

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/  
Couverture de couleur

Coloured pages/  
Pages de couleur

Covers damaged/  
Couverture endommagée

Pages damaged/  
Pages endommagées

Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées

Cover title missing/  
Le titre de couverture manque

Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées

Coloured maps/  
Cartes géographiques en couleur

Pages detached/  
Pages détachées

Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/  
Transparence

Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur

Quality of print varies/  
Qualité inégale de l'impression

Bound with other material/  
Relié avec d'autres documents

Continuous pagination/  
Pagination continue

Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/  
Comprend un (des) index

Plank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title on header taken from: /  
Le titre de l'en-tête provient:

Title page of issue/  
Page de titre de la livraison

Caption of issue/  
Titre de départ de la livraison

Masthead/  
Générique (périodiques) de la livraison

Additional comments: /  
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12X	16X	20X	24X	28X	32X

# Educational Weekly

VOL. III.

THURSDAY, MARCH 18TH, 1886.

Number 63.

## The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

SAMUEL J. MOORE, General Manager.

C. FRASER, Business Manager Educational Weekly Dep't.

T. ARNOLD HAULTAIN, M.A., Editor.

**TERMS:** Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

New subscriptions may begin at any time during the year.

Payment, when sent by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is receipt for remittance.

Subscribers desiring their papers discontinued are requested to give the publishers timely notification.

In ordering a change of address, or the discontinuance of the paper, the name of the post-office to which the paper is sent should always be given.

Rates of advertising will be sent on application.

Business communications and communications intended for the Editor should be on separate papers.

ADDRESS—**EDUCATIONAL WEEKLY,**  
GRIP OFFICE, TORONTO.

TORONTO, MARCH 18, 1886.

In our issue of the 11th ult. our readers may remember that we strongly supported Mr. Higbee in his decrial of what he so aptly termed "artificial arrangements." It has occurred to us that one of the chief disadvantages accruing from the one-sided view of education so strongly deprecated by Mr. Higbee lies in the fact that a very large part of what may truly be called education in its highest form is altogether lost sight of when pupils are taught with a view solely of pleasing the inspector or passing the examination. His mind is limited to a single groove, and this groove generally far from an interesting one. He is crammed with technical details, he knows little or nothing of their practical value, and, what is more, he is thoroughly unable to apply these technical

details to the wants of everyday life. If teachers were to give up a certain number of hours each week to what may be called 'outside subjects,' not only might all these obstacles be overcome, but a new and added interest would thus be infused into the regular course of study. These, perhaps, may be considered as visionary theories, but in reality they are not so. To take a practical example of a single subject to which the teacher might devote these spare hours:

It is almost a platitude to say that every single branch of study taken up in the school-room is to-day undergoing vital and rapid progress through the efforts of the numerous noted men who give up their lives to such branches. In after-life pupils will come to read for themselves much that has been written during the period in which they were mastering the rudiments. Would it be impossible now and again to pass from rudiments to completed theories? We think not, and one excellent method of so doing may be here pointed out.

It would, we think, very appreciably add to the interest of any subject if the master were to direct the attention of his pupils to what is going on around them at the present day in the different subjects, the ground work of which they are now studying.

For example, the class in science might be told very many interesting facts in connexion with the researches, opinions, and lives of those who to-day stand at the head of scientific thought. Short biographical references, perfectly intelligible to the dullest mind, might easily be made to Huxley, Tyndall, Sir William Thompson, and many others, more especially if the teacher himself has perused the many popular works published by these noted investigators. The class in literature might, in like manner, receive much benefit if the master were to advert occasionally to the many works of Richard Grant White, James Russell Lowell, Matthew Arnold, Ruskin, Goldwin Smith, Browning, Tennyson, etc. This method of

pointing out to pupils the goal to which their studies tend, might, we think, be provocative of most signal benefit if properly conducted. The names we have mentioned have only been used as finger-posts to point the way in which the teacher should proceed. We should recommend every master to obtain and refer to that excellent work, "Men of the Time." This would supply him, in addition to his stock of general information, with matter sufficient to enable him to do all that would be necessary in this direction.

By no means a small number of our pupils—those, at all events, who are old enough to listen intelligently to conversations carried on at home—hear a great deal of what may be called contemporary history. Their fathers read the papers; they hear discussions on various questions; they perhaps frequent the mechanics' institute or other library, and not a few, doubtless, glance at such periodicals as the *Scientific American*, the *Boys' Own*, and the *Girls' Own Paper*, *Harper's Weekly*, the *Leisure Hour*, and others, all of which contain much instructive matter by no means unconnected with the lessons which they are daily learning. This in itself is an education, and what we contend is that it is not or need not be an education which the pupil is left to pick for himself. There is a connecting link between the education of the schoolroom and the education of the circumstances surrounding the pupil. At a very early age the gap between these is necessarily wide. As the child grows it decreases. It should be the object of the schoolmaster to do his utmost towards the filling up of this gap, towards cementing and strengthening this connecting link. After all, what is the aim of the whole of education generally but to so mould and develop the mind that it may the better adapt itself to those external circumstances? And how better can this aim be attained than by taking into consideration as early as possible in the lifetime of a child those external circumstances?

## Contemporary Thought.

THE historical novel in most hands becomes somewhat of a bore. We are apt to see through the disguises, and, despite a vast affectation of antiquarianism, become somewhat weary of a number of the puppets of to-day masquerading in garments of the past.—*S. in the Book-Buyer.*

I DON'T remember having seen any allusion to Archdeacon Farrar's interesting admission that he had got more good out of Browning's poems than out of all the sermons he had ever read, and yet it was a very notable admission for a clergyman to make. Another suggestion that should have claimed attention was contained in his remark that Browning is perhaps the greatest living intellect. An English correspondent writes to remind me of the facts that Dr. Farrar was born in India, at Nasik, in Bombay Presidency, where his father served as an agent of the Church Missionary Society, and that before going to Oxford he studied at King William's School, in the Isle of Man.—*"Lounger," in the Critic.*

AN American student of pedagogy who, after working in the German literature of the subject, has found relief by turning to the French writers, will experience the same pleasant impression on becoming acquainted with the educational literature of Italy. Lightness and clearness are among its valuable qualities; while no one that has undertaken Siciliani or Kosmini will deny its depth and solidity. To an American school-man it is a wholesome lesson to survey the foreign pedagogic field and to learn that the great questions which press for solution at home are the questions among other peoples also, where they may often be seen in more advanced stages of development, or even already settled. By no means do we lead the world in education. We are a vigorous younger child in the great family of cultured nations, becoming now old enough to respect our elders.—*The University.*

THE *smallest* portions of matter that can exist are known as molecules, and they are so small that it is hopeless to think of ever being able to see them, even through the most powerful microscopes. The *thinnest* piece of matter of which we have any knowledge is the film of a soap-bubble just before it bursts. At this point the thinnest part of the film looks black, and its thickness is known with almost perfect accuracy to be the ten-millionth of a millimetre—say the three-millionth part of an inch. Some recent researches by Professor Rucker, Sir W. Thomson, and Van der Waals, attacking the subject both from a mathematical and a physical point of view, agree well in their estimate of the number of molecules of water which must lie side by side—like bricks—to make up the thickness of the film of water which constitutes a soap-bubble. It seems that the number cannot be less than *four* nor more than *seven hundred and twenty*. Twenty-six is perhaps the most probable figure; in which case the diameter of each molecule would be the nine-millionth part of an inch.—*The Week.*

NOWHERE have elective studies gained such a foothold as in the United States. It looks as though we are, in education, as in government, drifting

farther from the fixed principles of our fathers, towards the destructive rocks of "do-as-you-please." Harmonious development requires that the faculties of each individual be evenly developed; that the result of training be evenly balanced. Memory, reason, imagination, should each receive due attention. He who likes only one class of mental exercises is far from having a well-trained mind, while he who likes equally well all classes of mental exercises has a well-balanced mind. Harmonious development requires that the weakest faculties receive the most culture. Elections are harmful to most pupils. Children and parents are often incompetent to select. The effect of elections is clearly seen in the ungraded academy of the New England States. There it was not uncommon to find students pursuing one class of studies exclusively. Uneven development does little for the man and less for humanity. Philanthropists are generally men with broad views. A specialist who has not received a liberal education is narrow-minded. The really practical studies are those which fit one for usefulness; they are those that train one to think and to express his thoughts. It is the same whether training for one business, for the bar, the pulpit.—*Supt. A. W. Stuart, of Ottumwa.*

How, then, does the mechanism of the brain really act? I believe the true answer to this question is the one most fully given by M. Ribot and never yet completely accepted by English psychologists. It acts, for the most part, as a whole; or at least, even the simplest idea or mental act of any sort is a complex process involving the most enormously varied brain-elements. Instead of a dog being located somewhere in one particular cell of the brain, dog is an idea, audible, visible, legible, pronounceable, requiring for different modes of its perception or production the co-operation of an enormous number of separate cells, fibres, and ganglia. Let us take an illustration from a kindred case. How clumsy and awkward a supposition it would be if we were to imagine there was a muscle of dancing, and a muscle of walking, and a muscle of rowing, and a muscle of crickenting, and a muscle for the special practice of the noble art of lawn-tennis! Dancing is not a single act; it is a complex series of co-ordinated movements, implying for its proper performance the action of almost all the muscles of the body in different proportions, and in relatively fixed amount and manners. Even a waltz is complicated enough; but when we come to a quadrille or a set of lancers, everybody can see at once that the figure consists of so many steps forward and so many back; of a bow here, and a twirl there; of hands now extended both together, and now held out one at a time in rapid succession; and so forth, throughout all the long and complicated series. A quadrille, in short, is not a name for one act, for a single movement of a single muscle, but for many acts of the whole organism, all arranged in a fixed sequence.—*From "A Thinking Machine," by Grant Allen, in Popular Science Monthly for March.*

A CORRESPONDENT of the *Daily News* writes: On reading through the self-gratulatory remarks of the Director-General of Public Instructions in France, which appeared recently in your paper, one is naturally led to inquire whether a similar progress—progress of the good, substantial kind—

has taken place in our own country. To those who answer in the negative, who deplore the mechanical cram which too often takes the place of any real education in our elementary school, may I be permitted to offer the following remarks, contrasting the French and English system of training teachers? In France no one is allowed to teach without a "Brevet de capacité," obtainable after an examination, to which none are admitted who are not at least 17 years of age. In England untrained and imperfectly educated boys and girls of from 14 to 18 have practically the entire responsibility of large classes, classes which they must teach as best they can; for the evening hours which a trained teacher might devote to careful preparatory work these unfortunate pupil-teachers must spend upon their own studies for the yearly examination. In France the students enter training colleges at 15. They are young and impressionable, more important still, they have nothing to unlearn. Here they receive an entirely gratuitous three years' training, in return for which they are pledged to serve in the profession for ten years, an obligation which involves no great hardship, seeing that they would be free at 28 years of age. In our English training colleges no student is permitted to enter under the age of 18. They have already served an apprenticeship of four or five years. This means that they have formed habits which the majority of them are powerless to break through, and that all enthusiasm for their future profession has been crushed out of them by previous overwork and failure.

THERE has been a singular mortality of late among the principals of the Scotch universities. Little more than a year has passed since the decease of Sir Alexander Grant; Principal Shairp expired in September; Dr. Pirie, of Aberdeen, died in November last; and now news comes of the death, on the 13th of February, of the other principal of St. Andrews. Principal Tulloch had been suffering from broken health during all the early winter; but no immediate danger was apprehended till a week before his death, when dangerous symptoms set in. He was in his sixty-third year; in the full force of his fine and vigorous intellect; and his loss to his university and to Scotland, especially at the present crisis of ecclesiastical affairs in the north, is almost incalculable. His liberal and generous intelligence and great popularity gave him a power for good, the absence of which in the councils of the Scotch Church will be greatly felt. His death will be to Scotland a national loss, as well as a great shock and regret to many friends on the other side of the border. Principal Tulloch was a "robust Christian," and a scholar of the old Scotch school—about as great a contrast as is conceivable to his brother principal, Dr. Shairp, who died last summer. He was as combative a principal as Charles Reade was a fighting man of letters, while Principal Shairp was "all for culture." Of all the university officials at St. Andrews he was of the students the most beloved. They are a hard-headed, unpolished constituency, and his hospitality and geniality exactly suited them. His sympathies were broad, and he had, like Dean Stanley, a liking for heretics, being ever ready to side rather with the persecuted than the persecutor. On his own church his influence was eminently good. It was always exercised on the side of tolerance and progress.—*The Week.*

## Notes and Comments.

THE King of Belgians has offered an annual prize of twenty-five thousand francs for the purpose of encouraging works of the mind, open to the competition of persons in all parts of the world.

WE regret to have been obliged to delay for so long the continuation of the articles on Practical Art. Mr. Arthur J. Reading, the writer of these, has been heavily encumbered with a press of other work, but he promises to renew his contributions either next week or the week following.

IN answer to a question which we submitted to the Education Department in regard to the permissibility of trying for both second and third class certificates in the same year, we have received the following answer:—"The Minister has arranged that a candidate may try for both the second and third class standing next July, although there is no special regulation on the subject."

IN a little volume on the "Humanities," written by Thomas Sinclair, and published by Trübner & Company, of London, we have an enthusiastic defence of the old classic studies. Not only that, but Mr. Sinclair claims that the cultures of Greece and Rome, especially of the latter, are the best the world has ever known. At the height of its civilization Rome led the world in maintaining the only true culture; and the hope of culture for the future is that we will get back to this of the Roman "Humanities." The true culture, says Mr. Sinclair, was overthrown by the fanaticism of the Hebrews.

MACMILLAN & CO. have just issued Mr. Frederick Harrison's new volume, "The Choice of Books, and other Literary Pieces," which consists of essays and lectures written at various times during the last twenty years, and dealing solely with books, art and history. Mr. Harrison's views on the choice of books, which occupy about a fifth part of the volume, will be read with interest, in connexion with Sir John Lubbock's recent lecture, a part of which we published in our issue of February 18th, and the discussion which has followed it. Other essays are on Mr. Froude's life of Carlyle, on the life of George Eliot, on Bernard of Clairvaux, on historic London, and on the French Revolution.

MR. J. O. M. LER, writing to the *'Varsity* on the subject of the annual prize poem of the University of Toronto, says:—"Why not abolish the setting of subjects altogether? It is not fair to cramp the intellect in the highest possible way in which it can do original work. There are only too few opportunities to a student as it is, to do the best

kind of work. Would it not be a good idea, instead of demanding a poem on a given subject, within a given time, to take the best poem of, say over fifty lines in length, published in the *'Varsity* during the current year, written by an undergraduate, and give the prize for it? The writer may, in that case, consult his own taste and feeling as to his subject, and may, if he wishes, take the whole four years of his course to elaborate his thought.

"THE members of the Modern Language Club are," the *'Varsity* says, "about to address a memorial to the University Senate, praying that their department be placed on an equal footing with others in regard to the scholarships granted by that body. The Club will not commit itself to approval of the principle of scholarships, but modern language men rightly think that so long as rewards of this nature are given, no unfair discrimination should be made against their department. No one who is competent to express an opinion will now seriously contend that modern language study requires less mental ability and application than classics or mathematics, yet each of the latter subjects has two scholarships allotted to it of \$130 and \$100 respectively, whereas modern languages receive only one scholarship of \$100. This is in the first year. At matriculation a discrimination is made against modern languages to the extent of \$20, and in both examinations the other subjects count higher in determining the scholarship for general proficiency."

EDUCATIONAL problems are certainly increasing in number. The following from the *N. Y. School Journal* is significant: "The co-education of the races—not sexes—is a subject our nation more than any other is called upon to consider. Where are the Africans, Chinese and Indians to be educated? That they *must* go to school, our best citizens admit; but where? This is the question." The practical application of this axiom is thus enforced:—"The laws in reference to education should be enforced. All the Chinese children should be required to attend school. Here is a lever we can use with great results. If a Chinese child is cleanly, orderly and able to study with the c'asses in an American school, there is no reason why he should not be permitted to associate with other children. The fact that a child is a Mongolian, African, or European is no argument against the co-education of the races. If a full-blooded Indian should prove to be the best man we could find for president of this country, he should be elected. Indian blood wouldn't hurt him."

FURTHER changes have been made in the mode of procedure of the Senate of the University of Toronto. On the clause of the report that proposed that regular sessions of the Senate be held on the second Thursdays

in November, December, March and April, Prof. Loudon moved, seconded by Prof. Galbraith, that the Senate is prepared to try the experiment of holding continuous sessions on the second Thursdays of March, April, November and December, on the understanding that meetings should be called, as hitherto, whenever in the opinion of the vice-chancellor they should be required, with due notice of all business to be introduced. The amendment was lost and the clause was adopted. The following clauses in the report were adopted—No statute shall be introduced without at least one day's notice, nor shall it be passed at the same sitting at which it was introduced, and it shall have two readings on two different days. At the second reading of a statute any member may require it to be read clause by clause. The order of proceedings at the meetings was settled, and it was decided that unprovided cases should be settled by the rules of the Legislative Assembly of Ontario. It was also moved by Dr. Caven, seconded by Mr. Coyne, and carried, "That the report now adopted be adopted be acted on for one year before the provisions be reduced to the form of a statute."

"FRIDAY, Feb. 5th, was the fifth anniversary of Carlyle's death," says the *Pall Mall Gazette*, "and on Saturday a memorial tablet was fixed in Cheyne-row, Chelsea, the street which is inseparably connected with his name. Unfortunately the tablet is not to be erected on No. 24, the house so long inhabited by Carlyle. It is not a little curious that the house of the great denouncer of quacks should be the property of the proprietor of a quack medicine. Since the house was vacated by Mr. and Mrs. Alexander Carlyle some time after their uncle's death it has remained unlet, and the Carlyle Society hoped at one time to obtain it with a view of forming there a Carlyle library and museum, containing copies of all the editions of his works, portraits of his heroes, plans of the battlefields he has described, and so on. The negotiations, however, came to nothing, and it was then determined that a marble tablet should be fixed to the house. The owner's permission was obtained, and a commission was given to Mr. C. F. Annesley Voysey. Just when the work was completed the owner of the house died, and the property was thrown into Chancery. Many delays ensued, and it was found impossible to obtain the necessary permission to fix the tablet. Under these circumstances, rather than let another anniversary of Carlyle's death pass unnoticed, the council of the Carlyle Society decided to put up the tablet on the side wall of No. 49 Cheyne-walk, and there—for the present, at least—it must remain." The *Gazette* prints a sketch showing the tablet in position, and giving a glimpse of Cheyne-row.

## Literature and Science.

### THE SONNET.

THE sonnet first bloomed under Sicilian skies. It made its appearance in the thirteenth century—a century rich in glorious creations of almost every kind. It has flourished in the literary gardens of Italy, fostered by the kindly genius of Dante, Petrarch, Michael Angelo, and Tasso; in England, it found a home with Spenser, Shakespeare, Milton, and Wordsworth, and the greatest poet of our own land, Henry Wadsworth Longfellow, has given it a place in one of his brightest volumes of poems. Yet it must be confessed that the sonnet as a form of poetical composition is not popular. It embodies within it the idea of triviality. I have often thought that if Jacques, when speaking of the seven ages of man, in "As You Like It," had used the word sonnet in place of ballad in the following, he would have denoted pretty accurately in literature the office of the sonnet:—

"And then the lover,  
Sighing like furnace, with a woful ballad  
Made to his mistress' eyebrow."

But my purpose in this paper is to string together a number of the best sonnets to be found in English literature. Wordsworth, conscious of the slight under which the sonnet lay, has written a very fine plea in defence of this form of poetical composition, enumerating some of the poets who treasured in it some of their gems of thought. Wordsworth pleads in behalf of the derided sonnet in the following words:—

"Scorn not the sonnet; critic you have frowned,  
Mindless of its just honors. With this key  
Shakespeare unlocked his heart: the melody  
Of this small lute gave ease to Petrarch's wound:  
A thousand times this pipe did Tasso sound:  
(Amoens soothed with it an exile's grief:  
The sonnet glittered a gay myrtle leaf  
Amid the cypress with which Dante crowned  
His visionary brow: a glowworm lamp,  
It cheered mild Spenser, called from Faery-  
Land  
To struggle through dark ways: and when a  
damp  
Fell round the path of Milton, in his hand  
The thing became a trumpet, whence he blew  
Soul-animating strains—alas too few!"

Now as to the construction or building up of a sonnet the conditions it should fulfil are the following:—It must consist of fourteen lines, neither more nor less. Then there must be two groups of lines, a major and a minor. The major consists of eight lines, which should be complete in themselves, and the minor the six concluding lines. The first eight lines should have only two rhymes between them, the first, fourth, fifth and eighth lines rhyming with one another. The second, third, sixth and seventh in like manner, should have but one rhyme among them. There should be a pause here in the sense, and the remaining six lines should contain but two rhymes alternating with one

another. These rules are strict for the sonneteer, and should he wish to praise his lady love in sweet scented sonnets, the rules of rhyme will bear heavily upon "that celestial rapture that falleth down from heaven." But should he complain too loudly of his task we will make reply to him in the words of the old Italian poet "If this seem to thee a bed of Procrustes, who has compelled thee to lie on it? It is of thy own free choice that thou stretchest thyself thereon. Parnassus would not be in despair, the treasury of the Muses would not be bankrupt, even though thou shouldst withhold thy sonnet from it." The Earl of Surrey, beheaded in 1546, was the first to give the sonnet a home in the literature of England. His sonnets possess much merit and have added not a little to the enrichment of English literature. Spenser's sonnets are tender and graceful. Here is one selected at random from the many which he wrote:—

"Like as a huntsman, after weary chase,  
Seeing the game from him escaped away,  
Sits down to rest him in some shady place,  
With panting hounds beguiled of their prey;  
So, after long pursuit and vain assay  
When I all weary had the chase forsook,  
The gentle deer returned the self-same way,  
Thinking to quench her thirst at the next brook.  
There she, beholding me with milder look,  
Sought not to fly, but fearless still did hide  
Till I in hand her yet half trembling took,  
And with her own good will her firmly tied.  
Strange thing, me seemed, to see a beast so wild  
So goodly won, with her own will beguiled."

But it is from the genius of Shakespeare that English literature has received its richest gift of sonnets. The "myriad minded," bard of Avon, like an intellectual ocean touching with its waves all the shores of human thought, has rolled upon the beach many a pebbly gem strewn sonnet-wise upon the sands. We almost read in the following the poet's own consciousness of mortality—each century opening to "ever wider avenues of fame":—

"Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date:  
Sometimes too hot the eye of heaven shines,  
And often in his gold complexion dimm'd,  
And every fair from fair sometimes declines,  
By chance or nature's changing course untrimm'd:  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou owest:  
Nor shall Death brag thou wander'st in his  
shade,  
When in eternal lines to time thou growest:—  
*Live long as men can breathe, or eyes can see,  
So long, live this, and this give life to thee.*

The sonnet may be trivial, but the genius of Shakespeare has truly glorified it in the garden of English verse!

THOMAS O'HAGAN.

ANDREW LANG TO THACKERAY.  
To W. M. Thackeray.

SIR: There are many things that stand in the way of the critic when he has a mind to praise the living. He may dread the charge of writing rather to vex a rival than to exalt

the subject of his applause. He shuns the appearance of seeking the favor of the famous, and would not willingly be regarded as one of the many parasites who now advertise each movement and action of contemporary genius. "Such and such men of letters are passing their summer holidays in the Val d'Aosta," or the Mountains of the Moon, or the Suliman Range, as it may happen. So reports our literary "Court Circular," and all our *Précieuses* read the tidings with enthusiasm. Lastly, if the critic be quite new to the world of letters, he may superfluously fear to vex a poet or a novelist by the abundance of his eulogy. No such doubts perplex us when, with all our hearts, we would commend the departed; for they have passed almost beyond the reach even of envy; and to those pale cheeks of theirs no commendation can bring the red. . . .

There are, it will not surprise you, some honorable women and a few men who call you a cynic; who speak of "the withered world of Thackerayan satire;" who think your eyes were ever turned to the sordid aspects of life—to the mother-in-law who threatens to "take away her silver bread basket;" to the intriguer, the sneak, the termagant; to the Beckys, and Barnes Newcomes, and Mrs. Mackenzies of this world. The quarrel of these sentimentalists is really with life, not with you; they might as wisely blame Monsieur Buffon because there are snakes in his Natural History. Had you not impaled certain noxious human insects, you would have better pleased Mr. Ruskin; had you confined yourself to such performances, you would have been more dear to the Neo-Balzacian school in fiction.

You are accused of never having drawn a good woman who was not a doll, but the ladies that bring this charge seldom remind us either of Lady Castlewood or of Theo or Hetty Lambert. The best women can pardon you Becky Sharp and Blanche Amory; they find it harder to forgive you Emmy Sedley and Helen Pendennis. Yet what man does not know in his heart that the best women—God bless them!—lean, in their characters, either to the sweet passiveness of Emmy or to the sensitive and jealous affections of Helen? 'Tis Heaven, not you, that made them so; and they are easily pardoned, both for being a very little lower than the angels and for their gentle ambition to be painted, as by Guido or Guercino, with wings and harps and halos. So ladies have occasionally seen their own faces in the glass of fancy, and, thus inspired, have drawn Romola and Consuelo. Yet when these fair idealists, Mme. Sand and George Eliot, designed Rosamund Vincy and Horace, was there not a spice of malice in the portraits which we miss in your least favorable studies?

That the creator of Colonel Newcome and of Henry Esmond was a snarling cynic; that he who designed Rachael Esmond could not draw a good woman—these are the chief charges (all indifferent now to you, who were once so sensitive) that your admirers have to contend against. A French critic, M. Taine, also protests that you do preach too much. Did any author but yourself so frequently break the thread (seldom a strong thread) of his plot to converse with his reader and moralize his tale, we also might be offended. But who that loves Montaigne and Pascal, who that likes the wise trifling of the one and can bear with the melancholy of the other, but prefers your preaching to another's playing!

We have been young and old, we have been sad and merry with you, we have listened to the midnight chimes with Pen and Warrington, have stood with you beside the death-bed, have mourned at that yet more awful funeral of lost love, and with you have prayed in the inmost chapel sacred to our old and immortal affections, *à l'âlé souvenir*. And whenever you speak for yourself, and speak in earnest, how magical, how rare, how lonely in our literature is the beauty of your sentences! "I can't express the charm of them" (so you write of George Sand; so we may write of you): "they seem to me like the sound of country bells, provoking I don't know what vein of music and meditation, and falling sweetly and sadly on the ear." Surely that style, so fresh, so rich, so full of surprises—that style which stamps as classical your fragments of slang, and perpetually astonishes and delights would alone give immortality to an author, even had he little to say. But you, with your whole wide world of fops and fools, of good women and brave men, of honest absurdities and cheery adventurers—you who created the Steynes and Newcomes, the Beckys and Blanches, Captain Costigan and F. B., and the Chevalier Strong—all that host of friends imperishable—you must survive with Shakespeare and Cervantes in the memory and affection of men.—From "Letters to Dead Authors," by Andrew Lang.

["The letter to Thackeray," says *The Book Buyer*, "has a delightful flavor, which recalls the peculiar quality of style of the great novelist himself. It embodies, in the most charming form, a very appreciative criticism of Thackeray, and indirectly throws a good deal of light on current fiction. The possibilities of the method are apparent, and it is enough to say that Mr. Lang has made the most of his opportunities. In fiction, poetry, history, and, indeed, in all departments, he has taken the great writers of the past into familiar counsel for the purpose, not only of giving utterance to very acute

and suggestive criticism of their own works, but of illustrating by comparison and contrast the advance and decadence of the literature of to-day."

## Special Papers.

### THE MISSION OF LANGUAGE.

"There is no death, what seems so is transition."  
—Longfellow.

It has been said that history repeats itself; that what has been, is; what is, shall again be. But the aphorism is applicable to more than history. It embodies the principals of a universal law, true of everything in time, perhaps, in eternity.

Looking not long ago at a mass of snow which was lying by the road-side, the thought struck me with irresistible force, that as that snow-heap then was, made up of certain definite atoms, so again it might be under a combination of circumstances atoms and atoms away in the far future: that beneath the spring warmth the mass would dissolve and fade, yet not to perish evermore: but merely to assume a new form, the liquid: that by and bye, the liquid in turn, following the monitions of an inexorable fiat, would lose its form and be scattered as mist or translated as cloud: that again in the time to come, under the modifying influences of weather and the season's changes, these self-same particles would be re-united, distilled into rain drops or crystallized as snow. And that, finally, after many such mutations and transitions, and after much mixing and counter mixing, separation and re-union, a time might come, when, under a similar combination of circumstances to which that snow mass then owed its existence, it might be again deposited, atom for atom, in that very form, in that very place, at that very season, with perhaps a being like myself with the same instincts, the same passions, the same mental faculties, the same aspirations and doubts moralising by its side.

"There is no death, what seems so is transition."

The question that naturally rose uppermost in my mind was the very pertinent one: would nature give a sign to her child that such a concatenation of analogies had existed before? The only answer I could find was in that expressive and suggestive utterance of the historian Froude: "Strange misgivings which from time to time flit about us all of some other second life we have lived we know not where."

From the snow-mass, the inert matter, my thought passed by a logical sequence of ideas to the human frame, from that to the sentient individual, from the individual to the nation, and from the nation to the record which commemorates its being. To

that grand stream of speech, which, falling cascade-like from epoch to epoch down the steep of time, gives substance, and in a sense, present life, to verities, which would otherwise be mere abstractions, thus petrifying for the future by its magic power, as certain waters transform the fern leaves at the cataract's base, the lives, the deeds, the ambitions, the successes, and the failures of peoples and individuals long dead; crystallising empires in language, and so converting the past of all time into a veritable prison, through which the many colored light of memory still plays, rendering very real for us, what have of themselves passed to all appearance for ever into the arcana of the inscrutable *has been*.

As these thoughts gradually took shape and outlined themselves round the grand dissyllable "language," there began to dawn upon my mind the idea of a strange connection existing between my thought of the snow and the office of language—to this effect, that though in reality the snow-mass might never more be exactly as it then was; yet in imagination it might again be called into being by the aid of description or speech. That is, that though, objectively, the heap might never again be thus and there, subjectively, it might exist as such in an alien mind, in any number of alien minds, any number of times, by the help of words, and, therefore, be a constant unit in the sum of existences. Similarly, that though the individual and the nation might never again be exactly what they were to themselves, as sentient entities capable of cognition; yet, for others, they might, and, indeed, do exist over and over again, whenever the history of achievement, or the biography of the individual is appreciated by the human intelligence through the medium of speech. In fact, these live again in our conceptions. This idea of objective and subjective existences led to another, that of mission objective and subjective, and I considered, that as the snow-mass lying at my feet had its mission, objective and subjective, and the individual standing by its side had his, and that all things, tangible and intangible, concrete and abstract, had their duties great or little, lofty or humble to discharge, so had language its mission, objective and subjective, the former, the mission of to-day, finite; the latter, a mission transcendent in its sphere, infinite; to render co-equal and co-eternal the archives of all time, to weld in an unbroken chain of the ever present, the links of universal being, past, present and to come.

Language has this mission; for what were lives and deeds; ay, even thought itself, without the medium by which to perpetuate the episodes of to-day; for it is always to-day! What is yesterday to us? It was not yesterday then. And what to-morrow?



We never reach it. It is ever to-day, an eternal now, with speech its register, the conservator of history, and the centre of mental gravitations.

Nations perish, but speech remains to eternalize their being. Here are a few bricks, or stones, or tablets, discolored, fissured, moss-grown, and on them are discerned dim tracings, hieroglyphical outlines of plant or bird or beast; cuneiform inscriptions of a later epoch: or runic transcriptions a shade nearer our own alphabetical symbolisation. Well, these are only so many frozen archives. Let but the sun-light of the intellect fall upon them and they dissolve, thaw out, and ripple away for evermore, bearing on their charmed tide thought-laden argosies, and echoing once more with the music of long-forgotten tongues. This then I say is the subjective mission of language: to render the finite, eternal; the limited, infinite. Decades pass away. Centuries roll on noiseless wheels down the thoroughfares of forgetfulness. Æons on æons stalk like belated ghosts back into the graves of time; but their impress is left on the now, in books, where in symbolised speech we read of the by-gone ages and by means of thought-speech are carried back, back to the very fountain heads of being, to spring anew from the barren earth, to gather strength of tributary, to expand and lengthen and roll on with the flood-tide of life and progression, with the noise of many waters; arts, legislations, philosophies, creeds; Greek, Roman, German, Jew, under the sunshine of an ever renewed inspiration up to the very confines of to-day.

What more glorious mission has any created entity, be it objective or subjective, than this, to *perpetuate* being; to make the present partner of the past; to foreshadow at least the prospects of the future; to enshrine all truth; to embody all philosophy; to narrate all history; to teach all dogma; to recapitulate all creed; to symbolize all thought? Grandeur office is there none!

To perpetuate being! Chaldea and Assyria are sleeping a sleep more profound than that of Barbarossa. Babylon has fallen never to arise. Media and Persia! Where are they? The place that knew them once knows them no more. The sun of Parthia has long risen and set. A second Persian empire has blossomed, flourished and mouldered in the ruins of the first. The pyramids no longer look down upon the glories of the Pharaohs and are themselves draped in departed greatness. Greece perished in her prime, only her art is left, and the halo of her inimitable glory. The Latins bequeathed us law from the seven-hilled city of Romulus and died in the birth-throes. Venice the superb, the beautiful bride of the Adriatic, wedded commerce, and commerce promised to be a faithful spouse;

but alas! tainted with this world's heresy of infidelity forsook her, and, heart-broken she sought a premature grave. Genoa is but a name. The Armadas of Spain are shattered, her argosies, wind-strewn, abandoned and decayed. The crescent is paling on the turban of the Turk, and the cross has been threatened at the gates of Rome, while other empires have been borne and have ripened under the sun of prosperity, perchance in turn to fade when their mission is accomplished, they too shall sleep with the past—when, perhaps indeed, the mother of modern civilizations herself, bereft of her children, shall sit the Niobe of nations, or in very deed, the southern savage may wander by the silver Thames and sadly brood over the departed glories of "the river of the masts." But whatever the mutations and whatever the developments, language shall record the change, shall be itself imperishable. Such is its function! Such, its eternal office.

Its mission begins with our mission, and, so far as earth is concerned, perishes for the individual only when the closed eyelids shut out forever the daylight of earth. But who shall say that its mission for us is even then accomplished? If the snow-mass melts into liquidity and disperses in vapor to be again re-moulded and re-utilized, shall not our imperishable intellects, their earthly mission concluded, find other fields of labor and other offices of activity and trust? We too shall disperse; but, I believe verily and in truth, our mission is not done, only begun. Refashioned, we shall live again, and work again, and love again all works we loved here, carrying speech, the God-gift, with us to perpetuate other actions, to immortalize other lives, to inspire other hopes, to crown with plaudits other successes.

And mark this—my conjecture is no mere dreamer's vision; for if matter be eternal, that is, indestructible, as we see no reason to doubt, and mind be the constant companion of matter, then as Darwin well says: "The one must be as immortal as the other is indestructible"; that is, the mind, the better part, shall be eternal, and if the intellect be eternal, thought shall be eternal; but thought is the shadow of speech, and speech the substance of thought, and therefore eternal. The intellect is but the stream which reflects all beautiful conceptions, the messages of the invisible, from its depths; but speech is the word-artist, that catches the shadows, and renders them stable forever in the albums of men's hearts and men's intellects.

It is a lofty conception, this idea of the function of language, indeed the word language itself is one of the most potent in our vocabulary—*mullum in parvo*—what does it not imply? It is the epitome of all thought and consequently of all action; for thought

must ever precede action. In books are contained all we know of our predecessors. If architecture is, as it has been well termed, frozen music, surely speech is frozen action; the conservation of deeds, culled again into active being, by the reflex agency of the intelligence and language. Think what language means. Imagine what we might be without the faculty. The animal, the brute, that endures for its generation and perishes, without a record as a memorial. We, who live to-day, poor, weak, pigmies on this revolving charnel-house of dissolution, treading on the bones and delving in the dust of our dead ancestors, are yet richer than they of even one hundred years ago, by so much more of time, and, consequently, by so much more of event, or, at least, the knowledge of it, conveyed to us through the instrumentality of historical record, which is written speech.

A. H. MORRISON.

(To be continued.)

## SYSTEMATIC PRONUNCIATION.

### V.

WE have in our language a number of words borrowed from the Greek wherein the Greek diphthong *ai* had a place; and this in proper nouns we have retained in the modified Latin form *ae* (because we have so often seen it Latinised in the classic authors), while in common nouns we have sometimes kept it as *ae*, sometimes changed it into simple *e*. Thus we write *Alycæ* and *Maæander* and *palæontology*, but either *diaeresis* or *diereses*, *meander*, *pliocene*, and *eternal*.

In all these words and in most of those that have the same etymology, the vowel sound uttered is the long English sound of *e*, and utterances brought about by our English way of pronouncing the Latin tongue; and this is the sound that ought always to be heard except where (as in the word *phenomenon* for instance) it is obscured by a stress laid upon an adjoining syllable. The character of the word is certainly better preserved in the long sound of *e* than in the short one. But a contrary practice has lately crept in: the words derived from the Greek *αἷμα*, blood, and *αἰσθάνεσθαι*, to perceive, being pronounced *hæmatite hæmorrhage*, and the like and *æsthetics, æsthetical*, and so on.

Of the word denoting blood-red iron ore the chief dictionaries give two spellings, one with *æ*, the other with simple *e*; and while in the latter spelling, the vowel sound is marked short, in the former it is marked long. But whereas the same plan is commonly adopted with the word for "bleeding," Nuttall prefers to spell it with *e* and to pronounce it *hæmorrhage*.

The word for the "philosophy of the fine arts," again, has suffered a gradual maiming.

Webster (the first to mention the word) writes the noun and one derived adjective with *ae* or *e*, the last form alone being short. Worcester writes the noun and its adjectives in both ways, but pronounces the adjectives always short. Nuttall, again, writes the whole set of words in two ways, but pronounces them in one, namely, the short. The writer of Chambers' Etymological Dictionary is indeed staunch for the original sound, whatever the spelling; while he prefers the older style of spelling also. But Stormonth, the latest lexicographer, writes the noun in the two ways and gives it the double sound; and *esthetic* is the pronunciation that we have commonly heard in Canada.

The first syllable of the words derived from *αινα* lost its long sound probably through being in common, hasty speech, confounded in origin with the *hem* beginning such words as *hemisphere* and *hemistitch* (the first part of the Greek *in*). To avoid this in the future, we would enable the eye to help the ear by spelling the syllable under discussion uniformly with *ae* diphthong. This course is still more needful in the words derived from *αιβοειρεθου* because the voice naturally makes the first syllable end with the *s*, it being hard to begin the second with *sth*, and attention, therefore, ought to be directed in some striking way to the isolated, long character of the vowel sound before *s*.

If we be asked why we insist upon the Greek diphthong *ai's* being represented by a long sound, while we are content to leave the Greek long vowel *η* represented by a short sound, we reply that the pronunciation of the prefix *hemi* is too firmly set to be now reversed. Moreover it would be more agreeable to our sense of individuality not to make the reversal. If we did, both the words with the prefix *hemi* and those with the prefix *haem* would begin with the same emphasized long sound followed by a short sound obscured by the foregoing stress; and the notion would insensibly spring up in the ordinary mind that each prefix had the same origin, with the result that little by little the spelling would again be perverted.

We find Walker and Stormonth—the earliest and latest of the six authorities we are wont to cite—in favor of pronouncing *minority* with a short *i* in its first syllable; and since this is also the sound in its parent Latin word, it is the one we mean always to employ.

Against four opponents Walker gives *vicinity* as an alternative pronunciation for *vicinity*; and Chambers gives *vicinity* alone. This also is in keeping with derivation; and we shall continue it as our one mode of utterance.

The word *extant* has its identity much weakened by having the stress thrown upon

its first syllable, the natural result following, that the vowel in its second one is dropped: it sounds like a poor endeavor to say *extent*.

It is true that if *extant* and *instant* had kept their primeval signification the former would be contrasted in meaning with the latter, and that this contrast would be fitly portrayed by having the stress in both laid upon the same syllable. But, as a fact, *instant* never meant in English *standing in*, while *extant* has quite lost its meaning of *standing out*.

There is a word of closely kindred spelling with which *extant* stands in strong, though not perfect, contrast, namely, *extinct*; and as this has the stress upon its second syllable, so ought *extant* to have it. We will add that until we came to this country (in spite of the dictionaries, which are at times too slow of progress) we had always heard the word in dispute called *extant*.

M. L. ROUSE.

A LESSON IN TEACHING MUSIC.

As the elevating influence of music becomes more and more appreciated, the demand for teachers who can teach it successfully in public schools constantly increases. The object of these lessons is to enable the regular teachers to make available their *unknown* ability to teach this subject. It is earnestly hoped that many teachers who have never before made the attempt may be induced to follow out the directions and suggestions given, and try the experiment of teaching music in their schools. For the encouragement of those who will say that they have "no knowledge of music," I would say that a knowledge of music as a science, however desirable, is *not necessary*. The whole subject is comprehended in a practical knowledge of the relative pitch and length of sounds and their simple representations; this knowledge the teacher can acquire by practising with her class. In teaching music by *note*, these two characteristics or properties of sound are taught separately, after which they are united. This constitutes reading music, or singing at sight. The proper use of the voice, correct phrasing, a distinct utterance, and all that goes to make up *beautiful* singing, should be taught unconsciously to the very young child by imitating the pattern given by the teacher. It is not the object of these articles to give instruction in rote singing. This can be properly done only by personal instruction with the living voice. A few hints, can, however, be given which may serve to assist some teachers in the work: First, the teacher should be very careful that the children sing *very softly* and *distinctly*. We must not expect to secure a desirable quality of tone on the part of the children unless the teacher is a living example in the proper

use of her own voice, both in speaking and singing. It is the *quiet, pleasant and distinct* utterance on the part of the teacher that commands respect and attention. The scale should be taken as the *basis or unit* in thinking sounds, and should be taught as a *whole*. This accomplished, we commence the practice of the sounds of the scale, as *relative, mental objects*, which practice forms a part of each lesson until these relative sounds are perfectly familiar in every possible relation to each other.

The teacher should commence by singing the scale, using the syllables, *do, re, mi, etc.*, ascending and descending. The pupils should imitate, and should be told that whenever they are asked to sing the scale, they should sing it in that manner. The teacher should then sing the scale, using the numbers 1, 2, 3, etc., and give the pupils to understand that these are the names of the sounds.

The teacher should now sing the scale, using the letters, *c, d, e, f, g, a, b, c*, and tell the pupils that these are the names of the pitch of the sound.

Teacher says, "Sing the scale."

Pupils sing, *do, re, mi, etc.*

T. — Sing the names of the sounds.

Pupils sing 1, 2, 3, 4, 5, etc.

T. — Sing the pitch of the sounds.

Pupils sing *c, d, e, etc.*

Let this be repeated until there can be no mistake about what is meant when the teacher uses the term name, pitch, etc. The teacher should then proceed to call the names of the sounds in the following order, and the pupils will sing the corresponding syllables:

Teacher—

1 2 1. 1 2 3 1. 1 2 3 4 1.

1 2 3 4 5 1. 1 2 3 4 5 5 1 5.

4 3 2 1 1 2 3 4 5 5 4 5 4 3 5 3 2 5 4 3 2 1.

5 1. 1 2 2 1—1 2 3 3 2 1—1 2 3 4 4 3 2 1

1 2 3 4 5 5 4 3 2 2 1 1 2 3 5 6 7 8 8 7 8.

8 7 6 7 8 8 7 6 5 6 7 8—8 7 8—8 7 6 8 7 6 5 8

When these intervals can be sung readily, the teacher can give practice by moving from one sound to the next above or below the one last sung, but the class must not be able to anticipate the progression. This practice may be given before the child sees any representations of musical sounds. — *School Music Journal*.

THE Indians of Guiana have only four numbers in their system of numeration. They count by the hand and its fingers. Thus when they reach five instead of saying so, they call it a hand, six is therefore a "hand and first finger," seven "a hand and second finger," ten is "two hands," but twenty, "instead of being four hands, is "a man. Forty is "two men," and thus they go on by twenties. Forty-six is expressed as "two men, a hand and first finger."



TORONTO:

THURSDAY, MARCH 18, 1886.

## SELF-EDUCATION.

Few classes of men there are more deserving of praise for continuous and persistent efforts at self-education than teachers. In the eyes of the general public this constant striving to develop and cultivate whatever gifts they may possess and whatever talents may not have been in earlier youth properly fostered is recognised as the chief and distinguishing characteristic of schoolmasters and schoolmistresses.

And it seems but natural that such should be the case. Brought daily in contact with the sources of knowledge, and obliged hourly to convey to others what they themselves have learned, it follows that a high degree of mental activity becomes a habit. Extraneous influences, too, tend to strengthen this—influences such as the responsibility of the teacher's position, the esteem in which he is usually held, the weight ordinarily attached to his opinions, and so forth.

Perhaps in no country is this distinguishing characteristic of the schoolmaster so apparent as it is in Canada. Teachers here obtain certificates at, comparatively speaking, on the average, a very early age. They enter upon professional duties with the avowed intention of qualifying themselves by further study and more examinations for occupying higher and more lucrative posts. By no means a few, also, merely make use of the position of teacher as a stepping-stone to other and more agreeable vocations—as a haven in which they can best trim their sails for severer gales.

This wide-spread and characteristic trait is one, no doubt, highly laudable. But the very fact that it is held in high estimation necessitates the enunciation of a warning lest to self-education we impute advantages and benefits which, in reality, it cannot possess.

Self-education is usually limited to mean the cultivation in after life of mental powers that received no training in youth. The caution to which we wish here to advert is that we must not deem, we cannot deem, such after-life cultivation as superior to or even equal to that of early youth. "The simplicity of the educated," wrote Dr. Arnold, "is lovelier than the simplicity of the rude;" and it will be no parody of this maxim to say, The sagacity of the fully

educated is deeper than the sagacity of the self-educated.

The difference between these was well shown several years ago by the Dean of Westminster in an address delivered at University College, Bristol. "There are," he said, "qualifying and controlling influences derived from the more regular courses of study which are of lasting benefit, and the absence of which you must take into account in judging of the more desultory and the more independent researches which you have to make. A deaf person may acquire, and often has acquired, a treasure of knowledge and a vigour of will by the exclusion of all that wear and tear, of all that friction of outer things, which fill the atmosphere of those who have the possession of all their senses. But, nevertheless, a deaf person, in order not to be misled into extravagant estimates of his own judgment, or of the value of his own pursuits, should always be reminded that he has not the same means of correcting and guarding his conclusions and opinions as he would have if he were open to the insensible influence of the 'fibres of conversation,' as they have been well called, which float about in the general atmosphere, that for him has no existence. Self-education is open both to the advantages and disadvantages of deafness; knowledge is at some entrances quite shut out, whilst such knowledge as gets in occupies the mind more completely, but always needs to be reminded that there is a surrounding vacuum."

Nothing could be more neatly put. Dean Stanley seems to have seized upon the essential differences between the results of early training and an attempt to fill a void caused by a neglect of early training. Self-educated men are exceedingly apt to lose sight of these differences and to attach to maturer attempts at self-culture a benefit and importance which it can never possess.

What, then, are the lessons to be learned from a recognition of the relative inferiority of self-education in after life? First, of course, that it should be made as little necessary as possible by inculcating zealously the vital importance of thorough grounding in youth. Second, that when this is impossible, all after-attempts to compensate for this loss should be carried on by the most systematic and accurate methods available.

The world has had, of course, splendid examples of self-educated men, and the

world to them still owes an unpayable debt. To bring before our readers only such names as Pallassey, Arkwright, Livingstone, Faraday, Stevenson, Buckle, Burns, Beranger (to choose from the most varied lines of life), is quite enough to give an idea of how great that debt is. But of such men there are always two questions to be asked: Would not early training have resulted in even greater achievements? was it not owing to their genius that obstacles were overcome? As regards some of the men mentioned, certainly an answer in the affirmative could be given to both questions. Of Buckle the Dean of Westminster says: "No one but a self-educated man, feeding his mind here and there, without contradiction, without submission, without the usual traditions of common instruction, could have fallen into so many paradoxes, so many negligences, so many ignorances."

This, we think, is sufficient to adorn the tale, is it necessary to point the moral?

## OUR EXCHANGES.

*Education* for March is a rich and readable number. It has eighty-two pages of reading matter, well divided into philosophical, practical, biographical and other articles. Dr. Hudson's character as a writer and a man is carefully analysed. The leading article is entitled "The Schoolhouse in American Development," by Rev. A. E. Winship; Dr. Lowery discusses "The Philosophical Phrase of a System of Education"; Miss Minna Caroline Smith contributes a bright article upon "The Ancient-Modern Language Controversy"; D'Alfonso's article on "The Problem of Woman's Education," translated by Victoria Chamberlin, is completed; Prof. D. W. Hoyt, of Providence, discusses "The Relation of the High School to the Community"; while Caroline S. Morgan contributes the story entitled "A Literary Venture." Short poems; "Notes and Comments"; "Foreign Notes"; "The Teacher Among Books," and "Among the Books," complete a wide range of matter.

*Littell's Living Age*. Littell & Co., Boston. The numbers of the *Living Age* for Jan. 30th and February 6th contain "Frederi Mistral," *National Review*; "Oaths: Parliamentary and Judicial," *Contemporary*; "My Contested Election," *Fortnightly*; "The Little Ones and the Land," *Nineteenth Century*; "Moss from a Rolling Stone, and Reminiscences of an Attaché," *Blackwood*; "George Borrow," *Macmillan*; "Samanala and its Shadow," *Cornhill*; "Suns and Meteors," *Longman's*; "An Irish Wit," *Temple Bar*; "Thibet and its Trade," *Pall Mall*; "Reading to Kill Time," *Spectator*; "The Primate of All Ireland," *Saturday Review*; "South American Bird Music," *Nature*; "Arctic Relics," *Times*; "Wells of the Caucasus," "Nautch Girls," "Cheerfulness in Life and Art," "Snow Tracks," and

"Job to Ecclesiastes: a Sermonette," *St. James' Gazette*, with instalments of "Oh--Medame!" "Fortune's Wheel," "A Strange Temptation," and "My Strange Mother-in-Law, and Poetry.

### BOOKS RECEIVED.

*Historical Sketch of the Distribution of Land in England.* By Prof. Wm. Lloyd Birkbeck, Cambridge University. 39 pp. Price 15 cents. J. Fitzgerald, Publisher, 393 Pearl St., New York. ("Humboldt Library.")

*Cleveland Public Schools Forth-Ninth Annual Report of the Board of Education for the School Year Ending August 31, 1885.*

*Hints and Suggestions on School Architecture and Hygiene, with Plans and Illustrations.* Prepared under the direction of the Honorable the Minister of Education. By J. George Hodgins, M.A., LL.D., Deputy Minister. Toronto: Printed for the Education Department. 1886.

*Annual Report of McGill University, 1885.*

### REVIEWS AND NOTICES OF BOOKS.

*Historical Sketch of the Distribution of Land in England, with Suggestions for some Improvement in the Law.* By William Lloyd Birkbeck, M.A., Master of Downing College, and Downing Professor of the Laws of England in the University of Cambridge. New York: J. Fitzgerald. ("Humboldt Library.")

The question of land distribution is attracting attention all over the world, and in England its discussion threatens to produce, at no distant day, a profound and far-reaching social and political revolution. Hence, a treatise on the principles of land-distribution is most timely, and must be welcomed by every studious observer of the events of current history.

In a little book of some forty pages Mr. Birkbeck contrives to give a very large amount of information, and is careful at every step to give the source and authenticity of the opinions expressed.

The work covers a large amount of ground from the earliest Saxon times down to the last acts relating to land. The writer advocates a change in the present English system of registration. He proposes, amongst other things, that any one in possession of land, for a freehold estate, or leasehold estate of twenty-one years or upward, should be entitled to have the land entered on the register, upon paying the expense of surveying the boundaries, by an official surveyor; that the boundaries should be marked on a copy of the ordnance map, so that by inspection, it might at once be ascertained whether a property had been registered or not.

Conveyancing is at present in England so crude and cumbersome a process that it is a pleasure to see some one having authority advocating changes.

DR. STANLEY HALL has written an introduction to a translation of Radstock's "Habit and its Importance in Education," announced by D. C. Heath & Co.

D. C. HEATH & Co. will publish about March 20th "Systems of Education," by John Gill, Professor of Education, Normal College, Cheltenham, England. It is a history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educators.

D. C. HEATH & Co. announce "A Short Manual of Chemical Arithmetic with a System of Elementary Qualitative Analysis," by J. Minor Coit, Ph.D., St. Paul's School, Concord, N.H. This book is designed to be a companion to any book in descriptive or general chemistry, and to aid in making the subject more practical.

THE *Pall Mall Gazette* says the London publishers have almost relinquished issuing works of the *éditions de luxe* class, the trade having turned against them. The first issues sold rapidly and rose in value, but the tide turned with the Dickens, Thackeray, Fielding, and Shakespear issues. They would not sell. Most of the dealers still possess copies of these "cumbrous white elephants."

THE first volume of "The Literature of Egypt and the Soudan" shows the importance of the work which has been well accomplished by Prince Ibrahim-Hilmy. It treats the subject from the earliest times down to the year 1885, inclusive. It is a bibliography, comprising printed books, periodical writings, and papers of learned societies, maps, ancient papyri, manuscripts, and drawings. The matter has been exhaustively treated, and will be completed in a couple of volumes, the second being published at an early date.

GINN & Co. are about to publish a work called "Our Government," by J. Macy, Professor of History and Political Science in Iowa College. This book treats primarily and principally of the United States constitution. This is approached and made intelligible through a study of its origin and of the function and agencies of government as seen in local administration, in the courts of justice, in the department of the Federal executive, and in municipal, state and Federal legislatures. The institutions of England receive a good deal of attention.

MR. RUSKIN has a habit of naming his works in a way that is a strong reminder of the customs of the Chinese authors. For instance he entitles a certain volume on art "A Joy Forever." Imagine what that title would mean to one unacquainted with the contents of the book. Should a stranger inquire the meaning of the term, the one giving an explanation would have to go through about the following process: "A joy forever" is a term taken from Keats, who says 'a thing of beauty is a joy forever.' Now it is obvious that art is a thing of beauty, being so it must according to Keats be a joy forever; hence art is a joy forever, and a work with that entitlement must be a work on art." Simple enough after one has the key, yet the publishers do not furnish keys and the book must be read to know of what it treats. -*The University.*

THE *Book Buyer* writes in the following glowing terms of Morley's "Voltaire":—

The recent acceptance by Mr. John Morley of the most difficult office in the English Ministry of the day has already attracted wide attention. Of late years no Englishman has reached the position

which he has already attained by stages more significant of honorable effort and lasting achievement. Before Mr. Morley entered politics, which was within the last two or three years, he had accomplished several very difficult undertakings. He had established an English newspaper of the first class, an English review of the same rank, and he had written a set of volumes dealing with leading Frenchmen of the last century, all of the highest order of excellence. No man has written about the movement of which Voltaire, Rousseau, Diderot, and the Encyclopedists were leaders with fuller knowledge and clearer judgment than Mr. Morley. This volume is by far the best study of Voltaire which has ever been prepared by an English writer. There are many who will dissent from Mr. Morley's view of the supernatural in religion, and who will therefore decline to accept his interpretation of Voltaire's services to the world on that side; but those who wish really to understand Voltaire, to know what his aim was, and what his provocations were, cannot do better than to read this admirable life. Such readers will hardly fail to supplement it with Carlyle's incisive essay on the same subject. The two read together afford a basis for a clear and discriminating judgment of one of the most perplexing and influential men in modern history.

THE Crown Prince Rudolph of Austria is now editing and in part writing a very magnificent publication, "The Austro-Hungarian Monarchy in Word and Picture." The work, which is appearing in fortnightly parts, will, when completed, consist of fourteen large volumes, each containing 480 pages, of which about one-third will be devoted to illustrations and maps. In the preparation of this *magnum opus* the Crown Prince is assisted by a large staff, including Count Wilczek, the Polar explorer; the Ritter von Arneth, President of the Vienna Academy; and Montz Jokai, the great Hungarian romance writer. A special staff of engravers has also been engaged to illustrate the book, the production of which will, it is estimated, cost not less than £60,000. One hundred thousand copies had been subscribed for previous to the publication of the first part on the 1st December last; but complaints have since been made by the Roman Catholics of the manner in which religious questions are treated by the imperial editor, and many subscriptions have, it is said, been withdrawn. This work is not Prince Rudolph's first effect in literature. He has already published several volumes of travels, and has assisted Professor Brehm in the preparation of a standard work on natural history. His literary enthusiasm is, indeed, somewhat exhausting for the members of his present staff. A few weeks ago he summoned a meeting of his editorial committee for seven o'clock a.m.; and at that time must have been very trying to M. Jokai, who is acting as Vienna correspondent of his own paper, the *Hon.*, to be obliged to turn out in blinding snow before daylight on a winter morning and find his way to the energetic Crown Prince's office. To have to attend a meeting at such an hour under any conditions is bad enough; it must be especially uncomfortable under the conditions which regulate Prince Rudolph's staff. For every member, save the august editor himself, is expected to appear in evening dress.—*The Week.*

## Educational Opinion.

### THE PURPOSE OF THE KINDERGARTEN—HOW ACCOMPLISHED.

THE true aim of the kindergarten is the recognition of the child as a being of thought, feeling and will. In all parts of the kindergarten we appeal to the child in the totality of his nature, *i.e.*, we appeal to his mental, moral and physical faculties. Although in some parts of the work one faculty may be more prominently displayed than another, yet all are appealed to in some degree. We appeal to his moral faculty by the prayers and hymns, and by making the child reverent in every way. He is taught that all benefits are derived from one Source.

In the gifts the mental faculties are more strongly brought out, although it requires great manual skill to handle them and build with them. The child is required to count, to remember much that has gone before, and is led to see what is to come after.

The games and occupations are more adapted to the physical training, as in these the body and limbs are in constant use—the thoughts and feelings of the children being, however, constantly employed. The child must use his mental faculties in order to carry out physically the meaning in these exercises, while the music is all the time appealing to his better nature.

In the songs all three are about equally called forth. In all songs the music and words must correspond while the gestures must illustrate the meaning.

In studying the child Fröbel saw that all children in all nations instinctively sang the same little baby songs, and he thought that what was used so universally must have some meaning behind. So he made these songs over into plays that the mothers and teachers could use consciously. He gives us the patacake, the hide-and-go-seek, and the dancing games to appropriate music and gesture, and in this way they really mean something to the child. The child tries to imitate flying. The next time he sees a bird, he watches it, and the next attempt to imitate flying will be more real. He sings the carpenter-song; he goes to see the carpenter, notices his tools, observes how they are used, and in this way his circle of knowledge is widened.

He is given the sphere, cube, or cylinder, is told to look for like things, observes that all fruits and vegetables are round (have curved surfaces), and names them; that the parts of the body are cylindrical; that trees, etc., are like the cylinder; that houses are like the cube; and finally, that all architecture is derived from the cube. In this way he begins to classify in little objects, and from the small, large will grow.

When the child enters the kindergarten he is in what is called the investigative stage—that is, he will break the doll to see why it opens and shuts its eyes; will tear open his engine to see what makes it go. Here the building gifts meet his need. He has a whole composed of parts; he divides it, builds new objects, destroys them, and can again get the original whole.

As the child progresses, there are gifts to correspond with each stage in his development.

The kindergarten is the long needed mediator between the nursery and the public school, as it partakes of the nature of the former and paves the way to the latter—*Indiana School Journal*.

### "GOOD" TONE AND HOW IT MAY BE CULTIVATED.

THE "tone" of a school forms an important item in the judgment of an Inspector when he is assessing the Merit Grant. It is quite possible that the percentage of passes in the "three R's" may be very high and the tone "low," and, on the other hand, the percentage may be less, while the "Excellent" Merit Grant may be given, and the report state that the tone is "Good." In speaking on this subject, I shall confine myself to those abstract qualities, which, in my opinion, form the basis of a good school, rather than the mere mechanical work. The first thing that strikes a stranger, when entering a room where "Good tone" prevails, is the manner in which teacher and scholar address each another. The former will speak in an authoritative manner without that dictatorial assumption frequently to be found amongst young teachers. The voice will not be raised, above the ordinary pitch, only when it is necessary for correction or emphasis, and the speech will be free from coarseness or grammatical errors. On turning from the subordinates, to the principal, it will be seen at once that their style and manner are but a copy of his, and that he himself is a person of refinement, so courteous in speech and action, that it becomes almost an impossibility to be rude in his presence, and even the very little ones will try to imitate him. In short, he will be found to be a pleasant, unaffected gentleman, and not an angular, dogmatic pedagogue. This must follow as a matter of course, if the head teacher be a person of refinement, for, as his voice is carefully modulated, and his manner of speech courteous, it will be impossible for his subordinates to offend in this particular, and even the very little children will (unconsciously perhaps) imitate him. His pupils ought to be able to look to him for the perfection of manners. As the children in elementary schools are often surrounded by vulgar, and even vicious, associates, they will, at least for a few hours in

the day, be lifted to a higher platform of good breeding and nobility of thought, which are the outcome of moral greatness. In after life, they will refer to him as their model, and he may thus become a powerful lever for the elevation of society.

Not only will this politeness be manifested to all in the school, but it will be exhibited alike, to the poorest parent, and to the most influential manager or visitor. The general conduct of the head teacher will be characterised by a dignity, in which no shadow of frivolity will be found to exist, although it need not approach austerity. Dress will receive its due share of attention, "for the apparel oft proclaims the man." Neatness should be the prevailing characteristic—slovenliness and foppery being almost equally obnoxious. There is positively no excuse whatever for want of perfect cleanliness in person and clothing. No fripperies, or useless adornment, should ever be permitted in the school-room.

The master should be a man of strict honor in the smallest details, doing his duty faithfully, so that he becomes, like Caesar's wife, "above suspicion"—being so himself he will have confidence in others, and will thus give the needful supervision without instituting a system of "espionage," which is almost sure to induce a tendency to deceit. His sense of honesty will be great even in little things, such as returning the borrowed pencil, and disdaining to descend to the many little devices for gaining a high percentage. He that is "faithful in little," is "faithful in much," and the converse is also true. Then, too, his subordinates will in time become an exact counterpart of himself. It will be well for him if he sees, in the likeness thus reflected, some of the high-minded qualities he himself aims at possessing. He will be considerate of the feelings of his subordinates, and the careful thought for their well-being will be like "bread cast upon the waters, to be found after many days." His own authority will be best maintained by exacting the utmost deference from the scholars to the pupil teachers, as well as to the assistants.

The teacher's love for, and pride in his work, coupled with a firm but kindly mode of government, will earn him, first the respect, and next the love of his scholars, and engender an affection for all connected with the school, which will be a mutual benefit. Children are always quick to recognize those who have their interest at heart, notwithstanding the correction they may receive, and this will render them more receptive and obedient, until the master may almost make them what he will. It is no unusual thing to see children, who have worked hard in school, go out into the playground and immediately commence "playing at school," and to hear and see the teacher's manner,

mode of expression, phrases, and even the tone, exactly reproduced. Who is more frequently quoted, than "teacher," by the little folks at home? This shows, to some extent, the power, for good or evil, which may be exerted by those possessed of a little "brief authority," as the schoolmaster is.—*The Teachers' Aid.*

### FREE EDUCATION.

THE Annual congress of the Educational Institute of Scotland, recently held at Glasgow, was a great success, and much enthusiasm was manifested. The educational organizations of all parts of Scotland were represented. A notable feature was the number of prominent school board members who took an active part in the proceedings.

One of the most important papers was that of Mr. Mitchell, vice-chairman of the Glasgow school-board, in opposition to free education. He sums up as follows:

1. Free education is not asked for by the people; the agitation in connection with it flows entirely from political sources.
2. There is no unanimity among its leading advocates as to any definite plan.
3. There is no sufficient evidence of any substantial benefits or advantages which it would confer.
4. There are many sweeping and important changes of doubtful propriety involved in it.
5. There is a loosening of the bands of parental educational control.
6. There is the risk of too much centralized state interference.
7. There is danger of religious instruction being placed in jeopardy.
8. There is the certainty of largely increasing taxation.

The friends of free education were placed at disadvantage, as only five-minute speeches could be made in the discussion of the paper, but the following points were made by Mr. McArthur:

1. The abolition of fees would tend to the rapid diffusion of education among the people.
2. It would free both school boards and parochial boards from the innumerable applications for aid from both real and pretending poor.
3. It would free all parties from inquisitorial investigations into family earnings.
4. It would free parents afflicted with honest poverty from attending school board meetings and parochial boards, at the latter of which they often come in too close contact with degrading pauperism.
5. It would free children from being sent into the street while they are excluded from school.
6. It would relieve boards from the charge of partiality in granting free education to some while others equally unable to pay are refused.

## Methods and Illustrations

### TEACHING PRIMARY READING.

#### II.

#### THE MENTAL ELEMENT IN READING.

DR. EDWARD BROOKS.  
(Continued from page 76.)

READING, or Elocution, as shown by a careful analysis, embraces three general divisions or elements; the Mental Element, the Vocal Element, and the Physical Element. A philosophy of vocal expression, developed under these three heads, which embrace the entire subject, is most interesting and practical to the elocutionist and public speaker. The course in primary instruction can also be most conveniently presented under these three divisions of the subject. In the present article we shall speak of the first of these three divisions, the Mental element in teaching reading.

The Mental Element in reading is that which pertains to the mind. This element lies at the basis of good reading. Thought and expression both have their origin in the mind. The mind thinks the thought, and in correct reading the voice should express just what is in the mind. Good reading is based on correct thinking. The mind thus determines and shapes the matter to be expressed, and also gives color and meaning to the voice in expression. The first condition of good reading is that pupils should understand that reading is merely having something in the mind and telling it.

Reading is an art, and all arts are based on certain fundamental principles. All these principles of reading, it will be readily seen, have their origin in the mind. These principles are of two kinds:—first, those which relate to the condition or use of the mind itself in reading; and second, those which relate to voice and gesture as expressing the products of the mind. The first having reference to the condition of the mind in reading may be called the subjective principles of reading; the second class, having reference to the expression of the mind in voice and gesture, may be called the objective principles of reading. The most important of these principles of the first class are those of Comprehension, Appreciation and Conception. Each of these will be briefly mentioned in the present article.

1. *Comprehension.*—The first law of good reading is that of comprehension. There can be no clear and impressive expression of thought if the mind does not clearly comprehend the thought expressed. The first aim of the reader or speaker should be to attain a clear idea of the matter to be expressed; and then endeavor to so express it that the listener may also obtain a clear idea of the subject. Mind should speak to mind, in reading from the page of an author, as well as in a speech or an oration.

This principle, so simple as to seem axiomatic, is of great value in teaching reading. Its value is enhanced by the fact of its frequent neglect and violation. Much of the poor reading in our schools and the bad habits of expression there acquired arise from a practical ignorance of this principle. The first duty of the teacher is to impress this principle upon the minds of the pupils. Their first lesson in the reading class should be not to read, but to understand what reading actually is. This lesson once learned, a lesson apparently simple, and yet with some pupils difficult to acquire, the rest of the work is comparatively easy.

The teacher will remember that his first object is to teach the pupil to know practically, that reading is not calling the words in the book, but merely telling what he thinks and feels. He must be taught to read from his thought and not from his book. In order to do this he must be trained to the habit of getting the thought of the selection he is reading. Let me emphasize this by repetition: the first aim of the pupil in reading is to get the thought of the author. In order to secure this object the following suggestions will be found to be of value:

1. First, the teacher will see that the pupil understands the meaning of the words of the lesson. The teacher should go over the sentences and paragraphs and call attention to and explain the meaning of such words as the pupils may not understand. The more advanced pupils may be required to study a glossary of words or the dictionary in preparing the reading lessons. It is often well to require the pupil to use the words in sentences in order to be sure that their meaning is understood. Teachers will often be surprised at the ignorance of pupils in this respect, and only a little experience will be necessary to impress upon the mind the importance of these suggestions.

2. Second, the teacher should be careful to see that the pupil understands the thought expressed in the sentences. A little investigation will often disclose the fact that even when the meaning of the words is clearly understood, their collocation into sentences does not give a clear thought to the pupil's mind. To secure this element of expression, it will be well to have the pupils state the thought in their own words. Have them tell the thought in the paragraph or lesson without looking on the book. Train them to the habit also of looking at a sentence and grasping it as a whole before attempting to give it expression. Remember that in correct reading the sentence is the unit of expression. The predicate must be known, in part at least, before we can give proper expression to the subject.

3. Pupils should also be required to analyze each sentence and paragraph and point out the prominent ideas, so that they may

know where to place the emphasis. Many pupils, like many public readers, place their emphasis at random or for the effect of rhythm or melody, and thus sacrifice sense to sound. They should be led to see that nearly every sentence was written for a distinct purpose, which is brought out by emphasis upon the leading idea or ideas of that sentence. When they are unable to determine the prominent ideas, attention can be called to them by asking appropriate questions.

4. Pupils should be required to study their reading lessons. They should spend a part of the time on the reading lesson that they now spend on their grammar and arithmetic. The better they know the subject of the reading lesson, the better they can read the lesson. The teacher should examine them upon the lesson to see that they understand it, before permitting them to read. He should also explain such things as may not be understood, especially the figures of Rhetoric, such as similes, metaphors, personifications, historical and classical allusions, etc. Every reading lesson can be made a most valuable lesson in lexicology, grammar, rhetoric, etc.; indeed more literary culture can be given in the reading class, properly conducted, than in any other class in school.

5. Finally, we suggest not to go through the book too rapidly. In teaching reading, it is a good maxim to "to make haste slowly." A pupil should be kept at a selection, ordinarily until he is quite familiar with it—the more familiar he is with it the better he can read it. Pupils themselves show most interest in reading selections which they know best. It will be found a valuable exercise for pupils to commit passages and read them from memory instead of from the page of the book, being careful, of course, to see that the understanding works with the memory in this exercise.

Let the teacher therefore remember that the first law of reading is that of comprehension; and that his first aim should be to make the pupils thoroughly comprehend what they attempt to read, and to read not so much from the words of the book as from the thought in the mind.

II. *Appreciation.*—The second law of good reading is that of appreciation. This is also an essential condition of good reading. Pupils should not only understand what they read, but they should also be led to appreciate the sentiment of the lesson. The voice should manifest the feeling as well as the thought; the heart should reveal itself in expression as well as the head. Reading without feeling in it is a cold, mechanical thing, devoid of beauty or power. The following suggestions will be of value to the teacher in respect to appreciation.

1. To awaken an appreciation the teacher must first see that there is a full and complete comprehension of the subject read. What is not understood cannot be very well appreciated; a clear idea in the mind naturally awakens some corresponding feeling in the heart. By explaining what is not understood, calling attention to the beauty of an image or the pathos of the sentiment, the teacher may often make the heart of his pupils throb with emotion, and awaken a sense of deep and sympathetic appreciation.

2. We should try to make the appreciation so full as to result in a complete assimilation of the thought or sentiment. We should lead the pupil to make the thought or sentiment his own, as if it were the product of his own mind and heart; and he will then read it, as if he were telling something he had thought or felt. His expression will then seem to proceed not from the surface but from the centre of his spiritual being; and his reading appear not like something put on for show, but something that comes spontaneously from his mind and heart.

3. To secure this condition of appreciation and assimilation usually requires careful culture. Now and then a pupil is found who possesses it by nature or from early associations; but with most pupils it is attained only by culture and practice. It is largely a matter of taste, and the culture of taste is often a slow and tedious process. It is a culture, however, that should not be neglected. The teacher should try to lead the pupil to see what is beautiful and admirable in thought and sentiment, and to teach his heart to throb responsive to the beautiful image or touch of pathos expressed in the poets' lines. From this he can be gradually led to put his personality into the subject, to identify the thought or sentiment with himself or to a complete personal absorption of it.

4. For this condition of good reading, do not allow the pupils to read subjects that are not suited to their appreciation. Such sentiments as "Contentment," "Melancholy," "Aristocracy," "Patriotism," etc., are foreign to the heart of a child, and such subjects should not be assigned as reading lessons for the young. They can appreciate "The pleasures of coasting," "Sorrow at the loss of a pet bird," etc., and their voices will throb in unison with their beating hearts as they read of these things. They can make these and similar subjects their own, and read them as if they were relating facts of their own experience.

III. *Conception.*—The third law of good reading is that of *conception*. Pupils when reading should form a clear and vivid conception of the subject while they are expressing it. Children describe what they have seen with graphic effect, because the picture of what they are describing stands before

the mind as they are talking. If we lead them to picture in the same way what they read or recite, they will also express it vividly and naturally. I hold this to be one of the most important conditions of good reading, and wish to emphasize it. A few specific statements will indicate more closely the use of conception in reading and the teacher's duty in respect to it.

1. The pupil should be taught to form mental pictures of such things as can be represented by the imagination. If they read "I see a bird in a tree," they should form in the mind a picture of a tree and a bird in it. If they read of "a boy fishing," they should see the water and the boy in the act of catching fish. If the lesson is about "a horse running away," they should picture the horse running, just as if they had seen it and were describing an actual runaway. In teaching reading, we should train the pupils to form mental pictures of objects, and to require them to make their reading a lively expression of what is pictured in their minds.

2. With the more advanced pupils, take such selections as "A Leap for Life," by Colton, or "The Day is Done," by Longfellow, or "The First Snow Fall," by Lowell, or "Abou Ben Adhem," by Leigh Hunt; and require the pupils to picture the objects and incidents in the mind as they read or recite them. The power to picture may be tested by asking the pupils what is in the mind when they read the different parts of the selections. Teachers who will try this will be surprised and delighted with the results.

3. In those cases wherein a mental picture of the subject can not be formed, we should endeavor to lead the pupils to make the abstract conceptions as clear and real as possible. We should see that the thought or sentiment is distinctly conceived, and that there is a full realization of what the words are expressing. Abstract and general terms grow in significance by study and experience, and the teacher can do much, by enlarging the experience of the pupil, to increase and enrich the meaning of these words to his mind. Remember, that when the conception is distinct and real, the heart will respond to the thought, and the voice will instinctively and truthfully portray the sentiment of the words.

4. We desire to emphasize this exercise of vivid conception for it will be found of great value in teaching reading. Teachers not accustomed to have their pupils form mental pictures of the objects and incidents about which they read, will be surprised at its influence on their expression. It gives a reality to the subject in the pupil's mind which makes their reading no longer a mere calling of words, but a real relation of the thought or incident expressed by the author. It may be stated as a maxim that vividness



of conception is a golden key to truthful and effective expression.

We have thus stated what we believe to be the three leading principles under the mental element of reading—the principles of comprehension, appreciation and conception. We ask the teachers of reading in our public schools to give the suggestions presented their careful attention, and to endeavor to test their correctness and practical value by actual trial in their classes. Some of these principles they may already be using; but this systematic and formulated statement of them may impress their importance, and lead to a more careful and systematic use of them. This article, it will be noticed, has reference to the use of the mind in reading; the next article will speak of the use of the voice in reading, or discuss the second element in expression—the Vocal Element.

(To be continued.)

### TEACHING ORTHOGRAPHY.

EACH word has a physiognomy. Some words have plain faces, some have features peculiar to themselves; but all are learned, not by describing them orally, but by using our *sense of sight*. Words of as many letters as they have sounds may be learned by seeing and pronouncing them. If the teacher dictates such words as *paper, lamp, pencil*, etc., and carefully pronounces every sound, they will be written correctly. But the number of such words is comparatively small in English. Other words in which the number is greater than that of their sounds, as *book, street, slate, ring*, etc., will have to be observed more closely, and oftener, by the young learner. In order to make the peculiarity of these words come out, and strike the attention, it is well to mark them thus: *book, street, slate*, etc. This should be done on the board. Such words as *separate, eulogy, forfeiture, gayety, etiquette* (I take a few out of the multitude haphazard), are often misspelled. If marked on the board as indicated, and left there a few days, it may be safely said that their peculiarities will be remembered, or recalled.

The secret of vivid knowing is vivid seeing. If every spelling-lesson is conducted according to the principle that we learn orthography more through sight than through the sense of hearing, I am sure we shall find little difficulty in obtaining good results. In higher grades, words may be grouped according to rules, but no rule should be given; it should invariably be discovered by the pupil. If the teacher put the following words on the board in a column, *payment, amusement, chastisement, achievement, infringement*, etc., and opposite to these in another column, such as *judgment, abridgment*, and others, it will not be long before the pupils have discovered why the final *e* of judge, for

instance, in the second column is dropped. This is mixing in a little brains in the otherwise dry study. At every stage of the course, however, this paradox remains true: "The more crayon a teacher consumes, the better her instruction."—*The American Teacher*.

### POOR ENUNCIATION IN READING.

[We take the following question and answer from an exchange.]

I HAVE in a country school (ungraded) a fifth-reader class of twelve. Ages range from twelve to nineteen. How can I secure an enthusiasm—a desire to read with proper effect, to understand the exact meaning of the author, a readiness to express themselves?

They are not very backward in regard to pronunciation, but they all read in such a low monotone, that it is fairly exasperating.

We have Barnes' new series of readers nothing else. No library or any chance for supplementary reading, and no money in the district to get other books, even if the pupils or parents wished. What can be done to make the exercise so interesting that they will rouse to some sort of life over it?

A DISTRICT SCHOOL MA'AM.

P. S.—Our maximum time is fifteen minutes.

A few general directions are all that can be given in this limited space. "Quincy Methods" contains a couple of chapters showing how a teacher worked to secure the natural expression of several sentences in the reading lesson. When a sentence is read unnaturally, make the reader close the book and tell what the book says. Let him give the thought of the sentence in his own words, then in the words of the book, with the book closed, then with it open. The chances are that he will return to his stiff tones as soon as he returns to the book. If two or three attempts fail, write a sentence on the board, and ask him to *tell* you what the board says. Write another; tell him to read it all over to himself and then tell what it says, in the same words in which it is written. Let several try. This will take time; but little ground can be gone over. It is better to take a very short lesson complete in itself, than part of a long one. Lay aside the readers, and use stories; they will be good for reading-lessons until this bad habit is broken up. You can glean scraps, and take one or two bright child's papers for supplementary reading.

CHARLES READE says in *The Coming Man*: "A shorthand writer who can type-write his notes, would be safer from poverty than a Greek scholar."

THE Orillia Public School Board met last week and resolved to ask the council for an appropriation of \$5,000 for the erection of a four-roomed school in the west ward. On motion, Mr. Croker was instructed to submit plan of suitable building.

## Correspondence.

### TEACHERS' RAILWAY FARES.

To the Editor of the EDUCATIONAL WEEKLY.

SIR, I consider the plan of the *Victoria Warbler* regarding the reduction of teachers fares by obtaining regular reduced rates on all lines of railway, a good one. I will suggest one, however, which to me seems better still. Let us have a law obliging the section to pay such fares, or, if we cannot obtain the law let the teachers of each county make an agreement not to engage unless the paying of such fares forms an addition to their salaries.

A teacher's salary now-a-days is not too high and taking off the fares to two conventions during the year and other educational meetings makes a big hole in it.

A SUBSCRIBER.

Mildmay, March 6th, 1886.

### MUSIC IN SCHOOLS.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—Please allow me to thank you for your most excellent editorial upon "Music in Schools" in your number of Feb. 4th. When the teaching profession and educators take hold of this matter of music in the schools and apply the knowledge and skill gained in teaching other subjects to the teaching of music, we shall see such a change and improvement in the teaching of this subject as has never been seen in the teaching of any other subject. There is no one faculty or gift with which the human race is more generally endowed than that of *tone perception*. In teaching singing intelligently we must train the mind in two different and distinct notions, each of which has a *unit* or *object* of thought upon which the idea is based. When these things are understood and the teacher works from the standpoint of teaching other things, it will be found that sounds can be taught *much more easily* than numbers, and consequently much more successfully by the regular teachers. We want the test! Would it not be well for some of our Tonic Sol fa friends to give us the basis of their work from the *educational* and *pedagogical* standpoint? What are the *units* or *objects* of thought in the Tonic Sol fa system upon which the two fundamental ideas of *tune* and *time* are based? It makes very little difference what this or that celebrated musician may think of the subject; what we want is to get at the *bottom facts* from the *educator's* standpoint, and find a *solid basis* from which to work.

Will Mr. Cringam or some other authorized representative of the Tonic Sol fa system answer these questions and let us see if the system is really all that is claimed for it. It may be found that music can be even more successfully taught to the very youngest pupils with the established notation than it has been by the Tonic Sol fa system and notation. There is no doubt of this in my mind, and I have given the subject a good deal of thought. We should be prepared for almost anything in these days of *telephones* and *electric lights*.

Yours for the best interests of Music,

H. E. HOLT.

Boston, March 6th, 1886.



## PHONETIC SPELLING.

To the Editor of the EDUCATIONAL WEEKLY.

SIR, I was very much pleased to notice in your issue of February 25th a letter by "Halton Teacher" against Phonetic Spelling, in the first place because I believe the great obstacle that movement has to face, like most great reforms, is not so much solid argument as indifference and thoughtless ridicule; and secondly because he has taken up what I think the advocates of the movement should endeavor to set in a clear light, namely, the practicable nature of the scheme. Your correspondent devotes a large amount of space to complaining of the number of subjects now required in schools and the want of time for teaching them, and then proceeds to argue against Phonetic Spelling as an addition to the evil, not recognizing apparently that it is precisely that evil it is meant to cure. Mr. Pitman's system of Phonetic Spelling has now been tested for over thirty years in private schools and in other ways, and Mr. A. J. Ellis, Vice-President of the Philological Society of England, after a careful investigation of its working, expresses the conviction that "children from three to five years of age can learn to read *not only Phonetic but also ordinary spelling* in one year with one lesson of an hour a day, and not only read better than they do after three years of the present system, but, what seems stronger still, learn the present spelling more quickly than those who have never been taught any other." This is a very moderate estimate, as some claim it can be done in twenty hours, and I can see no reason why it should not, since all one needs to do is to learn the sounds corresponding to about forty signs and always give each sign its own sound, instead of having to learn as at present all the different sounds of "ea," for instance, found in "head," "head," "great," "heart," "wear," "ocean" and "earth" and then when one comes to another word such as "read," not be able to pronounce it after all without being told.

The German alphabet is almost phonetic, and that is probably the reason they are able to teach in the schools of that country, music and other subjects, the introduction of which into our schools would probably make "Halton Teacher" stand aghast. Missionaries in India tell us that the natives there learn to read their own language by Phonetic Spelling in a month; and cases have come to my own knowledge in Ontario where Phonetic reading has been learned in six weeks with one lesson a day, and where those who have been taught to read by that method have become the best spellers, by the ordinary method, in the neighborhood.

We claim then that, even if our present spelling is to be retained, the Phonetic alphabet is the best means of teaching reading and is superior to the phonic method. Numerous cases could be cited in which children after being taught to read the Phonetic style have learned to read ordinary type in a short time without a teacher; and any one who can read our modern spelling could learn the Phonetic in half an hour, in fact it would hardly require any study at all, if, in adopting a Phonetic alphabet, different forms for capital letters were abolished and our modern capitals, together with italics, diphthongs, etc., were used

for the new letters, while capitals were indicated by longer letters or heavier type.

One of the objections "Halton Teacher" makes is the old one of etymology, which I thought had been quietly laid in its grave never to rise again. Max Müller, the leading English philologist (i. e. etymologist) of the present day says, "If the whole race of English etymologists were to be swept away by the introduction of a spelling reform, I hope they would be the first to rejoice at sacrificing themselves in so good a cause"; and Dr. Murray, the editor of the Philological Society's mammoth English Dictionary at present being published, declares that "the etymological information supposed to be enshrined in the current spelling is sapped at its very foundation by the sober fact that it is oftener wrong than right." I may add that there is not now an English scholar of any note either in England or in America who has not declared himself in favor of Phonetic Spelling.

I have not space to more than notice some of his other arguments.

(1) "Our present system is hard to manage," he says, "but so is our language a difficult one to learn." Rapp, a leading German scholar, does not think so; his opinion is, "English appears especially adapted by nature for the part of a universal language, and were not the impediment of a bizarre antiquated spelling in the way, the universality would be still more apparent. It may perhaps be said to be fortunate for us other Europeans that the Englishman has not yet made the discovery." It is universally admitted by foreigners that the difficulty of learning our language lies almost entirely in the spelling.

(2) "The Englishman would stand up for his pronunciation, the Irishman would bet on his, etc." How is it that they spell alike at present?

(3) "Very young children could not learn different sounds so nearly alike." I cannot see that they would have any more difficulty in pronouncing the words differently when indicated by different letters than when expressed as at present by the same letter.

Two of your correspondent's objections, I admit, have more weight, namely, (1) that there would need to be new letters in script as well as in type; and, (2) that the change would disarrange the printer's case so that type-setting would need to be to a great extent re-learned; but I do not consider these serious objections. With regard to the first, the new letters in script are, like those in type, made as nearly as possible like the old, so that I have had no difficulty in reading some writing that I have received in the Phonetic style; and the second is sufficiently answered by his statement that even at present, when there is no great demand for it, some newspapers print a column or so in Phonetic.

What I should like to see done is that the Government should allow schools to teach pupils of the first and second readers by the old or the Phonetic Spelling as they please; and we shall see who will have the best readers and spellers of the present style at the end of the fourth reader. If this were done a generation would gradually spring up who would prefer Phonetic Spelling, and as the demand arose, books printed in that type would gradually be supplied in greater variety than at present; so that there would be no

sudden change and "the present dictionaries of such well established recommendation," as well as "the myriads of indispensable books already printed," which have so twined themselves around the heart of "Halton Teacher" would still be spared and would be allowed to die a natural death.

Unless my memory is greatly at fault, I noticed an item a few months ago in some educational paper, which I cannot now find, stating that in Ireland this option is allowed; and that the school which took the highest mark in ordinary reading and spelling was one where the pupils had begun with the Phonetic alphabet.

To be sure the change would cause some slight inconvenience to the present generation, but so does every great improvement. Men toil and slave that they may leave their children a few dollars; why should they not be willing to suffer a little annoyance, when by doing so they can add two years to the best part of their lives?

I should have liked to confine my remarks within smaller compass; but the subject is such a wide one that I feel less space would not do it justice.

Very truly yours,

A. CRICHTON.

Owen Sound, March 6th.

## Educational Intelligence.

### TEACHERS' INSTITUTES.

THE following are the official dates of the annual meetings of Teachers' Institutes for the year 1886:—

April 22nd and 23rd—E. Grey, Frontenac.

April 29th and 30th—Haldimand, Elgin, Leeds.

May 6th and 7th—Ontario, W. Victoria, Renfrew, Dufferin.

May 13th and 14th—Lanark, E. Victoria, Carleton, Lambton.

May 20th and 21st—N. Simcoe, S. Wellington, Prescott and Russell, W. Middlesex.

May 27th and 28th—S. Simcoe, N. Wellington, Glengarry, W. Kent.

June 3rd and 4th—Oxford, Perth, Dundas, Lincoln.

June 10th and 11th—N. York, Wentworth.

June 17th and 18th—Muskoka, Durham.

June 24th and 25th—Northumberland.

September 16th and 17th—Haliburton.

September 23rd and 24th—N. Grey.

September 30th and 1st Oct.—S. Grey.

October 7th and 8th—E. Huron.

October 14th and 15th—W. Huron.

October 21st and 22nd—E. Bruce.

October 28th and 29th—W. Bruce.

### GRENVILLE TEACHERS' INSTITUTE.

THE Teachers' Institute for Grenville and Division 2, Leeds, met at the high school on the 25th of February, at 10 a.m., President C. Macpherson in the chair. About 70 teachers were present. In the afternoon, Wm. Scott, B.A., Mathematical Master of Ottawa Normal School, addressed the convention on "Special Points in Arithmetic" illustrated copiously. A large number of questions were put to the speaker, which were

very satisfactorily answered. Mr. H. J. Pierson, of Maitland, then read a paper on "Writing" which elicited considerable discussion. Friday morning opened with a paper on "Learning and Remembering," by Wm. Scott, B.A. Mr. T. A. Craig then read a paper on the "Aid of Occupation in Preserving Order." Mr. C. Macpherson, principal of the Prescott Public School, followed with a discourse on "Drawing and Perspective." Mr. M. McPherson, head master of Prescott High School, followed with an instructive address on "Literature for Teachers' Examinations." Rev. Geo. Blair, I.P.S., gave the teachers a rambling talk under the caption "Notes by the Way," humorously outlining his visits to many schools, and at the same time furnishing the teachers with many valuable "pointers." On Thursday evening, Wm. Scott, B.A., acting Director of Teachers' Institutes, delivered an excellent lecture on "The Rights of Parents, Teachers and Pupils," to a fair audience in the town hall, in the course of which he took occasion to allude to the present inspector for the County of Grenville as his first inspector when a teacher in the County of Durham, and to whom he attributed in some measure his success in life by the kindly words of encouragement which he had given him twenty years ago; and whom therefore it was a great pleasure to him to meet again on the present occasion.

### THE SHORTENING OF THE SUMMER VACATION.

#### A COUNTER PETITION.

THE Teachers' Association of the County of Halton have addressed the following petition to the Provincial Legislative Assembly, praying that the petition of the Municipal Council of the County of Grey on behalf of the scheme to shorten the time of the summer vacation be not granted:—

*To the Legislative Assembly of the Province of Ontario:—*

GENTLEMEN:—We, the teachers of the County of Halton, have been informed through the public press that the Municipal Council of the County of Grey have presented a petition to your Honorable Assembly, praying that the summer vacation in public schools be reduced to three weeks, and have requested the other county councils to take similar action, therefore we earnestly beseech your Honorable Assembly that said petition, or petitions of a like nature, for the following reasons, be not complied with:—

(a) That during the excessive heat of July and August it would seriously injure the health of children to be confined in a school room, to which fact physicians from all parts of the Province have already testified.

(b) That the attendance during these months would be less than one-fourth of the usual average, in consequence of which the teacher would have to repeat the work done during that time as soon as the absent pupils returned to school, thus inducing carelessness and indolence on the part of those already familiar with the work,—a state of affairs very detrimental to educational progress.

(c) That continuous close confinement for the whole year would seriously weaken the teacher's physical condition, and on this account render them less energetic and enthusiastic; so that less educational value would be obtained from their

services than by giving them time for recreation, and thus strengthen the physical system. Therefore, should the holidays be reduced in number, both the teachers and the few pupils who attend will be forced to do a great deal of drudgery to no purpose.

(d) That when the trustee boards in 1881-84 had the privilege of shortening the holidays by two weeks, very few availed themselves of the opportunity, showing that it was generally considered as worse than useless to keep the schools open during the months of July and August.

All of which we humbly submit to you, fully believing that upon due consideration your Honorable Assembly will not make such a retrograde movement in the educational march of our Province, as to grant the prayer of the Municipal Council of the County of Grey.

HENRY GRAY, Vice-President.  
R. COATES, Secretary.

Signed on behalf of the Teachers' Association,  
Co. Halton.

THE number of pupils enrolled in the Picton Public School, for the month of February, was 398, and the average was nearly 348.

MR. ARTHUR JONES, head master of the south ward school, Peterborough, has tendered his resignation on account of ill health. Mr. Geo. A. Marshall applied for the position.

AT the Halton Teachers' Association in Milton, Mrs. R. Little, of Acton, widow of the late school inspector, was presented with an address of sympathy gotten up in a most expressive and becoming style. Rev. W. J. McKenzie, of Milton, appropriately replied in behalf of Mrs. Little.

THE examination of art school students in the Province of Ontario was held on Monday and Tuesday, March the 1st and 2nd. The number of students examined this year was much larger than in any previous year, showing the manifest interest which is being taken in the subject of drawing throughout the country. Over 10,000 examination papers on elementary subjects were sent out by the Government.

AT a special meeting of the Orillia Public School Board Mr. Tait's bill for \$25.42 was referred to the finance committee, to be paid if correct. Mr. Todd reported that Dr. Corbett owned only half an acre in the place mentioned, and asked \$600 for it. On motion of Messrs. Evans and Todd, the board advised the purchase of that lot, and it was decided to make application to the council for \$5,000 for the purchase of land, and the erection and furnishing of a four-roomed school house. Mr. Croker's offer to prepare a plan for a four-roomed school house free of charge unless adopted and used, was accepted. A motion by Mr. Evans and Mr. Henderson, that the board advertise for plans, was lost. The application to the council was discussed at the next meeting of that body, and after discussion it was resolved that "The request of the trustees be not complied with until the matter received more mature consideration."

AT the last meeting of the Chatham School Board the report of the inspector was placed before the members. The inspector offered a suggestion that would relieve the overcrowded state of the

central school: That Mrs. Minshall and her class be removed from the central; that a third class be taught in Queen Street school with Mr. Birch as teacher; that another class be opened in the building on Adelaide Street now occupied as a public school, and that the teachers affected by this arrangement be severally appointed to those places in which their services might be made most available in the public interests. The arrangement suggested by the inspector he reports would not require the appointment of an additional teacher for the present, and the arrangement might take effect as soon as convenient and practicable. The report was laid over for further consideration at the next meeting.

A RECENT number of the *Dunfries Reformer* contained the following: The school board are again face to face with the problem of procuring additional accommodation. When the new school in Ward No. 1 was built about eighteen months ago, there were those who contended that the four rooms would not be occupied during the next ten years. Ten months would have been nearer the mark, as within a year from the time the schools was finished, every room was crowded. At the present time there is not a room in the three schools which is not taxed to its utmost capacity, and the board of trustees will be compelled to devise some means of finding accommodation for the steadily increasing attendance. Our school expenditure is already a very heavy item, but while the town continues to grow as it has done in the past, the ratepayers may make up their minds that more schools will have to be built and additional teachers procured. The trustees, reluctant to increase the burden of taxation, have put the matter off until they can no longer do so without seriously interfering with the efficiency of the schools.

THE Chatham High School Board, fortified by the unanimity with which the council acceded to their request, are going earnestly to work and will push the erecting of a new school as early in the season as possible. A committee consisting of Messrs. Stevens, Martin, Scane and Judge Bell, last week visited the high schools at Stratford, St. Thomas, Ridgetown and London to see what points in architecture could be gathered from these buildings. Their conclusion we glean is that a good building, better for the purpose than any of them, can be erected for a sum much less than has been expended on some of them, and probably within the amount estimated. They did not admire Stratford School building although it cost \$55,000, and learned from it how not to do many things. Ridgetown has a fair building for the money but the committee think the work was hurried unduly and proper care not exercised in selection of material. It cost about \$8,000. The teachers impressed the committee favorably, Mr. Chase being spoken of in highly complimentary terms. St. Thomas School cost \$10,000 to \$12,000 and London School about \$20,000. The committee are of the opinion that a considerable improvement can be made in either of them without any increase of cost. They will try to erect a roomy and convenient building and will regard comfort and thoroughness above ornateness. The manner of procedure has not yet been decided upon, but it is intended to have the contract under way at an early date in the spring.—*Chatham Banner*.

**A Teachers' Edition of Words and their Uses.**

Past and Present. A Study of the English Language. By RICHARD GRANT WHITE. 16mo., \$1.00.

Recommended by the Hon. Geo. W. Ross, Minister of Education, for the course in Literature and History of the Canada Teachers' Reading Circle.

Every teacher of the English Language can derive great assistance from this book.

As long as people will talk about *deimate*, *transpire*, and *initiate*, we are thankful to Mr. White or to any one else who will speak a word for the purity of our tongue."—*From the London Saturday Review.*

"No book of its kind has produced such an impression or has been received with such favor among the intelligent and educated public."—*From the New York Times.*

"The coming generations will study grammar on the principle first plainly set forth by Mr. White, and will bless him for it."—*From the Galaxy.*

**HOUGHTON, MIFFLIN, AND COMPANY,**

4 Park Street, BOSTON, MASS.

11 East 17th Street, NEW YORK.



For Consumption, Asthma, Bronchitis, Dyspepsia, Catarrh, Headache, Debility, Rheumatism, Neuralgia, and all Chronic and Nervous Disorders.  
Canadian Depository:

E. W. D. KING, 58 CHURCH STREET, Toronto, Ont.

**W. STAHLSCHMIDT & CO., Preston,**

Manufacturers of School, Office, Church and Lodge Furniture.



THE "MARVEL" SCHOOL DESK.

Patented January 14th, 1885.

Send for Circulars and Price List.

**SCHOOL PRIZE BOOKS**

Ontario School Book Depot, Whitby, Ont.,

Have now in stock a very large line of MISCELLANEOUS BOOKS, just the thing for young people. Special terms to School Boards and Teachers for quantity. Write for Catalogue and terms, or if convenient, call personally.

STAFFORD & WILLCOX.

DEVEREUX'S BLOCK, - WHITBY, ONT.

**GALT COLLEGIATE INSTITUTE**

Candidates prepared for First, Second and Third Class Certificates, and for Law, Medicine and Junior Matriculation, with honors in all departments. Literary Society, Football and Cricket Clubs, beautiful grounds, a well-equipped Gymnasium. Drill and Calisthenics taught. For catalogue apply to

THOS. CARSCADDEN, M. A., Principal.

**McILWAIN'S**

Telegraph and Eclectic Shorthand Institute

31 KING STREET EAST.

Send for Circular.

Evidence, &c., reported by experienced Stenographers.

A GOOD INVESTMENT.—It pays to carry a good watch. I never had satisfaction till I bought one of WELCH & Co.'s reliable watches, 271 Vance Street, east side.

Horton Chas 1 May, '86.   
Masonville

We will send the Educational Weekly four months, and the New Silver Carols, postpaid, for \$1.00.

We will send the Educational Weekly one year, and the New Silver Carols, postpaid, for \$2.10.

We will send the Educational Weekly three months, and the New Arithmetic, postpaid, for \$1.00.

We will send the Educational Weekly one year, and the New Arithmetic, postpaid, for \$2.15.

We will send the Educational Weekly four months, and Williams' Composition and Practical English, postpaid, for \$1.00.

We will send the Educational Weekly one year, and Williams' Composition and Practical English, postpaid, for \$2.10.

We will send the Educational Weekly three months, and Ayres' Verbalist and Orthoepist, postpaid, for \$1.00.

We will send the Educational Weekly one year, and Ayres' Verbalist and Orthoepist, postpaid, for \$2.25.

We will send the Educational Weekly one year, and Stormonth's Dictionary (Full Sheep), for \$7.50.

We will send the Educational Weekly one year, and Worcester's Dictionary (Full Sheep), for \$9.50.

We will send the Educational Weekly one year, and Webster's Dictionary (Full Sheep), for \$11.50.

We will send the Educational Weekly one year, and Lippincott's Gazetteer (Full Sheep), for \$11.50.

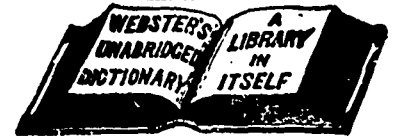
Address—

**EDUCATIONAL WEEKLY,**

GRIP OFFICE, TORONTO.

**WEBSTER**

in various Styles of Binding, with and without Patent Index.



The Latest Edition has 118,000 Words, and 3000 Engravings,—3000 more Words and nearly 2000 more Engravings than found in any other American Dictionary. It also contains a Biographical Dictionary, giving brief facts concerning nearly 10,000 Noted Persons. To these features we have

**JUST ADDED, (1885)**

**A NEW PRONOUNCING Gazetteer of the World,**

containing over 25,000 Titles, briefly describing the Countries, Cities, Towns, and Natural Features of every part of the Globe.

**WEBSTER IS THE STANDARD**

Authority with the U. S. Supreme Court and in the Gov't Printing Office, and is recommended by the State Super'ts of Schools in 36 States, and by the leading College Presidents of the United States and Canada.

**The London Times** says: It is the best Dictionary of the language.

**The Quarterly Review, London,** says: It is the best practical Dictionary extant.

**The Calcutta Englishman** says: It is the most perfect work of the kind.

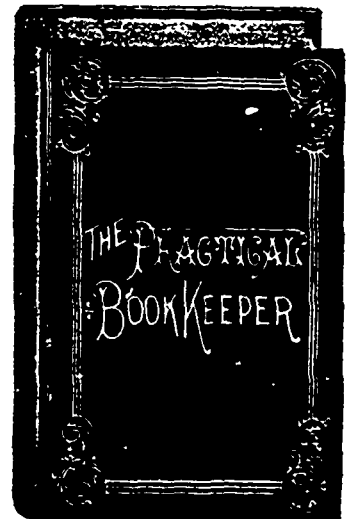
**The Toronto Globe, Canada,** says: Its place is in the very highest rank.

**The New York Tribune** says: It is recognized as the most useful existing "word-book" of the English language all over the world.

It is an invaluable companion in every School, and at every Fireside. Specimen pages and testimonials sent prepaid on application.

G. & C. MERRIAM & CO., Publishers, Springfield, Mass., U. S. A.

**THE PRACTICAL BOOK-KEEPER**



This is the most practical work on the Science of Accounts and Business Correspondence yet published. It differs in some respects from other books on these subjects:—1st, in its simplicity; 2nd, in its completeness; 3rd, in the practical character, or its contents; 4th, in the practical method in which Business Correspondence is treated.

**AN INVALUABLE TEXT BOOK.**

Get a Copy and be Convinced. Price, \$1.00.

Address, CONNOR O'DEA, TORONTO, ONT

**DR. G. STERLING RYERSON**

Eye, Ear, Throat and Nose Diseases.

317 CHURCH ST., TORONTO.