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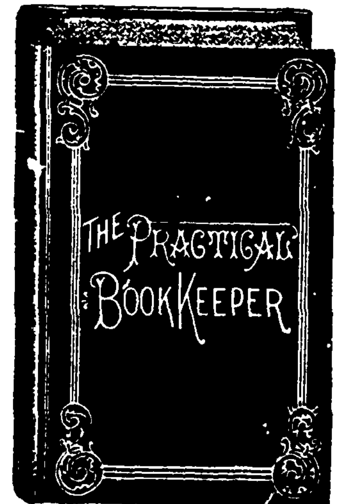

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CONTENTS OF THIS NUMBER

SHORTER EDITORIAL ... 611
CONTEMPORARY THOUGHT ... 612
NOTES AND COMMENTS ... 613
LITERATURE AND SCIENCE:
Going A-Berrying ... JOEL BENTON 614
The Chambers of my Heart ... JOHN READE 614
To the Blind ... OLIVER WENDELL HOLMES. 614
Oliver Wendell Holmes ... *Harper's Weekly.* 614
A Boy-Naturalist ... SAMUEL SMILES, LL.D. 614
EDUCATIONAL OPINION:
The Historical Development of Education ... DAVID ALLISON, LL.D. 616
LONGER EDITORIAL:
The Ontario Teachers' Association ... 618
OUR EXCHANGES ... 619
BOOKS RECEIVED ... 619
BOOK REVIEW ... 619
TABLE TALK ... 610
SPECIAL PAPERS:
Geography ... *C. C. James, B.A.* 621
Phonetics in the Schoolroom ... *Caleb P. Simpson.* 621
PHYSICAL CULTURE.
Gymnastics—The Dio Lewis System ... PROF. F. G. WELCH, M.D. 622
THE PUBLIC SCHOOL:
Exercises on Punctuation. *Quackenbos' Composition.* 623
Arithmetical Questions ... *Sadler's Arithmetic.* 623
EDUCATIONAL INTELLIGENCE:
The National Educational Association ... *The Nation.* 624
Waterloo Teachers' Association ... *Berlin News.* 625
EXAMINATION PAPERS:
Admission to High Schools—Fourth Book and Spelling (continued) ... 626

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TORONTO, SEPTEMBER 24, 1885.

WITH too many aspirants to the pulpit there is not only a deplorable want of education, but a still more deplorable self-sufficiency which disdains education and the discipline which a course of school training imposes upon the mind as unnecessary and unbefitting the successors of the humble fishermen of Galilee. They forget that it was Paul, the scholar, more than any other apostle, who fixed the character of the evangel ministry, making it equally effective—whether presenting the Master to the poor and oppressed, or to the rich and powerful and educated; that it was the completeness of his mental equipment no less than the many-sidedness of his character which made him more than a match for all comers, whether contending with the ecclesiasticism and religious hypocrisy of the Pharisee, or with the scepticism, the æstheticism, the philosophic dilettanteism of the Greek, or with the superstition, the haughtiness springing from a conscious superiority in material achievement, the pride of wealth and dominion, of the Roman.

IT is quite true, that in every age of Christian history, there have been great religious movements in which the people have been aroused to flee from immorality and wickedness, not by the preaching of the regular clergy, but by the appeals, illogical, extravagant, and often absurd, of enthusiasts, whose phrensied teachings have set on fire the hearts of the people, with as little thought or reason, or true conception of their mission, in the minds of the zealous propagandists, as Samson's foxes had, when with fire-brands at their tails they burnt the standing corn of the Philistines. The success of the Salvation Army of to-day has been attained by methods and practices which ignore order and decorum, and by men and women whose scholarship and sense of logic are *nil;* yet that this success signifies a great movement towards righteousness none will gainsay. But religion, like culture, works *downward.* If what may be called the lower classes are to be pure in heart, and Christian in faith, so must be the few whose lives are given to culture, and so, too, the great body of the people whose minds are not especially intent upon culture, but rather upon making some substantial gain in the world, but who are, nevertheless, intelligent, sharp-seeing, capable of testing the truth of a doctrine by mental intuition, as it were. It is with this cultured few, and with this great body of the people, keen, logical, unemotional, amenable only to good sense and reason, that the preacher attached to any of our large religious organizations, has mainly to deal; and if he be devoid of training, if he be of illogical habit of mind, if he fail to discern the spirit of the times, and be blind to the intellectual forces, now rife, which tend to sway his people away from his influence, then soon shall "his altars be left unto him desolate," and religion and Christianity suffer through his insufficiency.

ALL teachers in our more advanced schools must often have been pained, as we have been, to see a mind that could not bring itself to comprehend the meaning of a proposition in Euclid, or to frame a simple argument on any common theme in language free from barbarism, proposing to itself to become the guide, in those weighty matters which concern the soul, of all who might fall under its influence during a lifetime's service in the ministry. The value and trustworthiness of a "call" to the ministry are things so delicate and sacred that no secular teacher cares openly to estimate them, however much his secret opinion thereupon may differ from that of the novitiate who deems himself to have received one. But certainly one of the severest trials to which any instructor's patience can be put, is to be forced to listen day after day to unsatisfactory recitations, and to endure continued remissness in preparation and study on the part of young men who, with the ministry in view, will not patiently wait till they are mentally fitted to enter it, but must needs take upon themselves to discharge ministerial functions, to the neglect of their own immediate duties, and the hurt of their mental training.

THE action of the faculty of Woodstock College in memorialising the Board of Trustees and other authorities of the Baptist Church for a higher (minimum) standard of scholastic qualification for candidates for the ministry, and its probable endorsation by the Church at large, are matters of more than sectional interest. The intellectual status of the clergy, as we have stated above, concerns the whole community; for if the clergy be not the intellectual equals of the laity, they cannot exercise leadership even in spiritual matters; and should the laity of any church disavow its natural spiritual leaders, the contagion of disavowal might work a far-reaching estrangement of clergy and people resulting in general spiritual and moral retrogression. The faculty of Woodstock College complain that ministerial students-in-training lose too much time in undertaking avoidable ministerial duties, that they are not inclined to thoroughness in their work, that they rush on to what is more advanced before they master the elements. They submit that "less" well done is better than "more" which is only a smattering; that a "pinch" of metaphysics obtained when the mind is unripe to receive it, is not so good as a real acquisition in some branch of science or department of history which is capable of being mentally assimilated. They submit, furthermore, that students in training should not be recognized by the ministerial committee of the Church until they have passed the equivalent of the high school entrance examination—a not too difficult acquirement, surely. The Baptists are among the foremost denominations of Ontario in making provision for the education of their clergy, and we trust that the action of the faculty of Woodstock College may be followed, on the part of their young ministerial candidates, by a corresponding increase of zeal to be armed at all points for their life-long battle.

IN an interview with a reporter, Principal McCabe, of the Ottawa Normal School, has stated his belief in the reasonableness of the rule restricting communication or correspondence between the male and female students attending the provincial normal schools. The rule was established when the Toronto Normal School was first started, twenty-five years ago, and for many years was enforced so rigidly, and one almost may say so absurdly, that there were many who advocated its abrogation. If the spirit of the regulation, rather than its mere letter, be that which is most regarded, its enforcement is wise and defensible. But if, for example, it be made, as once it was, a misdemeanor, for a young lady to recognize, or a young gentleman to bow to, an old friend, as they daily meet or pass one another on the road to or from their common place of instruction, then human nature is being imposed upon and will soon rebel. The heads of these institutions cannot be too careful in seeing that every possible shield be raised to protect the good name, of the young people entrusted to their charge, and that every influence be exerted to maintain and strengthen their character, but the defence should be natural, and such as will be approved of by the common sense of the students themselves. Young women need but few hints to be made fully alive to the importance to themselves of that reserve of manner and modesty of bearing which are their best safeguards when away from their natural protectors, and young men are equally amenable to the dictates of honor and their sense of right.

Contemporary Thought.

NOT a month passes, without some leading French publication drawing attention, either satirically or otherwise, to the inefficient manner in which the article called mind is manufactured in the national workshops devoted to that purpose and named lyceums, colleges and schools. —*The American Register, Paris.*

THE hand will never be so easily trained to accurate manipulation as in the lower grades of school. The child wants to be taught to handle plants and minerals with ease and grace. He needs little instruction if he is given an opportunity, and is told what to do with them. Here, especially, it is easiest to learn how to do by doing. —*The American Teacher.*

THE best work cannot be done in high schools unless pupils are taught in the lower grades to familiarize themselves with minerals, plants, animals, and mechanical forces. The more a child knows from actual experience in work and play, the better equipped is he for study. Memory and imagination are both aided by having a wide range of knowledge of concrete things.—*The American Teacher.*

THE kindergarten should be made a part of the regular school system whenever public sentiment can be brought up to that point. It will never be developed as it should be, will never accomplish the good it ought to until it is officially engrafted upon the general system of education. We appreciate the financial difficulty since it is expensive teaching, and there will be danger of freighting the school system with more burdens than it will bear.—*The American Teacher.*

HAVE you a dull, stupid pupil? What makes him so? It may be he has as keen a mind as there is in the school, but is merely introspective, looking and living all the time within his own mind. Many of the greatest men in history were the dull, stupid boys at school. With schemes, plans, hopes, aspirations all their own, they thought more of them than of their studies. It requires tact and experience to lead such a child out of himself, away from self-attention to external affairs. It can be done, as a rule, only by making it clear that his own aims will be soonest attained by the aid of studies and investigations connected with school work.—*The American Teacher.*

THE direct money value of the system of drawing, which is now being so largely introduced into the public school system everywhere in this country, may be gathered from the following statement: It has been stated by competent judges that, through the instruction in industrial drawing given in the public schools, the establishment of schools of design, and art museums, England has added 50 per cent. to the value of her manufactured articles during the last thirty years. In the United States, 80 per cent. of the workmen lack this knowledge and ability, and as a result, they must work under constant supervision, doing less and inferior work, and receiving less wages than they could command as more intelligent workmen.—*American Journal of Education.*

THE creed of the "new education," so far as it has been formulated, is embodied in this text. *We learn to do by doing.* My purpose is to discover whether this new movement is in the line of historic truth, or whether it is a departure from the truth. Twenty four centuries ago Bias, one of the seven wise men of Greece, left to the world this apothegm: *Know and then do.* Twenty-one centuries later Lord Bacon wrote: "Studies perfect nature and are perfected by experience." In both these cases the sequence is the same: the antecedent to *doing* is *knowing*; we learn to do by knowing. At the present moment all professional and technical instruction is administered on the hypothesis that knowing is the necessary preparation for doing; and the term quackery has been set apart to express the common contempt for the practice of learning to do by doing. Here are thr e landmarks appearing at intervals through a long procession of centuries, and they are all in a direct line. The thought of Bias is sanctioned by Bacon, and embodied in the very civilization of the present moment. If anything has been settled by the experience and common sense of mankind, it is that action should be preceded and guided by knowledge.—*Prof. W. H. Payne at the American Institute of Instruction, Newport, R.I.*

LORD HOUGHTON was the intimate friend and favorite associate of Bishop Thirlwall, and his cheerful paradoxes often dissipated the moral indignation of Carlyle. A commentator of Mr. Froude's biography compared not inaccurately the friendly contests of the gloomy prophet and the cheerful man of the world to a combat between the *secutor* and the *retiarius* of the Roman arena. Notwithstanding an occasional burst of superficial irritation, Carlyle delighted in the audacious sophisms and witty evasions with which Lord Houghton baffled his eloquent attacks. Two humorists as dissimilar to another as they were unlike the rest of the world could not be more equally matched. There were probably some serious and unimaginative judgments to which perpetual versatility and multiform irony failed to approve themselves; but candid observers, who felt an imperfect sympathy with Lord Houghton, might have satisfied themselves that his reputation was well deserved when they saw that he was valued by his friends almost in the proportion of their respective opportunities of understanding his character.

IT is right and wise to have a Minister of Education directly responsible to the legislature and to the people, but he should be aided in the most practical way. No one man, no two men, no three men, can be found capable of, nor should be entrusted with, the working out of the complex and momentous issues of all educational arrangements connected with the present and future life of the country. Let our men of experience, culture, vast knowledge and honor, look at the matter in a business-like manner. What we want is a council composed of representative educationists—men of university experience, men of the inspectorate class, men of high school system, and from other departments of practical educational work. Let the number of this council be named by the legislature. The universities should choose one or more from their several professors as members of this council, the high school masters should select their delegates, and the public school inspectors should likewise send deputies; so on to the limit laid down by prudence and wisdom. The legislature could appoint say one fourth of the council. The members of said council should meet regularly and construct all the curricula for the entire school system of the Province. The Minister would then be in the proper position, aided by a competent council, relieved of much drudgery, and responsible to the country for opposing or accepting the recommendations of the council. The members of the council would be directly responsible to their several electors, and might be elected annually, if satisfactory to their educational constituents. All school-books (with their prices), holidays, times and methods of examining, appointment of examiners (with the remuneration), general school classification, qualifications of teachers, and a universal standard of matriculation, since this is high school work. Of course many other details could be mentioned, but the above will do at present.—*Kosmos for September.*

THE moral teaching in school is by far the most difficult part of a conscientious teacher's work. The mere drill of lessons may, with tolerable ease, be done in a manner satisfactory to all concerned, but the moral training is so full of perplexing problems, and withal of great possibilities for good or evil, that the earnest teacher almost quails before the task. In fact only the best teachers succeed in giving this religious tone to the school, and only those of great natural aptness and of long experience have wisdom and discretion enough to place high moral and religious motives before their pupils with much hope of success. Every teacher who makes this a daily effort finds it a wearing struggle—a struggle not without its heroic and ripening elements, indeed—but yet a constant and trying one. There are in school routine so many provocations, so many petty annoyances, so much to vex, so much to disturb the evenness of one's temper that he is in almost momentary danger of losing an advantage which weeks of laborious effort have secured him. The listlessness of pupils, their idleness, their inattention, their thoughtlessness, or downright mischievousness, their persistent carelessness, and consequent blundering, their impertinence and rudeness, their deceit and lying, their wickedness in act and in implication, must all be dealt with, often very severely, often when patience has withdrawn her kindly rule—and at such a time there is a great danger of one's becoming a poor exemplar of that gospel which sweetens the disposition and perfects character, and invests its votary with the divine halo of a genial, unselfish and winsome kindliness. There can be no doubt that one is working at a decided disadvantage when he has to compel children prone to idle pleasure to devote themselves to irksome and uncongenial tasks, and when he must needs in seeming harshness inflict the necessary penalties. For in the course of the work pupils are often incensed at their master, and then sheer stubbornness defeats his most cherished hopes. Assuredly the influence exerted in seasons of regulated devotion amid such surroundings can never be so direct and positive as that wielded in such an institution as the Sabbath school, where nothing need occur to mar the harmony of teacher and pupils, and where the teacher is known not as a petty tyrant, but as a real benefactor. And we must bear in mind that as this part of the work is the most difficult, so it requires the longest experience for its successful accomplishment.—*J. H. Farmer, M.A., in Canadian Baptist.*

Notes and Comments.

OUR contributors this week are, Mr. C. P. Simpson, Barrister, Leamington, Ontario, and Mr. C. C. James, M.A., Classical Master, Collegiate Institute, Cobourg.

SCHOOL teachers and school trustees visiting the Toronto exhibition, must have been much pleased with Mr. Stahlschmidt's display of pupils' and teachers' desks. From a small beginning Mr. Stahlschmidt has worked up a most thriving and far-reaching business. He knows what is needed in a schoolroom, having been for many years principal of the Preston Public Schools—only resigning last year owing to pressure of his fast-increasing business.

CONTRIBUTORS who wish to see their manuscript printed correctly should write distinctly. Printers and proof-readers, howsoever clever they may be, cannot always catch a writer's meaning. We fancy that the worthy principal of one of our leading educational institutions must have been somewhat surprised the other day to see a statement which he had sent to a contemporary, that his theological students had "not yet returned from vacation," appear, under the influence of the prevailing epidemic scare, as "not yet returned from vaccination."

WE are informed that the attendance at the Ontario Business College, Belleville, exceeds that of any former term, and that not only is every province of the Dominion represented by its students, but many of the states of the American Union. This speaks well for the institution. Personally, we can speak well of it, also, having had good reason a number of times to form a favorable opinion of its work. The large attendance at this and other commercial colleges is an evidence that good as our national system of instruction is, something is lacking, which the people demand, and which these private institutions alone supply.

THIS much must be said for the science of phonetics—all its votaries are enthusiasts. For our part we do not see any prospect of the adoption of a phonetic alphabet. In the way of spelling reform, as it is advocated by the English and American Spelling Reform Associations, we do not see any reasonable obstruction. Mr. Simpson advocates the use, in school, of a scheme by which the pronunciation of any word can be obtained by reference to a table, no matter how arbitrarily the word may be spelled. It is, if we understand him aright, the use of a series of vowel letters, differing only from the ordinary vowel letters by having diacritical numerals attached to them, and the printing of silent letters in italics. His paper in this number illustrates very forcibly, that *some* scheme is necessary; and if well devised, there is no doubt that it could be made very useful.

MR. WHETHAM, late Fellow in Modern Languages, University College, has been appointed to a Fellowship in Romance Languages at Johns Hopkins University, Baltimore. Mr. Milton Haight, mathematical medallist of the University of Toronto, and late mathematical master of Port Hope High School, is about to enter upon a post-graduate course of mathematical study at Johns Hopkins also. Mr. Robert Balmer, medallist in modern languages of University College, and late modern language master of Galt Collegiate Institute, has just returned from a year's study of the Romance languages in Paris, France. Mr. Squair, tutor in French, University College, has also just returned from his annual summer tour in France and Italy, whither he went to perfect his knowledge of French and Italian. These activities on the part of our more earnest young educators, show that the pursuit of culture has a more than ordinary interest for the later graduates of our Provincial University.

WE present our readers this week with the first part of the admirable address on the *Historical Development of Education*, which was given by Dr. Allison, Chief Superintendent of Education for Nova Scotia, at the late meeting of the Ontario Teachers' Association. It would scarcely be becoming in us to commend what comes from so high a source, but if any of our young readers should be deterred by the length of the paper from commencing to read it, let us say, that once read, its matter will reside in the mind—a real gain of knowledge—a nucleus to which other ideas and information concerning the science of education will constantly accrue. We also call attention to the fine truth in Dr. Allison's remarks that the curriculum of the schools must always be a carefully adjusted balance between the claims of the old and the new, between that which has been useful and has served its day and that which the incoming age demands—a truth which is, also, strongly insisted upon in the criticism of the New York *Nation* upon the National Association of Educators, which we print in a subsequent page.

IT was generous for the directors of the Industrial Association of Toronto to set apart a day when all school children would be admitted to its really fine exhibition at a merely nominal entrance fee. But the educational value of their visit was exceedingly small to most of the children present, who, under the influence of the prevalent craze for collecting advertising cards, did little else than struggle with one another to obtain printed bits of paper, which they had scarcely obtained when they threw them away. An exhibition of natural and artificial products, of machinery and live-stock, would be of immense educational value, if parents brought their children to see it, and stimulated their curiosity and directed their observation by judicious questioning and criticism. But in intellectual as in moral and religious education, the modern parent prefers to leave the training of his children to be done by deputy. The teachers of Sunday and week-day schools, alike, have reason to complain of the apathy, and selfish indolence of fathers and mothers who seem to recognize no responsibility in their progeny save that of board and clothing.

WE gladly give place to the following notice which appeared in the editorial columns of the *Current*, of Sept. 5th. The mind of Mr. Wakeman, late editor of the *Current*, has partially given away under the immense strain to which it has been put since the foundation of his paper, and from some remark of his, the story of the *Current's* financial difficulties seems to have sprung. Our valued contemporary regularly appears and is as welcome to its Canadian readers as it is to its many thousands of American patrons. The *Current* has done much to foster Canadian literature, and should receive kind treatment from all Canadians.

"It may be remembered that, in October, 1883, Mr Edgar L Wakeman, a journalist of Chicago, elaborated in the public press the scheme of a weekly publication which was to issue the succeeding Christmas. The main promises were that the mass of articles printed should be brief, clean, and honest. With Christmas came the *Current*, the ninetieth number of which is now before the reader. That this periodical should, in less than two years, attain a place in American esteem where its own vital interests became a matter of legitimate news among the people of all our cities and towns, may perhaps be called a creditable thing, and, if so, then this credit belongs wholly and unequivocally to Edgar L. Wakeman. He made the *Current*. The misfortunes, therefore, of a man so enterprising must receive a filial treatment from the *Current*, the creature of his untiring heart and brain. He built a fabric which has shown no disposition to fall, though he, the architect, might doubt its integrity. For himself, he will not succumb to the distresses that ordinarily break men down, and the world will give him a ready ear at all times. As to the affairs of this publication *per se*. There has gone abroad over the United States an apparently authoritative statement which conflicted greatly with the true interests of this journal. That the announcement alluded to should be followed by an equally public denial, and that the readers, advertisers, and casual acquaintances of the *Current* should be assured that they will continue to see this periodical weekly, and that it has never yet missed an issue, are just now of paramount importance to us. This denial and this assurance the *Current* begs from that portion of the American press at whose hands it has received burial service, however merciful or charitable. The *Current*, because of its proven right to live, asks the continued friendship of its contemporaries."

Literature and Science.

GOING A-BERRYING.

JOEL BENTON.

WITH broad, flat bonnet, to ward off the sun,
Eleanor goes to the fields away;
The pressing tasks of the morning are done,
And the breakfast dishes are set away.

The air is sweet at this early hour,
The birds are singing in bush and tree,
And Eleanor stops to pick a flower;
But one who follows she does not see.

Along the fence the blackberries grow,
Their numbers never seem to fail;
And picking fast, or picking slow,
Will serve at length to fill her pail.

Over her shoulder, so round and fair,
A shadow falls, and a step is heard;
Only a lover so closely would dare
To go—and whisper so tender a word.

Now two are picking the plump, black fruit,
But one is telling a tender tale—
For while he picks he presses his suit,
While the berries fall in a single pail.

Ah, why is the earth so green and fair?
And why is the sky so blue above?
Because through this pure, elastic air
Has swept the messenger of love!

Homeward they go, with loitering gait,
Not as the pretty maiden planned;
For, prompted by benignant fate,
She yields to him her heart and hand!

—*The Critic.*

THE CHAMBERS OF MY HEART.

JOHN READE.

[In a magazine article, published a few years ago, I made bold to say that, with the exception of Longfellow, Mr. Reade is the best sonnetteur in America, and I am proud to say that my judgment has been ratified in high quarters. I should be embarrassed to choose from his sonnets; and must content myself with one example of his softer and more mythical moods, in ballad metre. —*John Lesperance, in Kosmos.*]

IN my heart are many chambers, through which I wander free;
Some are furnished, some are empty, some are sombre, some are light;
Some are open to all comers, and of some I keep the key
And I enter in the stillness of the night.

But there's one I never enter—it is closed to even me!
Only once its door was opened, and it shut for evermore;
And though sounds of many voices gather round it, like the sea,
It is silent, ever silent, as the shore.

In that chamber, long ago, my love's casket was concealed,
And the jewel that it sheltered I knew only one could win;
And my soul foreboded sorrow, should that jewel be revealed,
And I almost hoped that none might enter in.

Yet day and night I lingered by that fatal chamber door,
Till—she came at last, my darling one, of all the earth my own;
And she entered—and she vanished with my jewel, which she wore;
And the door was closed—and I was left alone.

She gave me back no jewel, but the spirit of her eyes
Shone with tenderness a moment, as she closed that chamber door,
And the memory of that moment is all I have to prize—
But *that, at least,* is mine for evermore.

Was she conscious, when she took it, that the jewel was my love?
Did she think it but a bauble, she might wear or toss aside?
I know not, I accuse not, but I hope that it may prove
A blessing, though she spurn it in her pride.

TO THE BLIND.—A DEDICATION.

[The following dedication has been expressly written by Dr. Oliver Wendell Holmes for a good-sized volume of selections from his poetical works, which is soon to be issued by the "Howe Memorial Press" of the Perkins Institution and Massachusetts School for the Blind, in Boston.]

DEAR friends, left darkling in the long eclipse
That veils the noonday—you whose finger-tips
A meaning in these ridgy leaves can find
Where ours go stumbling, senseless, helpless, blind,
This wreath of verse how dare I offer you
To whom the garden's choicest gifts are due?
The hues of all its glowing beds are ours—
Shall you not claim its sweetest-smelling flowers?

Nay, those I have I bring you; at their birth
Life's cheerful sunshine warmed the grateful earth;
If my rash boyhood dropped some idle seeds,
And here and there you light on saucy weeds
Among the fairer growths, remember still
Song comes of grace and not of human will;
We get a jarring note when most we try,
Then strike the chord we know not how or why.
Our stately verse with too aspiring art
Oft overshoots and fails to reach the heart,
While the rude rhyme one human throb endears
Turns grief to smiles and softens mirth to tears.

Kindest of critics, ye whose fingers read,
From Nature's lesson learn the poet's creed;
The queenly tulip flaunts in robes of flame,
The way-side seedling scarce a tint may claim,
Yet may the lowliest leaflets that unfold
A dew-drop fresh from heaven's own chalice hold.

OLIVER WENDELL HOLMES.

Boston, June 15, 1885.

OLIVER WENDELL HOLMES.

THE seventy-sixth anniversary of Dr. Holmes' birth was celebrated last Saturday. The birthday greetings and good wishes that were delivered to the poet upon that occasion can have been but a very partial and incomplete expression of the universal respect and affection he has inspired among his countrymen. Born in the same year with Tennyson, there is no hint in his latest productions of any falling off from the work of his prime. As a writer of occasional verses Dr. Holmes has been more unfailingly successful, not merely than any poet of his own time, but than any poet throughout the whole range of English literature. The happy tact with which he unfailingly strikes the right note has never been more brightly illustrated than in the graceful and tender dedication, printed in last week's issue of the *Weekly*,* of a selection from his verse to be printed in raised letters for the use of the blind. His prose reminiscences lately published in the *Atlantic* have been distinguishable from his workmanship of a quarter of a century ago only by the greater mellowness of the style. Dr. Holmes' position in literature is almost unique, as that of a satirist whose wit, while always pointed, has never made an enemy. There is no discordant note in the chorus of good-will and honor that reaches him in his tranquil and genial old age.—*Harper's Weekly.*

A BOY-NATURALIST.

SAMUEL SMILES, LL.D.

IT is difficult to tell how Thomas Edward† became a naturalist. He himself says he could never tell. Various influences determine the direction of boys' likings and dislikings. Boys who live in the country are usually fond of birds and birdnesting; just as girls who live at home are fond of dolls and doll-keeping. But this boy had more than the ordinary tendency to like living things; he wished to live among them. He made pets of them, and desired to have them constantly about him.

When only about four months old, he leaped from his mother's arms, in the vain endeavor to catch some flies buzzing in the window. She clutched him by his long clothes, and saved him from falling to the ground. When afterward asked about the origin of his love for natural history, he said, "I suppose it must have originated in the same internal impulse which prompted me

* See above—Ed. ED. WEEKLY.

† Thomas Edward, the son of a poor weaver, was born at G sport, Scotland, in 1814. As a boy, he was passionately fond of studying the habits of living creatures, a pursuit he has ever since kept up. Though leading the humble life of a journeyman shoemaker, he has made very important additions to science, and has now the high honor of being made a fellow of the Linnæan Society. An interesting life of Edward, from which this extract is made, has been written by Dr. Smiles.

to catch those flies in the window. This unseen something—this double being, or call it what you will—inherent in us all, whether used for good or evil, which stimulated the unconscious babe to get at, no doubt, the first living animals he had ever seen, at length grew in the man into an irresistible and unconquerable passion, and engendered in him an insatiable longing for, and earnest desire to be always among, such things. This is the only reason I can give for becoming a lover of nature. I know of none other."

When the family removed to Aberdeen, young Edward was in his glory. Close at hand were the Inches—the beautiful green Inches, covered with waving algæ. There, too, grew the scurvy-grass, and the beautiful sea-daisy. Between the Inches were channels through which the tide flowed, with numerous spots or hollows. These were the places for bandies, eels, crabs, and worms.

Above the Inches, the town's manure was laid down. The heaps were remarkably prolific in beetles, rats, sparrows, and numerous kinds of flies. Then the Denburn yielded no end of horse-leeches, tadpoles, frogs, and other creatures that abounded in fresh or muddy water. The boy used daily to play at these places, and brought home with him his "venomous beasts," as the neighbors called them. At first they consisted, for the most part, of tadpoles, beetles, snails, frogs, sticklebacks, and small green crabs; but, as he grew older, he brought home horse-leeches, newts, young rats—a nest of young rats was a glorious prize—field-mice and house-mice, hedgehogs, moles, birds, and birds'-nests of various kinds.

The fishes and birds were easily kept; but as there was no secure place for the puddocks, horse-leeches, rats, and such like, they usually made their escape into the adjoining houses, where they were by no means welcome guests. The neighbors complained of the venomous creatures which the young naturalist was continually bringing home. The horse-leeches crawled up their legs and stuck to them, fetching blood; the puddocks and newts roamed about the floors; and the beetles, moles, and rats sought for holes wherever they could find them.

The boy was expostulated with. His mother threw out all his horse-leeches, crabs, birds, and birds'-nests; and he was strictly forbidden to bring such things into the house again. But it was of no use. The next time that he went out to play he brought home as many of his "beasts" as before. He was then threatened with corporal punishment; but that very night he brought in a nest of young rats. He was then flogged; but it did him no good. The disease, if it might be so called, was so firmly rooted in him as to be entirely beyond the power of outward appliances. And so it was found in the end.

As he could not be kept at home, but was always running after his "beasts," his father at last determined to take his clothes from him altogether; so, one morning when he went to work, he carried them with him. When the boy got up, and found that he had nothing to wear, he was in a state of great dismay. His mother, having pinned a bit of an old petticoat round his neck, said to him, "I am sure you'll be a prisoner this day." But no! His mother went down stairs for milk, leaving him in the house. He had tied a string round his middle, to render himself a little more fit for moving about. He followed his mother down-stairs, and hid himself at the back of the entry door; and as soon as she had passed in, Tom bolted out, ran down the street, and immediately was at his old employment of hunting for crabs, horse-leeches, puddocks, and sticklebacks.

Edward was between four and five years old when he went to school. He was sent there principally that he might be kept out of harm's way. He did not go willingly; for he was of a roving, wandering disposition, and did not like to be shut up anywhere. He wanted to be free to roam about the Inches, up the Denburn, and along the path to Rubislaw, birdnesting.

The first school to which he was sent was a dame's school. It was kept by an old woman called Bell Hill. It was for the most part a girls' school, but Bell consented to take the boy, because she knew his mother and wished to oblige her. Edward was accustomed to bring many of his "beasts" with him to school. The scholars were delighted with his butterflies, but few of them cared to be bitten or stung by his other animals, and to have horse-leeches crawling about them was unendurable. Thus Edward became a source of dread and annoyance to the whole school. He was declared to be a "perfect mischief." When Bell Hill was informed of the beasts he brought with him, she used to say to the boy, "Now, do not bring any more of these nasty and dangerous things here again." Perhaps he promised, but generally he forgot.

At last he brought with him an animal of a much larger sort than usual. It was a kae, or jackdaw. He used to keep it at home, but it made such a noise that he was sent out with it one morning with strict injunctions not to bring it back again. He must let it go, or give it to somebody else. But he was fond of his kae, and his kae was fond of him. It would follow him about like a dog. He could not part with the kae; so he took it to school with him. But how could he hide it? Little boys' trousers were in those days buttoned over their vest; and as Tom's trousers were pretty wide, he thought he could get the kae in there. He got it safely into his trousers before he entered the school.

So far, so good. But when the schoolmistress gave the word "Pray," all the little boys and girls knelt down, turning their backs to Bell. At this movement the kae became fractious. He could not accommodate himself to the altered position. But seeing a little light overhead, he made for it. He projected his beak through the opening between the trousers and the vest. He pushed his way upward; Tom squeezed him downward to where he was before. But this only made the kae furious. He struggled, forced his way upward, got his bill through the opening, and then his head.

The kae immediately began to *cre-waw! cre-waw!* "The Lord preserve us! What's this noo?" cried Bell, starting to her feet. "It's Tam Edward again," shouted the scholars, "with a craw stickin' oot o' his trousers!" Bell went up to him, pulled him up by his collar, dragged him to the door, thrust him out, and locked the door after him. Edward never saw Bell Hill again.

The next school to which he was sent, consisted wholly of boys. The master was one of the old school, who had great faith in "the taws" as an instrument of instruction. One day Thomas had gone to school earlier than usual. The door was not open, and to while away his time he went down to the Denburn. He found plenty of horse-leeches, and a number of the grubs of water-flies. He had put them into the bottom of a broken bottle, when one of the scholars came running up, crying, "Tam, Tam, the school's in!" Knowing the penalty of being behind time, Tom flew after the boy, without thinking of the bottle he had in his hand. He contrived, however, to get it into the school, and deposited it in a corner beside him, without being observed.

All passed on smoothly for about half an hour, when one of the scholars gave a loud scream and started from his seat. The master's attention was instantly attracted, and he came down from the desk, taws in hand. "What's this?" he cried, "Its a horse-leech crawlin' up my leg!" "A horse-leech?" "Yes, sir, and see," pointing to the corner in which Tom kept his treasure, "there's a bottle fu' o' them!" "Give me the bottle!" said the master; and, looking at the culprit, he said, "You come this way, Master Edward!" Edward followed him, quaking. On reaching the desk, he stopped, and, holding out the bottle, said, "That's yours, is it not?" "Yes." "Take it, then; that is the way out," pointing to the door; "go as fast as you can, and never come back; and take that too," bringing the taws down heavily upon his back.

Educational Opinion.

THE HISTORICAL DEVELOPMENT OF EDUCATION.

BY DAVID ALLISON, LL.D.,

Superintendent of Education for the Province of Nova Scotia.

It is scarcely necessary to remind such a body as the Ontario Teachers' Association that it is not my purpose to enter upon an exhaustive, closely-reasoned discussion of the subject which has been announced. The discursive observations I have to offer proceed from convictions that the importance of the inductive study of education has not been duly estimated even by many of those who are laboring for the elevation of educational ideals and the improvement of educational methods; and that, by simply commending it to their attention, I may render a service to the younger members of your learned association.

No feature of the intellectual activity which marks our age is more obvious than the disposition to trace historical growths from their "primordial germs" to their latest and completest developments. No variety of social, political, or ecclesiastical institution; no law, custom, language, or creed, escapes this careful, microscopic process of investigation. Darwin in the "Development of Species," and Newman in the "Development of Dogma" alike impressively testify to the prevailing tendency of modern thought. It is altogether vain to deride this tendency as a mere idle curiosity, always unprofitable, often irreverent. Undoubtedly a rash and restless spirit of inquiry has sometimes yielded to a temptation to transgress the legitimate boundaries of human knowledge, but, on the whole, we find the impulse to historical research springing from worthy motives and permanently enriching mankind by its results. Even inquiries which, through misdirection, or otherwise, have failed of their main object, not infrequently issue in incidental good of equal or greater value.

In everything the present bears some relation to the past, and the more important any given thing may be, the greater need that we should know just what that relation is. To some extent the history of education is involved in the history of literature, in the history of science, in the history of civilization itself: for in a broad sense each age, in its literary character, in its scientific spirit, in its general culture, is just what the methods of education in vogue have made it. Yet we are to remember that education has a history of its own; that it is something distinct from literature and science and civilization; that it is at once an historical entity and a science, whose principles can be learned only by careful research and induction, while their application to the complex, social and industrial conditions of modern life involves many difficult and as yet unsettled problems. What worthier task, therefore, can we propose to ourselves than that of tracing its development from the rude embryonic studies of primitive times down to the highly organized systems and artistic methods which have been elaborated during the course of centuries?

That word of caution, which is always necessary when a matter of historical inquiry is proposed, is necessary here. Indeed, from its relation to religious controversies and political strifes, education is one of those subjects which men are peculiarly apt to look at through distorting media. It can therefore claim with the strongest logical emphasis that we shall study its history with that calm dispassionate *willingness to abide by results*, which is the only true spirit of scientific investigation. We must learn that the sole legitimate aim of historical inquiry is a true knowledge of the real past, that he does not deserve to be called a student of history, whose aim is less comprehensive and complete than this. To attempt to elucidate contemporary educational problems by researches conducted on the principle of seeing nothing that makes against our preconceived notions and magnifying everything that seems to sustain them, is to do violence to the first principles of the historical method. It is to degrade our inquisitive faculty from one of its noblest and most fruitful uses, and make it the instrument of a blind, selfish and dishonorable partisanship. To study education inductively with profit, we must have the temper of the ideal geologist, who raises his hammer to strike without knowing whether the descending blow will confirm his antecedent theory or shiver it to atoms, and without *caring*, his sole anxiety being to learn concerning the matter in hand "the truth, the whole truth, and nothing but the truth." But a mere ascertainment of objective fact by no means exhausts the duty of a student of the history of such a subject as education. Facts require *interpretation*. Their true significance is learned only by the evolution of the motive-forces which have produced them. Events must be placed in such a relation to each other as the laws of historical perspective require. In regard to education as in regard to everything that has taken shape under the free play of human motive and volition, we must struggle against and overcome the conviction (almost invincible though it be) that that which long has been is that which ought to be now. We must not, in the servile spirit of mere copyists, search simply for models of imitation. The instruction we seek from the past must be such as its history affords, when read, studied, and valued with both intelligence and honesty.

Pursued in such spirit as I have thus briefly indicated, the study of educational development must be irenic in its effects. We shall learn to reverence the genius of true scholarship, wherever and by whomsoever displayed. We shall learn that the precious fruits of knowledge grow on many trees with roots in many soils. We shall learn that illustrious educators are confined to no particular school or system, and that no limitations can prevent a genuine teacher from kindling in the bosoms of his pupils a sincere and ardent love of the truth. Above all, we shall learn to distinguish between the transient and the permanent in the elements and instruments of education. A recognition of the analogy between the intellectual and spiritual development of our race will recall the language of a sacred writer, "Now this word . . . . . signifieth the removing of things that are shaken as of things that are made, that the things which *cannot be shaken* may remain."

But I must dismiss the general question thus opened up as including too much for satisfactory treatment in such a paper as this. Let me simply raise a few inquiries as to the light shed by the history of education on some of the debatable questions of our own day.

1. *What subjects shall be taught in our schools and colleges?* This is a question of the utmost importance, yet it receives a perplexing variety of answers, a variety corresponding to the different theories that are held in respect to the true end of education. One school, ably represented by the learned essayist* who has preceded me, seeks an answer to the question asked by an analytic inquiry into the effects of education upon character. With another school the primacy of studies is determined by its fundamental conception of education as an agency for sharpening faculty and developing mental power in a general sort of way, for producing that nameless grace, that undefinable charm of scholarship which for lack of a better term men have to call "culture." Those who hold this to be the highest and best type of learning place their chief reliance for its production on those studies which, from resting on human speech, opinion, and history as their basis, are known as "the humanities." The upholders of this theory of education refer us to illustrious lines of statesmen and jurists, of poets and philosophers, as at once its product and its vindication. But what can be more emphatic than the repudiation of this whole theory and all that it involves by many modern educationists? These tell us that the true aim of education is to fit

* Very Rev. Provost Body.

our youth directly for the practical responsibilities and duties of citizenship and life, and that this fact should give direction to the studies of both school and university. They represent the world we live in as quite as well worth studying as the buried nations and extinct civilizations of the past, while they reject, as founded on a monstrous misconception, the usage which limits the name of *scholar* to the man who has spent his lifetime in the analysis of words and the generalization of abstractions. This view of education is supported by Dr. Arnold's well-known sentiment, that "in whatever it is our duty to act, these matters also it is our duty to study," a sentiment which after all is but the echo of the voice of the ancient sage, "Teach your son while a boy what he will have to practise when a man." These advocates of a practical cultus, also, are not afraid to appeal to fact in support of their contention, claiming that so large a percentage of the representatives of so-called "culture" fails to be of any recognizable service to the world, as to excite a suspicion that the humanistic studies get a good deal of undeserved credit through the fallacy known in logic as "NON *cauda* PRO *causa*." Nor should we fail to note that scientific and kindred studies are no longer pressed on the severely practical ground of their utility; it is contended that they have proved themselves admirable means of mental discipline, developing powers of intellect and habits of thought but partially reached by the researches of philology, the deductions of mathematics, or the speculations of philosophy.

This is by no means a vivid and realistic picture of the educational strife that is now in progress. Much heat has been imported into the dispute. The battle of opinion is a fierce one, while, to use a popular phrase, it is waged "all along the line." Then we must remember that within the generic controversy there are many minor contentions exciting almost equal interest. A large section of the friends of polite studies have abandoned, in whole or part, their reliance on the ancient classics, and prefer to look for literary inspiration to our mother tongue and the noble literature which it enshrines. Then, too, in the wrangling of theorists, science is pitted against science, while some extremists even urge that science itself is vain unless we teach also the practical arts which are based upon it.

Now, if we ask what help to a satisfactory settlement of the questions in dispute can a study of the history of education afford, we must candidly reply that directly, and in regard to matters of detail, it can afford but little. The amount of truth contained in each of the conflicting representations to which I have alluded—for that each contains a certain measure of truth is beyond all question—is a matter depending more on absolute mental law and relations than on what men have thought and done about studies in the past.

Still the law of the development of education, intelligently apprehended, teaches an important lesson which we should be slow to forget. The great educational problem of our day may be fairly stated in general terms to refer *to the relative position to be assigned to the new studies and the old.* The voice of history may be silent as to the comparative value of these studies, but it loudly proclaims the principle that no study can depend on mere prescription for a permanent place among the educational agencies of mankind. Each age is called on to perform its own task, for which it must seek out its own methods, so often as traditional ones prove ineffective or inappropriate. This law can be traced in education as clearly as in every other sphere of thought and effort. We, of course, recognize that principle of inertia which in mental movements always keeps effects from immediately following the causes; but, making due allowance for its operation, we find that the studies of any particular epoch are irresistibly determined by the existing conditions of social, industrial, and intellectual life.

One glance at the history of education is enough to dispel the illusion—which, however, is a very widespread one—that from the earliest ages men have jogged along in one unvarying routine of studies. On the contrary, in the conflict between the old and the new, to which I have alluded, "history repeats itself." The history of education is the history of revolutions. If we view time as made up, not of minute fragments, but of reasonably extended periods, we see that there has always been an "*old* education" and a "*new* education." The advocates of the latter no doubt often display unnecessary aggressiveness in pushing themselves forward as the representatives of new conditions and ideas, while the friends of the former in defending their hereditary preserve, are often tempted to make themselves the champions of the prescriptive, the traditional, and the stereotyped.

All the essential conditions of the great educational revolution which is going on before our own eyes were anticipated in Greece more than two thousand years ago. The history of the remarkable movement to which I refer is preserved on the page of comedy, but it is none the less true and trustworthy on that account. A new era had dawned on Athens. The advance of civilization had developed new intellectual conditions. Mathematical and philosophical studies were knocking at the door of the schools, and threatening the old-fashioned instruction, which, in the eyes of all intelligent men, had become a palpable anachronism. With the conservative instincts of a poet, Aristophanes, a writer of the keenest wit and of almost unrivalled lyric genius, undertook to champion the cause of the traditional culture. The new studies were spoiling the manners and corrupting the morals of the youth. As compared with the olden times, boys doffed their caps less reverently, girls curtsied less modestly, while both alike were being unfitted to continue the honest toil of their parents. These incoming studies were the invention of pestilent busybodies and crack-brained innovators. Athens had become great and glorious without them, and did not need them then The true policy was to abide by the old time-tested, time-honoured standards, shunning the work of iconoclasts and impostors, and particularly avoiding the danger of over-educating the children of carpenters and cobblers. Were Aristophanes living and writing now, we could not pronounce him a very original thinker. He would assuredly be charged with plagiarizing from Richard Grant White, and might not unfairly be suspected of stealing an idea now and then from a certain school of Canadian writers on the subject of popular education. But of what avail was even the genius of a great poet when enlisted in behalf of a lost cause? Ridicule however polished, and lyric fervor however lofty, could not keep back the tides of a mighty intellectual revolution. The new studies might be travestied; they could not be kept back.

In fact it may be said that all history is a protest against the folly of assuming finalities in the instruments of education. Who, during the course of long centuries, would have been wild enough to even hint that Aristotle would ever lose his imperial sway over the human intellect, and over the whole length and breadth of human learning? And yet to-day it would be just as possible to do any other impossible thing as to restore to his famous categories and syllogisms the supremacy they so long maintained in the schools of Europe. This, I say, while yielding to none in profound reverence for "the strongest man of the ancients," and in true and loving regard for the "doctors angelic, doctors seraphic, doctors invincible, and doctors irrefragable," who hung with rapture on his minutest word, and gathered around the central points of his philosophy the vast and curious treasures of the Scholastic literature. Let us remember, too, that Aristotle neither owed his pre-eminence originally to accident nor retained it by the mere force of prescription. Undoubtedly, towards the end of his career, in the schools men continued to adhere to him when it would have been the part of wisdom to let him go, when the fall of Constantinople and the dispersion of her scholars, the crusades and the contact of European mind with Oriental

(*Continued on page 620.*)

TORONTO
THURSDAY, SEPTEMBER 24, 1885.

THE ONTARIO TEACHERS' ASSOCIATION.

THOSE who carefully read the addresses given at the late annual meeting of the Provincial Teachers' Association, printed in our special numbers of August 20 and August 27, must acknowledge that they testify both to the meritorious character of the work which the association is doing, and to the high status to which the teaching profession in Ontario has attained. That the teachers of Ontario have attained a high status we have not a shadow of a doubt. We believe that in qualifications, in intelligence, in character, and in social standing, our teachers are not surpassed by those of any state or nation. We do think, however, that in professional zeal, and in the pursuit of education as a science, they are not nearly so earnest as those of many communities with whom we might institute a comparison. The indifference of the great mass of them to the welfare of the Provincial Association is one evidence of this deficiency of professional zeal; as it is also a result of it. This association has been established twenty-five years, and what it has done to shape the course of educational legislation, and to raise the tone of the profession, is more than can be estimated. It is the high-water mark of professional enterprise and progress. There is no gainsaying that its most active members, and steady adherents, have been the men who have given character and value to our educational system. The indifferent idler, the contented conservator of antiquated ideas, the self-sufficient believer in the adequacy of his own methods of teaching and discipline, may keep aloof from the association, but despite their absence, it is rightly held by the public, and by the legislature, to give expression to what is best and most worthy of confidence in educational opinion.

Geographical conditions may make some of our most active educational workers think it impossible for them regularly to attend; yet there are many, living in the most distant parts of the Province, who rarely are absent. If a more earnest and active professional spirit prevailed distance would not put an insuperable impediment in the way of attendance.

The proposition to hold the meetings during the Easter vacation does not seem to us a good one. Not only is the time available, short, but the season of the year is unsuited to travelling. During the long vacation most teachers make some tour or other, and but little planning is needed for the association meeting to be taken in as part of the annual outing.

Another proposition has often been broached, and sometimes discussed; and it seems timely to revive it. It has been said that the findings of the association should not be regarded as expressing the opinions of the great body of the profession inasmuch as the association is not representative. Technically the association is *not* representative, though practically it is so, since the leading members of the profession have always made a point of attending its meetings whenever possible.

Nevertheless, at almost every meeting of the association, opinions are expressed in the name of the whole body, or of some one of the sections affiliated to it, which are voiced but by a small representation—sometimes but by a ridiculously small one. We need not look further back than to the motion respecting Upper Canada College in the High School Masters' Section this year. Upon so important a question as the one disposed of, fifteen votes would never be regarded by the general public as expressing the opinion of the entire body supposed to be represented, no matter how representative in character these votes really were. It often happens that in the general association, at the close of the afternoon or evening session, a vote is taken and a motion passed, when but a handful of members are present, which by an outsider could no more be considered representative in character, than the finding of a street corner committee can be said to be the voice of Parliament.

Now that, throughout the Province, local associations are organized and in good working order, in which there is a general disposition to send delegates to the provincial meeting and pay all necessary expenses, a change should be made in the constitution by which it would be obligatory that all findings of the general association should be determined by these delegated representatives alone. Discussion and the expression of opinion might go on as heretofore, subject only to the rules which govern all deliberative assemblies, but all motions and elections for office should be made only by duly accredited delegates.

This would impose upon the delegates who are sent to the general meeting a responsibility which they do not feel now, and duties, personal to them, for the discharge of which they would be held answerable.

As things now are, a delegate coming to the association for the first time soon begins to feel that he is, in but a very poor sense, a representative of his constituency; not only does he find that his own vote is of no more account than that of any other person from his own association, but he may find, too, that the views which he is expressly delegated to represent, and with which perhaps a large number of other delegates agree, may be overruled by a coterie representing, territorially, but a very small area. His sense of the fitness of things is soon violated; he loses interest in his duties; he ceases to take any pride in a position, which is not only anomalous, but positively ludicrous; and he goes home with the mercenary thought, as his only consolation, that though his office was not a very honorable one, it at least afforded him a free railroad fare.

Perhaps the High School Masters' Section could be made more representative than it is with very little effort. The attendance at it is composed largely of head masters. Assistants neither attend regularly, nor participate freely in the proceedings of the meetings when they do attend. Head masters could improve this, somewhat, by encouraging their assistants to attend and to assist in deliberations; but we fear that, as a class, high school assistants are not the most zealous in the pursuit of their profession. But possibly, if in the discussions of the section, more attention were paid to education as a science, and less to the details of education administration, assistant masters would take more interest in the proceedings than they now do. In respect of scholarship and general accomplishments they constitute a most important constituent of the educational commonwealth, and their general indifference to meetings for the advancement of education is much to be regretted.

All the sections could be made more representative than they are by the adoption of a rule by which the quorum necessary for the registration of an expression of what may be called a representative

opinion should be much greater than it is, and greater than that required for ordinary business.

We publish in another column a valuable expression of opinion respecting the National Educational Association, of the United States, which we commend to our readers for careful perusal. *Mutatis mutandis*, much of its criticism is applicable to our own association.

OUR EXCHANGES.

THE *Week* continues its thoughtful and thoroughly informed remarks upon political events and tendencies -though of late there has been some lack of those keen and powerful criticisms of European, and especially of English, politics, for which the regular reader of the *Week* invariably first looks. The most notable contribution in the last number was a paper by Mr. Le Sueur, on Matthew Arnold's *Discourses in America*.

The New England *Journal of Education* is the principal educational paper of the Eastern States, and one of the most valued of our exchanges. Its issue for Sept. 10 contains a strong denunciatory criticism of the attempts which the Catholics of the United States are now strenuously making, under orders from the Pope. to establish separate parochial schools which shall be subsidized by the State.

Harper's Weekly is taking advantage of the late ocean yacht races to present to its patrons some fine specimens of full page wood-engravings, in which the burin is handled with a freedom and vigor which remind one of the best work of the English style.

The *Atlantic Monthly*, for September, opens with Mr. James' long expected *Princess Casamassima*. Dr. Holmes' *New Portfolio* is continued, and Mr. Scudder's. *Childhood in English Literature and Art*, is begun. Mr. Maurice Thomson's, *A Taunt*, has a forest freshness about it, as one would expect: Mr. Allen's, *Beneath the Veil*, is a poem that will stay in the heart—its sorrowful pathos is from so hopeless a source.

Education, for July-August, is a strong number. We subjoin its list of papers in full:—1. "The Preparatory Schools and the Modern Languages Equivalent for the Greek," Charles E. Fay, A.M., Tufts College; 2. "Olympia Fulvia Morata," H. L. [illegible] lett; 3. "Training of Teachers," Iola Rounds, Buffalo Normal School: 4. "Inspiration and Naturalism in Dramatic Art," Henry Irving: 5. "Froebel's Principles in Primary Schools," W. N. Hailmann: 6. "Manual Training in General Education," Prof. C. M. Woodward, Ph.D., Washington University, St. Louis, Mo.: 7. "Methods of Classical Instruction," A. C. Richardson, A.M.; 8. "Industrial Education and the Colored People," Wm. Preston Johnston, LL.D., President Tulane University, New Orleans; 9. "Two Great English Educational Societies," Wm. Soleman, England.

The *Magazine of Art* (Cassell & Company, New York) for October is an especially fine number. in text and illustrations. There are five full-page illustrations, one of which, Whistlers's full-length portrait of Pablo Sarasate, the violinist, is not only worth the price of the number, but of a year's subscription to the magazine. The opening paper, by Claude Phillips, is on that strange German genius, Arnold Boecklin, of whose peculiar work a number of admirable illustrations are given. Following this is a paper on Granada, by David Hannay, showing by pencil as well as pen, the Moorish beauties of that old Spanish town. Then comes a poem, by J. Arthur Blaikie, "Reconciliation," with one of Walter Crane's admirable decorative pictures. Harry V. Barnett, continues the stories of "The Romance of Art," selecting the pathetic story of Alexander Alberic and Isabella Cunio for his subject. A valuable paper on "Celtic Metalwork" follows. W. Martin Conway strikes "A Note on Marbuse," the Flemish master, whose "Adoration of the Magi" has been attracting the admiration of English amateurs of Art. "Current Art" is cleverly dissected with reproductions of the recent pictures in the Royal Academy and Grosvenor Gallery: and—but the list of good things is too long for our space.

BOOKS RECEIVED.

The Practical Book-keeper: a new treatise on the science of accounts and business correspondence, with a graded course of business transactions by single and double entry. Second edition, revised and enlarged. By Connor O'Dea. Toronto: Published by the Author.

Neighbors with Wings and Fins; and Neighbors with Claws and Hoofs: being books III. and IV. of Appleton's Natural History Series. By James Johonnot. New York: D. Appleton & Company.

BOOK REVIEW.

A Primer; being the first number of *Classics for Children*; embracing the Sentence and Phonic Methods for teaching sight reading. By Miss J. H. Stickney. Boston: Ginn & Company.

This is a book of a hundred pages, prepared by a practical teacher, who brings much experience, judgment, skill, and taste, to the accomplishment of her task. The preface, and the notes and suggestions to the teacher, are full of good sense. The system followed in the book is eclectic—the word, phonic, and sentence methods, all being used advantageously. This we heartily approve; a system that is not eclectic seems to us unreasonable.

Many of the lessons are made up of those pretty little tales and rhymes that are so dear to childhood all the world over. The book is beautifully and freely illustrated and well printed.

If we were to offer any criticism at all it would be only to say that it seems to us that the rate of advancement expected is somewhat rapid, and that too little attention is given to spelling. The main object of the author seems to have been to present such sentences to the pupil as may readily be apprehended both in form and meaning—the child's general intelligence and memory being more trusted to, both to recognize word-forms once used, and to obtain the names of new ones, than its ability to recognize or obtain these names for itself from its previously acquired knowledge of phonic signs and powers. To this object there has been, perhaps, some little sacrifice of that discipline which learning to spell imposes upon the mind, and without which, in *some* period at least of the pupil's training, there cannot be developed the ability to spell well. One thing is certain, however, the child who goes through the book under a skilful teacher, will learn to *read*—and what more, perhaps one may ask, can be needed?

We cordially recommend the book to all our teachers of primary reading. There is much in it that will be very useful to them, whether they adopt it as a text-book or not. It is more original in plan and treatment than any primer we have examined for a long time, and more worthy of consideration.

Table Talk.

PROFESSOR ASA GRAY, of Cambridge, the celebrated botanist, has lately been reminded by a congratulatory letter from the oldest natural history society of Germany, that he was elected a member of it fifty years ago.

MR. GLADSTONE was greeted with marked respect by the Norwegians everywhere and received many compliments from the public prints. "Seldom, if ever," says a leading journal, "has it been our fortune to behold such a noble and energetic countenance."

LORD HOUGHTON'S death was sudden. He dined with his sister, the Dowager Viscountess Galway, went to the theatre, returned at 10 o'clock, found that her ladyship had retired, went to his own room, felt slightly ill, went to his sister's room and fell dead.

THE GOOD MAN.

(*Æneid, I., 148-157.*)

As often when a tumult in the streets
Has risen, and the ignoble mob is swayed
By passion, hurling fire-brands and stones —
Arms fury furnishes—if they behold
A man revered for pious deeds and life,
Silent they grow and stand with listening ears;
He rules them with his words and calms their wrath;
So fell the sea's loud thunder, at the sight
Of Father Neptune guiding through the heaven
His steeds and chariot with loose-flowing rein.

—*S. V. Cole, in Literary World.*

HAWTHORNE is said to be more widely read in the South than in any other section: James and Howells are favorites at the Hub, but "no good" in New York: Western romances, even of the Bret Harte school, are read in the East, while Eastern novels are in demand from St. Louis to Chicago. Fifth avenue stories, society sketches, are popular with the uncultured natives of the real West. The West, too, affects the classics, and, above all, the two English authors whose works find the readiest sale among them are Thackeray and Dickens, with the former as favorite. Dickens and Thackeray have more readers to-day in the West than in the East.—*American Bookseller.*

(Continued from page 617.)

learning, the dawn of the inductive philosophy and the birth of the experimental sciences, had placed something better within their reach. But during the greater part of his long reign he sat on his throne by right. When we abuse the scholars of Western Europe for deferring to his authority, we most unreasonably abuse them, for they built their system on the best basis of knowledge within their reach. But it became no longer true that Aristotle "treated every subject coming within the range of ancient thought better than anyone else," the foundations of the great master's kingdom were shaken, and in its ultimate overthrow we have a most impressive proof of the powerlessness of mere prescriptive authority to resist the pressure of new conditions of intellectual activity.

Let us glance for a moment at the history of Greek as a subject of instruction in the schools. Who, in the glorious noon of the Renaissance, could have dreamed that the day would come when a renowned writer on education would refer to the quantity of the penultimate syllable of Iphigenia as a trivial matter, when a famous graduate of Oxford would affirm the study of Greek to be defensible only on the theory that studies are valuable in proportion to their uselessness, or when an American scholar with an historical name would boldly pronounce that study to be a "college fetich"? For my own part, I cherish the hope that the language of Demosthenes and Plato will for many generations yet vindicate for itself a place in the recognized circle of useful studies, but we must frankly admit that we are not living in the days of the Renaissance, and that to modern collegians Greek cannot be exactly what it was to the youth who sat at the feet of Erasmus. But its history as a study strikingly illustrates the principle which I am seeking to unfold. Whatever shall be the time or the manner of its "going out," its "coming in," was the means of one of the most marvellous of all intellectual revolutions. Those who speak of Latin *and Greek* as the studies over which men dozed and dreamed during "the Dark Ages" display strange ignorance of the plainest historical fact. Greek is a modern rather than an ancient study. It forced its way into the European universities in some cases after centuries of obstinant resistance from the entrenched culture, and candor compels the acknowledgment that its final triumph was due to practical and utilitarian reasons, rather than such as are now urged in favor of its retention in our school and college programmes. These last are based on the excellent mental drill involved in the mastery of its highly philosophical syntax, on its adaptation to philological research, on the power of its literary treasures to stimulate the imagination and cultivate the taste. But such were not the circumstances which gained for it its original admission to the seats of learning in Europe. Greek was the *practical* study of those times. It commended itself on positively utilitarian grounds. It revealed knowledge which could not be obtained from the imperfectly Latinized Aristotle. It furnished the key to all that was best and wisest in human thought, not excepting even the words of them "Who spake as never man spake," thus inducing men to study it just as English scholars study German, not so much for the sake of the language as for the sake of the treasures it unlocks.

My purpose does not require any attempt at forecasting the future of this noble language in our schools. The determining principle is a plain one, and that principle is not *prescription*, but *utility*. Greek came in as a *supplanter*, because it was a better instrument than the studies it displaced, and it will go out supplanted in turn, whenever it shall cease to answer some one of the really important ends of education better than anything else. We cannot be depended on for any length of time to lumber up our courses of study with mere fossils and mummies, or to use a poor piece of machinery when a good one is within our reach. In a recent paper, the foremost Greek scholar of America, Professor Goodwin, of Harvard, after referring to the accredited place of Greek in university courses, observes: "But neither this nor any other study can occupy this responsible position except at the price of eternal vigilance. It must be wide-awake, too, to see that its methods are not antiquated. . . . The foundations which it lays must be solid and lasting, or something better will take its place." These sagacious observations both state and illustrate the principle I have been trying to unfold.

Other illustrations of changes in educational subjects and methods consequent on changes in society and advances in civilization suggest themselves beyond my power to use them. When Aquaviva, in education the great organizing genius of the Jesuit Order, was planning the policy which ultimately brought the schools of Europe under his sway, he was wise enough to see that he was living in a new age, and that the *Trivium* and *Quadrivium* of the mediæval schools had outlived their usefulness. His *ratio atque institutio studiorum* was the product of a profound appreciation of the tendency of events and the practical demands of the age, and perhaps did as much as religious zeal in extending the influence of the famous Order.

It would make this part of my paper disproportionately long were I to refer, as I properly might do, to the recognition reluctantly accorded in these last days to science and her multiform applications, first, in the universities, and then, in respect to more elementary principles, in the institutions for secondary and primary education. Suffice it to say, regarding the general subject, that I by no means wish to convey the meaning that historical references will enable us infallibly to decide the claims of rival studies or rival groups of studies. By such references, however, we learn to rebuke the dogmatism which condemns a study simply because it was not to the front a century ago, or applauds another which ages ago answered conditions that have passed away never to return. They teach us that in the studies of the school as in other things,

> "Our little systems have their day,
> They have their day, and cease to be,"

while, in view of the almost alarming multiplication of new sciences, and arts based upon them, we increasingly appreciate the knowledge of such a principle, that we may be saved from utter bewilderment and despair. Life is too short to enable us to learn all that our forefathers learned and that vaster knowledge of which they knew nothing, in addition. If we are sometimes led to fear that the old idea of culture in the abstract, of mental discipline and development, pure and simple, is in danger of becoming extinct, we must encourage ourselves with the conviction that studies which enrich and adorn life will also train and develop mind.

2. A closely connected inquiry, and one in reference to which it would be profitable, if time permitted, to elicit the true teaching of history, is *how* shall the various branches be taught, *how*, in respect both of the ends aimed at, and the methods adapted to those ends? Though this is in fact a more important question than that which has thus far occupied us, its consideration here must be confined within narrower limits. It is impossible to compress into the few pages at my disposal the substance of the rapidly extending literature of educational science. At most I could only hope to touch on a few leading phenomena and principles, and that in a cursory and superficial manner. The subjects taught in our schools are not only various, but to a large extent they stand related to different faculties, thus in the very nature of things, rendering it impossible to discuss under present limitations, either the underlying laws or practical methods of successful teaching, with any breadth or fulness of treatment.

(*To be concluded next issue.*)

MR. W. H. HUSTON, M.A., late Principal of Pickering College, now closed, has been appointed to the English mastership of the Toronto Collegiate Institute. It was Mr. Huston, it will be remembered, who virtually won the Gilchrist Scholarship, some three or four years ago, but was not allowed to hold it on account of being *one day* too old. Mr. Huston is one of the most valued contributors to the EDUCATIONAL WEEKLY.

Special Papers.

GEOGRAPHY.

There are, I suppose, as many methods of teaching geography as there are teachers, and each one desires a change or variation n order to prevent tedious monotony and ruttishness. Geography is taught by rote, by map drawing, and by a thousand and one unscientific methods, the result of which is that too often it becomes one of the most wearisome of studies to teacher and student.

I would suggest a plan, already followed doubtless by some, for consideration. We all remember the man who astonished himself and his friend by observing that a river seemed to be situated near every town—would not many of our high school graduates equally surprise themselves by the observation that every river seemed to be situated among the hills? And yet the principles of geography should be so linked together in cause and effect that the students' training would fit them for locating new towns and discussing rationally the possibilities of any new territory.

The principle I suggest for trial and improvement is as follows:—First, to begin with a few simple geological facts of a certain locality; thence by the assistance of a few meteorological facts to develop the physical features, starting from the hills to trace the rivers and lakes necessarily resulting; thence to discuss the origin of the climate, the nature of the vegetation and soil, and thereupon conclude as to the agricultural possibilities of the district; next to locate the principal city, giving reasons for choice of site, and from the resources to trace rise and growth. The growth of the city would necessarily introduce the consideration of the following important topics. resources of country surrounding, agricultural and mineral, the manufactures, fisheries, commercial relations and connections by rail and by steam with smaller towns and larger centres elsewhere, the character of population, influence of educational institutions—in fact the number of avenues of interesting discussion thus arising would be limited only by the time and abilities of the teacher to group the causes into an historical succession.

Physical and commercial geography might thus be united, and many a dry item of Canadian history slipped into the memory and made interesting. Montreal, Toronto, Quebec, Ottawa, Winnipeg, Victoria, and other cities, might be compared and reasons drawn out for the rapidity of growth of some and the slowness of growth of others. The American cities, New York, Boston, Chicago, St. Louis, and others, would next claim attention. Beyond giving the student a rational grasp of the true principles of the science of geography, the students would thus be given an introduction and incentive to geology, meteorology, and many other kindred sciences. Such a method would necessitate much preparation and a course of reading moderately wide, but certainly within the grasp of any high school teacher.

From these bare suggestions a practicable scheme of work might possibly be developed by those interested. To any so inclined to take up the subject I have but one more suggestion at present to offer, and it was simply for this that I at first decided to write. In 1884, Dawson Bros., of Montreal, published, under sanction of Government I presume, a 52-page pamphlet, entitled "A Descriptive Sketch of the Physical Geography and Geology of the Dominion of Canada," written by Drs. Selwyn and G. M. Dawson of the Geological Survey. The book is accompanied by a large map in two parts, about eight feet long, giving the various geological areas in different colors. The map is well adapted for class use, and in the hands of a teacher acquainted with the principles of geology could be made of great service. I have no doubt that the work could be procured from the department at Ottawa. Every teacher of physical geography should at least have the map and pamphlet.

CHAS. C. JAMES.

PHONETICS IN THE SCHOOL-ROOM.

Phonetics is, and always has been, taught in our schools. It is not its introduction that is being advocated, but its recognition and an improved mode of teaching it.

So crooked and uncertain, not to say contradictory, is the manner of representing many of our words upon paper that it is impossible for a foreigner to pronounce them correctly until he has heard the living teacher utter them. So helpless are our letters and so promiscuously are they jumbled together to form words that some of our English scholars have drawn up grave indictments against our orthography. It is true the public pleads guilty, but the inconvenience of a change, added to the radicalism of most of the proposed panaceas, has so far prevented even the introduction of the phonetic system itself as a science upon the list of subjects taught.

May it not be reasonable, however, to expect, if the evils are so great and the cure so much to be desired, that a system of phonetics which will make no innovation in our spelling or typography, and which differs in this respect from all other phonetic alphabets, would be a welcomed aid in the schoolroom?

The Tabulated Phonetic Alphabet differs from every other in its being so arranged that, like a map showing the features of a country, it gives a bird's-eye view of our vowels and their various sounds. It also, with its key, shows each vowel sound and the strategical skill that has been exhibited in combining these vowels with each other, and even with consonants also, in endeavors to produce like sounds

Thus we have five principal uses for the vowel "i," shown in the words *knife*, *machine*, *birds*, *mirror* and *ring*, and *family*, as laid down in the first, third, fifth, eighth and ninth divisions, respectively, of this alphabet.

We also represent *i*, long, in *knife* in seventeen other modes! Examine *ai* in *Aijelon*, *ais* in *aisle*, *ay* in *ay*, *aye* in *aye*, *ei* in *eider*, *eigh* in *height*. *ey* in *eying*, *eye* in *eye*, *hy* in *rhyme*, *ie* in *die*, *igh* in *high*, *is* in *island*, *oi* in *choir*, *ui* in *guide*, *uy* in *buy*, *y* in *fly*, and *ye* in *dye*.

Of the above the intricacy of the spelling is further increased by making *ai* represent other sounds; viz., *a*, long, in *tail*, *a*, of the fifth division, in *fair*; *e*, short, in *again*; *a*, short, in *plaid*, and still shorter in *curtain*.

Ay has also the sound of *a* long in *say*, and of *e* short in *says*.

Aye takes the sound of *a* long in *aye* (ever).

Ei in *eider* becomes *a* long in *veil*; *e*, of the fifth division, in *heir*; *e* short in *heifer*; and *i* short in *surfeit*.

Ey in *eying* becomes *e* long in *key*; *a* long in *convey*; and *e*, of the ninth division, in *money*.

Eye has the soundof *e* long in *keyed*, and *a* long in *conveyed*.

Ie becomes *e* long in *chief*; *e* short in *friend*; *i* short in *sieve*; and the ninth division *e* in *patient*.

Hy is *i* short in *hymn*.

Oi is *o*, second division, in *toil*, and ninth division *e* in *avoirdupois*.

Ui in *guide* becomes *e* long in *mosquito*; *i* short in *guitar*; *o* of the sixth division in *cruise*; *u*, first division, in *pursuit*; and *u*, third division, in *juice*.

When it is considered that the above show eighteen modes of representing *i* long, and that we appropriate ten of these to represent other sounds it will be seen how puzzling to a learner this one sign of *i* long and its collaterals are. Add to the above all the other vowels and their various equivalents and the labyrinth is difficult enough; only a living teacher, or a vowel map which will exhibit all these signs and sounds with their equivalents, can solve the difficulties.

It will thus be seen that the obstacles in the way of learning to read our English words are very great and that the present mode of teaching is about as crude as can well be. What is required is phonetic instruction, and in such a manner and system that every step taken will be a lasting advance, and one that need not be retraced at any subsequent stage of the student's progress.

Whilst, therefore, improvements are being made in the mode of teaching youth other branches of learning, it would add greatly to their comfort and progress, if their efforts in learning to read and write English were aided by a philosophical phonetic system.

CALEB P. SIMPSON.

Physical Culture.

*GYMNASTICS.—THE DIO LEWIS SYSTEM.**

BY PROF. F. G. WELCH, M.D., YALE COLLEGE.

General Principles.—Position.—Free Gymnastics.—Various Movements.—Bean Bag, Wand, Dumb-Bell, Ring, and Club Exercise.

(Continued from previous issue.)

FIRST SERIES *(Cont.)—Miscellaneous Movements.*

22. Arms extended in front, thumbs up, raise hands about a foot, and bring forcibly to shoulders.

23. Arms horizontal in front; raise right hand to perpendicular over head twice; left twice; alternate twice, and simultaneous twice.

24. Thrust hands down, out at sides, up, in front, twisting the arms at each thrust; repeat.

25. Repeat No. 24.

26. Thrust hands to floor, not bending knees; then over head, rising on toes, opening hands at each thrust.

27. Hands at sides open; swing them over head, clapping them; at same time stepping right foot to left, and left foot to right, alternately.

28. Stamp left foot, then right; then charge diagonal forward with right; bend and straighten right knee, at same time throwing arms back from horizontal in front.

29. Repeat No. 28 on left side.

30. Repeat No. 22.

SECOND SERIES—*Hand Movements.*

1. Thrust right hand down and up alternately.

2. Repeat No. 1 with left hand.

3. Alternate, right hand going down as left goes up, and *vice versa*.

4. Simultaneous, both down, then both up, etc.

5. Thrust right hand to right and left alternately, twisting body when thrusting to left.

6. Thrust left hand to left, and right twisting to right.

7. Thrust both hands alternately to right and left, twisting body.

8. Thrust both hands to right four times, to left four times.

Foot Movements.

9. Hands on hips; kick diagonal forward with right foot, three times, stamping floor on fourth beat; same with left.

10. Kick diagonal back three times with right foot, same with left.

11. Repeat No. 9.

12. Repeat No. 10.

Arm Movements.

13. Hands down at sides; raise stiff right arm forward over head four times; left four times.

14. Alternate four times; simultaneous four times.

15. Raise stiff right arm sideways over head four times; left four times.

16. Alternate four times; simultaneous four times.

17. Arms extended in front; swing them back horizontally.

Shoulder Movements.

18. Hands at sides; raise right shoulder four times; left four times.

19. Alternate four times; simultaneous four times.

Miscellaneous Movements.

20. Hands down at sides; open hands and spread fingers four times; out at sides four times.

21. Hands up; open four times; in front four times.

22. Mowing movement from right to left, and left to right.

23. Hands on hips; throw elbows back.

24. Bend body down diagonal to right, and thrust right and left hands down alternately as near the floor as possible, four beats; same, bending diagonally to left side.

25. Repeat No 24.

26. Swing arms around in front, clasping shoulders, right hand above, then left above alternately.

27. Hands on hips, stamp left foot, then right foot, charge diagonal forward with right, sway the body, bending right and left knees alternately.

28. Repeat No. 27, diagonal forward on the left side.

29. Repeat diagonal back on the right side.

30. Repeat diagonal back on the left.

THIRD SERIES.—*Attitudes and Percussion.*

1. Hands on hips; stamp left foot, then right; charge diagonal forward with right foot; inflate the lungs.

2. Remaining in the attitude, percuss the upper part of the chest.

3. Repeat No. 1, diagonal forward left.

4. Repeat No. 2.

5. Repeat No. 1, diagonal back, right side.

6. Percuss the lower part of the chest.

7. Repeat No. 1, diagonal back, left side.

8. Repeat No. 7.

Hand Movements.

9. Hands clasped behind the back; raise and thrust down.

10. Hands down at sides, thumbs out; twist hands half round, four beats; hands out at sides, thumbs back, twist hands half round.

11. Hands above the head, thumbs in, twist hands half round, hands in front, thumbs out, twist hands half round.

12. Palms together in front, slide right and left hand forward alternately, elbows straight.

Shoulder Movements.

13. Hands down at sides; describe forward circle with right shoulder four times; left four times.

14. Alternate four times; simultaneous four times.

15. Repeat No. 13, making backward circle.

16. Repeat No. 14, making backward circle.

Arm Movements.

17. Fists in armpits; thrust right hand down four times; left four times.

18. Alternate four times; simultaneous four times.

19. Fists upon the shoulders; thrust right hand up four times, left four times.

20. Alternate four times; simultaneous four times.

21. Right hand down from armpit, and left up from shoulder four times; left down from armpit, and right up from shoulder four times.

22. Alternately right down and left up, and left down and right up, one strain.

23. Simultaneous, both down, then both up, one strain.

24. Hands down at sides; raise right hand to horizontal in front four times; left four times.

25. Alternate four times; simultaneous four times.

26. Hands over head; sway body to right and left alternately.

Attitudes.

27. Hands on hips, stamp left foot, then right; charge diagonal forward with right, looking over left shoulder.

28. Repeat No. 27, diagonal forward left foot.

29. Repeat No. 27, diagonal back right.

30. Repeat No. 27, diagonal back left.

CHORUS.

Music—Yankee Doodle (always).

1. Repeat No. 1, first series.
2. Clap hands.
3. Percuss chest.
4. Hop on right foot, eight times; left, eight times.
5. Repeat No. 2, first series.
6. Clap hands.
7. Percuss chest.
8. Leap right and left foot alternately eight times, both together eight times.
9. Repeat No. 3, first series.
10. Clap hands.
11. Percuss chest.
12. Leap right and left foot alternately in front, and back (long step), one strain.
13. Repeat No. 4, first series.
14. Clap hands.
15. Percuss chest.
16. Crossing feet one strain.

(To be continued.)

* [Most of these exercises can be used in any schoolroom and many of them without apparatus and music.—*See Notes and Comments*, ED. WEEKLY, *page* 507.]

The Public School.

EXERCISES ON PUNCTUATION.

From Quackenbos' Composition and Rhetoric.

THE sentences in the following exercises should be written on the blackboard, and then corrected by the pupils in writing them on their slates or exercise-books. The writing should in all cases be neatly done. The teacher should give the pupils what explanations and information may be necessary:—

I. PERIODS.

A graphic description of this scene may be found in Gibbon's Hist of the Dec and Fall of the Rom Em, vol ii, chap 5

Mrs Felicia Hemans was born in Liverpool, Eng, and died at Dublin, 1835, A D

Messrs G Longman & Co have received a note from the Cor Sec of the Nat Shipwreck Soc, informing them of the loss of one of their vessels off the N E coast of S A, at 8 p m, on the 20th of Jan

James VI of Scotland became Jas I of England

II. PERIODS, INTERROGATION POINTS, AND EXCLAMATION POINTS.

There is no precedent applicable to the question; for when has such a case been presented in our past history When may we look for another such in the future Who hath heard such a thing Who hath seen such a thing Shall the earth be made to bring forth in one day Shall a nation be born at once

I have not seen him in a year He has grown I suppose — You intend starting in Saturday's steamer—" You have quite recovered from your injury" "Quite recovered Oh no; I am still unable to walk"

They asked me why I wept—They asked me, "Why do you weep"—This is the question: whether it is expedient to purchase temporal pleasure at the expense of eternal happiness—This is the question: " Is it expedient to purchase temporal pleasure at the expense of eternal happiness" —" The question for debate was whether virtue is always a source of happiness—Pilate's question, " What is truth," has been asked by many a candid inquirer—" Who is there " demanded the sentinel

How heavily we drag the load of life—How sweetly the bee winds her small but mellow horn —O thoughts ineffable O visions blest—O the times O the morals of the day—Such is the uncertainty of life; yet oh how seldom do we realize it —While in this part of the country, I once more revisited (and alas with what melancholy presentiments) the home of my youth

Who shall separate us from the love of Christ shall tribulation shall distress shall persecution shall famine shall peril shall sword—I am charged with being an emissary of France An emissary of France And for what end It is alleged that I wished to sell the independence of my country And for what end. Was this the object of my ambition and is this the mode by which a tribunal of justice reconciles contradictions—When, where, under what circumstances, did it happen—When did it happen where under what circumstances

How calm was the ocean how gentle its swell—How wide was the sweep of the rainbow's wings how boundless its circle how radiant its rings—O virtue, how disinterested, how noble, how lovely, thou art—O virtue, how disinterested thou art how noble how lovely—O the depth of the riches both of the wisdom and knowledge of God how unsearchable are His judgments, and his ways past finding out

Hark daughter of Almon—Hist he comes—hail sacred day—Lo I am with you alway—Zounds the man's in earnest—Indeed then I am wrong—O dear what can the matter be—Humph this looks suspicious—Pshaw what can we do

Woe to the tempter—Woe is me—Shame upon thy insolence—Ah me—Away with him—Hurrah for the right—Henceforth, adieu to happiness

King of kings and Lord of lords in humility we approach Thy altar

> O Rome my country city of the soul
> The orphans of the heart must turn to thee,
> Lone mother of dead empires

Men of Athens listen to my defence—Ye shades of the mighty dead listen to my invocation

An honest lawyer. An anomaly in nature. Cage him when you find him, and let the world gaze upon the wonder—A discerning lover that is a new animal, just born into the universe—And this miserable performance, in which it is debatable whether there is more ignorance or pretension, comes before the world with the high-sounding title, " Dictionary of Dictionaries "

Canst thou draw out leviathan with a hook, or his tongue with a cord which thou lettest down—When saw we thee an hungered, or athirst, or a stranger, or naked, or sick, or in prison, and did not minister unto thee—When saw we thee an hungered, and did not minister unto thee or athirst or a stranger or naked or sick or in prison—The question, " What is man," has occupied the attention of the wisest philosophers; yet how few have given a satisfactory answer—An ancient sage, being asked what was the greatest good in the smallest compass, replied, " The human mind in the human body "—" Am I dying " he eagerly asked " Dying Oh no not dying " was the faint but hopeful response—It rains still, hey—Where have you been, eh—Aroynt thee, witch—" Ha, ha, ha " roared the squire, who enjoyed the story amazingly " Ha, ha ha " echoed the whole company

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ARITHMETICAL QUESTIONS.

(Continued from previous issue.)

THE following questions selected from Sadler's *Counting-house Arithmetic* will be found useful to teachers preparing pupils for the Entrance Examination:

25. The sales in a dry goods house were increased 20% the second year, 25% the third year, and 16⅔ % the fourth year. What was the amount of sales the first year if on the fourth year they were $44,843.75?

26. The present valuation of a man's property is $8,255, caused from a rise in real estate of 27%. What was the cost?

27. A owns 37½ % of a ship, B owns 33⅓ % of it, and C 20 %, D owns the remainder. What is the value of the ship, if D's share is worth $6,875?

28. Sold ten barrels of flour at $8 per barrel, which was 25% more than I paid for them. What did I pay for them?

29. A quantity of soap lost 12½ % of its weight. When sold the amount was 84 pounds. How many pounds were purchased?

30. A retail merchant ascertained that the average wastage on his flour was 2¾ %; on pork, 12⅛ %; on sugar, $3\frac{1}{16}$ %; on beef, 8¾ %; on butter, 5 %; and on coal oil, 10 %. The weekly sales of flour averaged 10 barrels, or 1,960 pounds; of pork 1,600 pounds; of sugar 320 pounds; of beef 800 pounds; of coal oil 5 gallons; and of butter 80 pounds. What was the wastage on each?

31. In a city with a population of 64,320, 25% were Germans, and 5% Canadians. What number of Germans and of Canadians did the city contain?

32. A drug firm paid for advertising $5,504 per annum; for labels $1,480; and for transportation $2,816. What per cent. of the sum of these expenses was incurred in advertising? What per cent. for labels? What per cent. for transportation?

33. A firm exported during the past year 876 barrels of flour. Part of the entire number of barrels were shipped in March; 20% more in May than in March, and 40% less in July than in May. How many barrels were shipped in each of the respective months?

34. The charges for a certain class of freight over a distance of 240 miles was 65 cents per 100 pounds, and the quantity transported was 8,200 pounds. The freight was divided between two companies, who received a *pro rata* rate. What per cent. of the total freight did each company receive? What sum did each company receive?

35. According to the estimates of the Director of the United States Mint the gold and silver currency in the United States on November 1, 1879, was: gold $355,881,532; silver $126,009,537; the estimated values on November 1, 1880, were: gold $444,012,030; silver $158,271,327. What was the per cent. of increase of the total of 1880, over that of 1879?

36. According to the annual report of the 6th Auditor of the Treasury, the receipts for postage stamps, stamped envelopes and postal cards in New York State for the fiscal year ending June 30, 1880, were $6,018,793, and the total expenses $4,384,235. What per cent. of excess were the total receipts over the expenses, if the receipts from other sources were $181,542?

37. If 80 % of Brown's money equals 70 % of Smith's, and 75 % of Smith's, 60 % of Jones', how much has each if 30 % of Jones' is $240?

38. In the manufacture of blankets 667½ pounds of cotton and wool were mixed. The quantity of cotton was equal to 75 % of that of the wool. How many pounds of each did the mixture contain?

39. An importer paid £487 10s. for an invoice of goods. He paid also for transportation, custom fees, etc., £24 7s. 6d. What per cent. of the invoice price were the additional charges?

40. A herder has charge of a number of sheep and goats. The number of sheep is 150 per cent. of the number of goats, and the entire number is 144. How many goats were in charge of the herder?

41. The sum paid for two farms was $9,310. If 80 % of one farm equals 120 % of the other, what was paid for each?

(To be continued.)

Educational Intelligence.

THE NATIONAL EDUCATIONAL ASSOCIATION.

THE twenty-fifth annual meeting of this body, which occupied an entire week in July, at Saratoga, and at which every section of the country was represented, was unusually suggestive in many ways. The hold of all educational matters upon public interest is so rapidly deepening that these meetings have attracted more public attention than the meetings of any previous year, and the merits and defects of the Association have probably never been so deeply felt both within and without its membership. The Council, which is limited to sixty members, is in a sense the nucleus of the Association, and in another sense a kind of educational upper house; and if better men could be put in place of a dozen or more of its members, and its work a little better planned, it would be an almost ideal institution. The retiring President, Mr. E. E. White, of Ohio, did much during the two years of his administration to improve its quality, and we shall look with great anxiety for the plan of work (of such central importance) to be presented by the new president. If he should also have the virility to keep discussion from rambling into tedious irrelevance, to prick a very few wind-bags and strangle a very few bores, and bring out the best work the organization is capable of, he will be a public benefactor indeed. Though entirely unpaid, this position is, or should be made, the most dignified educational position in the land. Gradual improvements in the work and constitution of the Council should be the special care of all interested in it.

The Association itself was originally organized with the highest objects and ideals, and at a time of general educational awakening throughout the country. During the last few years it has grown far more rapidly in numbers and in influence than at any other period of its history. Not a few papers among its proceedings will rank with those of corresponding bodies in any land, and its action upon public sentiment in several important directions of national moment has been marked and beneficent.

The best change that it is now undergoing is the gradual development, all along the line of its many interests and topics, of issues between liberal and conservative, progressive and orderly, new and old, as the two divergent tendencies are variously called. This is the world-old and only natural basis for discussion and parties, without which everything stagnates, and nowhere more so or more quickly than in education. Every one by birth and by nurture belongs on one side of this line. Each side has its philosophy, its ideals, one might almost say, its religion. The worst that can befall either is that it become supreme. Until lately the conservatives had it all their own way; but now teachers are rapidly finding their affinities on both sides, or adjusting the claims between the old and the new on the healthful basis of their individual instincts and affinities. The fair development and even balance of these tendencies within the Association is the most general expression for all the many improvements that have been witnesssed for the last half-dozen years. This has given vitality, is slowly reforming remaining abuses, of which there is no particular lack, and, unless we are mistaken, has only very lately given the organization a future.

The meeting this year was the largest ever held with the single exception of last year. The presidential address was a fair presentation of the claims of old and new—more individual, if less comprehensive, than the very readable address of last year. Although a few intolerable papers found their way into the programme—papers that are the particular bane of almost every educational meeting—on the whole there was an encouraging improvement in quality over last year. The simple device of a committee to approve all papers solicited or presented would relieve these meetings no less than they have long relieved the meetings of scientific bodies. To present a paper worthy the attention of such an audience and to have it printed in the volume of proceedings, is too great an honor to be unprotected from abuse or accident. There are enough men of ability engaged in educational work who could, and if there were more selectness about it, would come forward to enrich the programmes of these meetings.

From the presidential address down to the section meetings, there was everywhere evidence of a growing conviction that the mental, moral, and physical characters of children are the only prime interest for teachers. The educational values of studies and of methods; the sense that, after all, life itself, from protoplasm up to college, is only the product of the education of the physical, mental, and moral environment; that to moralize is greater than to mentalize, and the only object of mentalizing, the young—these ideas inspired many papers with many titles. The few great occasions of the week, when, had the prearranged programme for the session not unhappily prevented, the deeper interests which had been stirred would have found expression, were all occasions when these topics were strongly touched.

It is directly out of this deepening spirit, represented by no individual or by no small group of individuals, that there sprang into existence at this meeting, by a spontaneous movement, a very informal association which expressly refrained from a regular organization or even officers, consisting of about twenty-five men from all parts of the country, about half of whom were at Saratoga, where a number of meetings were held. Though no more secret than any committee meeting, its members agreed that for a few years their work could best be done without great publicity. Its members agree in feeling, first, that there should be no trading between educational journals or book concerns in the offices of the association or any of its departments, as was notoriously the case in one or two sections this year, for the selection of men not the best to direct the work here, where more professional work should be done than in the general Association, degrades the entire organization.

Secondly, they agree in feeling that not only educational "managers" and lobbymen within or without the organization, but that purely material and personal interests, are among the most detrimental of all bad educational interests; and that corruption of every form must be driven out from every matter, business or professional, pertaining to school-life and work. So long as superintendents in the highest stations, who are most of all competent to do so, are obliged to refuse to express any opinions about the merits of rival text-books or other supplies, lest influences be set at work against them, or false charges systematically "fastened" upon them; so long as some of our best literature is inaccessible to children in school unless the Reader of the house owning the copyright is introduced; so long as, in some sections of our land, teachers still have to go about and solicit and perhaps "treat" ward officers on the lowest round of the political ladder; so long as large amounts of capital are invested by some houses in the plates of old and antiquated text-books, and surplus funds are devoted to additional agents to force the sale of old books rather than to improve their quality or make new ones; so long as even in the Association some of the questions most vital to education cannot be discussed because men are not free and it is not safe—there is not only plenty of work for an educational service reform association, but the fundamental conditions of making our schools at bottom morally effective in their influence on the pupils are lacking.

Thirdly, these men desire to see some improvement in the general tone and intelligence of educational periodicals. With a few noteworthy and in large measure recent exceptions, even the most widely read of them are local and provincial in character, give no aid in selecting the best among the hundreds of educational books published annually, know and say practically nothing of "abroad," of college work, or of private schools, but occupy only the monotonous field of uniform public instruction. A single journal like the English *Journal of Education* would do more than almost any other agency

to raise the tone of the whole craft. These three convictions, we understand, are to be put in definite form on the completion of the organization referred to in the winter, and we hope it will do much good. Its members expect a long, hard struggle, but they are mostly young and have enlisted for the war.

A most noteworthy improvement in the meeting this year is the great diminution in the number of popular lectures, magic-lantern shows, and general picnics and excursions. These have their place, but surely not in the programme of a great national convention, where they are in strange contrast with the common cry for giving a more professional character to the teachers' work. We hope the picnic spirit will not determine the place of holding the next meeting. A gathering of excursionists is one thing, and that of educators near the great educational centres of the country is quite another, in constitution and in spirit.

Finally, we commend this Association to the attention of all young men interested in the work of instruction in the higher grades. If they do not find it all they would like, they can aid in improving it. In the sections they can be heard at once, can represent their several specialties at a centre where so many educational fashions are set for better or for worse, will pick up hints for greater effectiveness as teachers or professors, and gather a good deal of forensic and (we had almost said) political experience.—*The Nation.*

WATERLOO TEACHERS' ASSOCIATION.

THE semi-annual meeting of the Waterloo County Teachers' Association was held Thursday and Friday in the Berlin Model School. The attendance at all the sessions was large, about 100 teachers being present. Judging from the spirited discussions on the different subjects the teachers are alive to the best interests of the profession. Among the papers read and subjects introduced was one "How to make Teachers' Associations more beneficial," by Mr. C. Witmer. Mr. W. C. Morrison displayed his method of teaching multiples and measures. Mr. Thos. Pearce, P. S. Inspector, gave some valuable advice to teachers on "How not to prepare pupils for Entrance Examinations." He showed that the main subject of education was not to fit pupils for any particular examination but to teach so as to cultivate the intellectual faculties of the child. Mr. H. H. Burgess gave a very interesting address on "Teachers' Salaries," which provoked a lively discussion, in which Messrs. Pearce, Linton, Burgess, Moyer, and Reid took part. An address on "The Unknown World," by Mr. T. Hilliard, P. S. Inspector for Waterloo, was well received. The subject of "School Libraries," by Mr. D. Bergey, and the Delegates' Report by Mr. Linton, concluded the business part of the programme. Mr. Connor, lately arrived from the old country, father of J. W. Connor, B.A., Head Master of Berlin High School, made some valuable remarks on the teaching profession in the old country as well as here, which were well received.—*Berlin News.*

WHITBY C. I. has a literary society and a glee club.

VACCINATION is compulsory in Whitby schools after October 1st.

RIDGETOWN High School, now in its third year, has 100 pupils.

THE new high school building at Pembroke is to be furnished with a hot-air furnace.

GUELPH Board of Education has decided not to change the date of the election of trustees.

OF the proposed Knox College Endowment Fund of $200,000, $180,000 is subscribed, and $120,000 paid up.

MR. THOS. BLAIN, B.A., of the high school staff, has successfully passed the law examination for barristers.—*Brampton Banner.*

MORRISBURG High School building is nearly completed. Brockville proposes to erect a new high school building on a new site.

THE new model school at Bracebridge was opened on the 8th instant. Mr. Greenlees is to be the teacher, at a salary of $225 for the term.

MISS M. E. HUNT, of Toronto, Associate in Arts of McGill College, Montreal, has been appointed assistant teacher in Peterboro' Collegiate Institute.

THE next meeting of the Elgin Teachers' Association will be held, Oct. 8th and 9th. Dr. McLellan, Director of Teachers' Institutes, will be in attendance.

SIR WILLIAM DAWSON, of McGill University, Montreal, has been nominated President of the next meeting of the British Association for the Advancement of Science.

THE important question whether Hydrostatics belongs to the domain of Science or Mathematics will be settled no doubt by next meeting of our School Board.—*Perth Expositor.*

MR. G. W. VANSLYKE, Principal of the Ingersoll Public Schools, has been appointed Principal of the Woodstock Public Schools, in lieu of Mr. Deacon, the new Inspector of Halton.

MR. SAM HOPPER, B.A., of this town, has been appointed Head Master of the Brighton High School. Mr. Hopper enters upon his new duties with excellent recommendations.—*Cobourg World.*

T. W. SLOAN, teacher at No. 7, Morris, Huron Co., has resigned on account of the loss of his voice, and will go to the Pacific slope to see what a change of climate will do for him.—*Wingham Times.*

MR. V. G. FOWLER was appointed assistant high school teacher at Caledonia, but after going there he was barred by the new regulation requiring a course at a training school.—*Bowmanville Statesman.*

DR. MORRISON, formerly Principal of the Walkerton High School, has been appointed Professor of Chemistry, Toxicology and Metallurgy, in the U. S. National University at Washington, D. C. —*Kincardine Standard.*

MR. JOHN HOUSTON, formerly English master in the London Collegiate Institute, and recently master of the Portage la Prairie schools, has received an offer of the English mastership in the Kingston Collegiate Institute.

WOODSTOCK High School celebrated its opening by a public meeting at which addresses were given and music by the school glee club. Diplomas were presented to those who obtained certificates at the late departmental examinations.

UPPER CANADA COLLEGE opened last week under the charge of Mr. G. Dickson, B.A., late head master of the Hamilton Collegiate Institute. Mr. Dickson's well known abilities for the organization and successful management of large educational institutions bespeaks a successful future for the college.—*London Advertiser.*

MR. JOHN W. EEDY has resigned the principalship of the Fingal Public School at a salary of $600 to accept a position on the St Thomas *Daily Times.* Mr. Eedy has been engaged in teaching for the past twelve years in the Counties of Middlesex and Elgin. He has been an indefatigable worker, and his labors have been attended with very great success.—*Chatham Planet.*

THE next annual meeting of the Wentworth Teachers' Association will be held in the new school building in Dundas on Thursday and Friday, October the 1st and 2nd. The programme promises well and will be arranged to include the formal opening ceremonies of the new buildings, at which Hon. George W. Ross, Minister of Education, will be present.—*Dundas True Banner.*

THE Perth Model School opened yesterday with an attendance of 65 with applications from eight or ten others already in and more to follow. The pupils seem to know that the principal, Mr. Chadwick, is a first-class instructor and make their way to his school. For the past three years the Stratford school has had the largest attendance in the Province and it looks like having the largest this year.—*Stratford Herald.*

MR. A. C. LAWSON, M.A., a former student of the Hamilton Collegiate Institute, has written a very interesting paper on "Ancient Rock Inscriptions in the Lake of the Woods," which has been published in the *American Naturalist.* The illustrations were obtained in the leisure time at the disposal of Mr. Lawson, while prosecuting a geological survey of the Lake of the Woods last summer.—*Hamilton Times.*

WE have pleasure in congratulating the County Council upon their appointment, believing that they have secured the services of a gentleman highly qualified for the position; one whose entire aim will be to advance the interests of the cause of education in the county, and to attend carefully and conscientiously to every detail in connection with the various duties of the office. The schools of Halton have always occupied a high position. We shall expect that position to be maintained.—*Acton Free Press, on the election of Mr. Deacon to the inspectorship of Halton.*

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

(Continued from page 418.)

FOURTH BOOK AND SPELLING.

JUNE, 1882.

1. At length the hour of his return came; he arrived in Germany at the time when Varus was draining it of its resources, and heavily oppressing the people. Hermann concealed his intentions, and sought the favor and friendship of Varus, in which he was perfectly successful Doubtless he considered it quite fair to meet force with cunning, and to oppose dissimulation to tyranny. Varus, at that time, did exactly the same thing as Napoleon has done in our day. He pressed German troops into his army, and endeavored to subdue one German people by another. Hermann, with other princes, entered his service without hesitation; and the former exhibited such an appearance of genuine zeal that he won the confidence of Varus, was made a Roman citizen, and had the dignity of a Roman knight conferred upon him. In secret he was preparing for the destruction of the enemies of his country.—*Hermann, the Deliverer of Germany.*

(*a*) 'The hour of his return.' Explain.

(*b*) What were 'his intentions'?

(*c*) Explain the expressions 'to meet force with cunning,' 'to oppose dissimulation to tyranny.'

(*d*) 'He was made a Roman citizen.' Explain.

(*e*) Who were 'the enemies of his country'?

(*f*) State briefly the results of Hermann's efforts.

2. Tell what you know of the burning of Moscow, the causes which led to it, and the results which flowed from it.

3. Alone, the fire, when frost winds sear
The heavy herbage of the ground,
Gathers his annual harvest here,
With roaring like the battle sound,
And trains of smoke that heavenward tower.
And streaming flames that sweep the plain,
Fierce, as if kindled to devour
Earth, to the well springs of the main.
—*The Western Hunter—W. C. Bryant.*

(*a*) To what does 'alone' refer?

(*b*) Explain the meaning of:
. . . "When frost winds sear
The heavy herbage of the ground."

(*c*) 'His annual harvest.' Whose? Harvest of what?

(*d*) 'Here'. Where?

(*e*) To what does 'fierce,' refer?

(*f*) What is meant by 'Well springs of the main'?

(*g*) Give the meaning of this stanza, as far as you can in your own words.

(*h*) Tell what you know about the author of this passage.

4. Distinguish between 'Sere,' 'sear,' and 'cere,' 'plain' and 'plane,' 'main' and 'mane,' 'seen,' 'scene,' and 'seine.'

5. Distinguish between:

Tower the noun, and		Tower the verb.	
Springs	"	Springs	"
Winds	"	Winds	"
Frost	"	Frost	"

DECEMBER, 1882.

1. (*a*) Give an epitome of the lesson entitled "The Death of Montcalm."

(*b*) Who were Montcalm and Wolfe, and how came they to be engaged in hostilities against each other.

2. Describe in your own words the battle of "Thermopylæ," giving the date and location of the event.

3. "Then followed nearly half a century in which France manifested little interest in these transatlantic possessions—being too much occupied with civil dissensions within her own borders. This internal discord being brought to an end by the elevation of Henry IV. to the throne, attention was again turned to the regions of the west. In the year 1603, Champlain sailed for Canada, thus beginning a course of labors of the deepest interest to the rising colony. He organized a system of trade with the Indians; he formed amicable confederacies with them, or humbled them in war by the superior science of European civilization. He fostered settlements of his countrymen, and 'aid the foundation of Quebec, in which city he was buried in the year 1635. In the meantime, while France was consolidating her supremacy over the region traversed by th St. Lawrence, she had also gained an established footing in the territory bordering on the ocean—the present Nova Scotia, to which she gave the name of Acadia. In that country, as well as in Cape Breton, little French communities were being formed, and forts erected for the purpose of protection and defence."

Explain the following words and phrases in the above extract: half a century, manifested, transatlantic, dissensions, borders, internal, regions of the west, colony, organized, Indians, confederacies, fostered, in the meantime, consolidating, supremacy, traversed, footing, Nova Scotia, communities, erected.

4. "Some words, similarly spelled, are distinguished by accent; others,similarly pronounced, are distinguished by spelling."

Apply this rule to the following: adds, adze; air, e'er; council, counsel; courtesy; essay; digest; gallantry; present; ant, aunt; not, knot; dun, done; halve, have.

JUNE, 1883.

1. (*a*) Give the substance of the lesson entitled "The Taking of Gibraltar."

(*b*) Where and what is Gibraltar?

(*c*) Of what importance is it to Britain?

2. The inhabitants of *terra firma* were ignorant of the agitation, which, on the one hand, the volcano of the island of St. Vincent had experienced, and on the other, the basin of the Mississippi where, on the 7th and 8th of February, 1812, the ground was day and night in a state of continual oscillation. At this period the province of Venezuela labored under great drought; not a drop of rain had fallen at Caraccas, or to the distance of 311 miles around, during the whole five months which preceded the destruction of the capital. The 26th of March was excessively hot; the air was calm and the sky cloudless. It was Holy Thursday, and a great part of the population was in the churches. The calamities of the day were preceded by no indications of danger. At seven minutes after four in the evening the first commotion was felt. It was so strong as to make the bells of the churches ring. It lasted from five to six seconds, and was immediately followed by another shock of from ten to twelve seconds, during which the ground was in a constant state of undulation, and heaved like a fluid under ebullition. The danger was thought to be over, when a prodigious subterranean noise was heard, resembling the rolling of thunder, but louder and more prolonged than that heard within the tropics during thunder storms.

Explain the meaning of the following words or phrases in this passage: *terra firma*, volcano, basin of the Mississippi, oscillation, drought, capital, Holy Thursday, calamities, commotion, undulation, ebullition, subterranean, tropics.

3. Next morning, being Friday, the 3rd day of August, in the year 1492, Columbus set sail, a little before sunrise, in presence of a vast crowd of spectators, who sent up their supplications to heaven for the prosperous issue of the voyage, which they wished rather than expected.

(*a*) Who was Columbus? What was his christian name?

(*b*) Whence did he sail, and for what purpose?

(*c*) 'Prosperous issue of the voyage.' Explain.

(*d*) 'They wished rather than expected.' Why?

4. Distinguish: heir, air; adze, adds; fall, fell; gàllant, gallànt; dying, dyeing. Correct any mistakes in the spelling of the following: harrass, beleive, grimmace, rivit, whit

DECEMBER, 1883.

1. Distinguish: hail, hale; whine, wine; ascent, assent; e'er, ere; wax, whacks; tracks, tracts; wail, whale.

2. Accent the following words, and correct any errors in spelling: secede, succede, decieve, wooddin, posthumous, ballance, allarm, combine.

3. Give the substance of the lesson entitled "The Voyage of the Golden Hind."

4. Xerxes, having lost in his last fight, together with 20,000 other soldiers and captains, two of his own brethren, began to doubt what inconvenience might befall him, by the virtue of such as had not been present at these battles, with whom he knew that he was shortly to deal. Especially of the Spartans he stood in great fear, whose manhood had appeared singular in this trial, which caused him very carefully to enquire what numbers they could bring into the field. It is reported of Dieneces, the Spartan, that when one thought to have terrified him by saying that the flight of the Persian arrows was so thick as to hide the sun, he answered thus: "It is very good news, for then shall we fight in the cool shade."

Explain: captain, brethren, befall, virtue, he was shortly to deal, singular, bring into the field, thought to have terrified, flight of the Persian arrows.

5. What is the subject of the lesson from which this passage is taken, and what is the name of its author?

6. Write the emphatic words in the sentence commencing at "Especially," and concluding at "field."

Quote ten consecutive lines of poetry.

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