete arrangements for its final organization. The Opening Lecture will be delivered in the Public Hall of the Education Department, on Tuesday, July 20th, at 2 p.m.

Mr. Spotton suggests that those purposing to join the class should read the following portions of Thome's Text Book: Chapters 1, 2, 3 and 4, and so much of Chapter 6 as relates to Phanerogams and Vascular Cryptogams; or, the corresponding portions of Prantl's Text Book (Vines' Translation). Members should also come provided with Pocket Lens, Knife, Dissecting Needles, Collecting Box, Part II. of Spotton's Botany and Gray's Manual.

The Department will grant a Certificate, signed by the Minister, of Attendance on this Course, but will not undertake to conduct any examination with a view to test the proficiency of the class.

Yours truly,

ALEX MARLING,

Secretary.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

EDUCATION DEPARTMENT, ONTARIO,

TORONTO, May 1st, 1886.

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

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

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

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

Yours truly,

GEO. W. ROSS.

Minister of Education.